



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

PS 347- "47" THE AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M347

PRINCIPAL: DAVID THACKER BOWELL

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SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David Thacker Bowell	*Principal or Designee	Signature on file
Stacy Dorchin	*UFT Chapter Leader or Designee	Signature on file
Lakeeta Webb	*PA/PTA President or Designated Co-President	Signature on file
Terry Acevedo	DC 37 Representative, if applicable	Signature on file
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	Signature on file
	CBO Representative, if applicable	Signature on file
Rose Werner	Member/Teacher	Signature on file
Irene Reedy	Member/Teacher	Signature on file
Danielle Golub	Member/Teacher	Signature on file
Danielle Williams	Member/Parent	Signature on file
Whitney Chesser	Member/Teacher	Signature on file
Aviance Pride	Member/Parent	Signature on file
Linda Gavin	Member/Parent	Signature on file

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve students' achievement in K-8 in English Language Arts.

- ELA K-2-90% of K-2 students will be on grade level in reading as measured by DRA assessment by year-end.
- 100% of students will participate in common core performance tasks that provide rigor and higher level thinking (DOK)
- 85% of all students in grades 3-8 will read on grade level as per DRA assessment by year-end.
- Maintain and grow our level 3 and 4 student population on ELA State test.
- Increase our level I students to level 2 by 50% over 2011 test results.
- Increase level 2 students to level 3 by 75% over 2011 test results.
- Improve vocabulary, phonics, and grammar skills of all students to meet or exceed grade level proficiency.
- Student data binders will be developed and up to date for each child.

Comprehensive needs assessment

- Inquiry work revealed lack of student data in grades K-2. In addition, 67% of students in the prior year ELA tests scored below a 3, indicating a close monitoring of students in grade K-2 would target "At risk" students in the early grades for early intervention. This would increase college readiness and support success in higher grades.
- 73.3% in students in grades K-8 come from a home where ASL or Spanish is the students' first language used in the home.
- As indicated in the 2010-2011 ELA 62.9% of our students performed in the lowest third citywide, with only 36% performing at a 3 level. No students received a level 4.
- DRA-2 results indicate that 88 of 114 of students in grades 1-8 are reading below their expected grade level.
- A curriculum review revealed gaps in curriculum alignment and scope and sequence. Research shows school-wide commitment to increasing rigor and higher order thinking in alignment with CCS objectives will increase student proficiency in comprehension, vocabulary acquisition, and language.
- Report card grades given by teachers did not match ELA results indicating proficiency in learning the expected standards for that grade were not being tested or used as the basis for grading.
- Results of the TOSRWF and WIST test revealed that 60 of the 100 students in grades 3-8 performed below the 50th percentile in phonemic awareness, with half below the 30th percentile, including our entire Deaf population and Hearing

students predominantly in grades 6-8. The results correlated with ELA results on the state exam and the Scholastic Reading Inventory Test for ability to read complex texts.

- Studies indicate students who continue to struggle in the sixth grade through eighth grade will most likely drop out of high school and not graduate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- School-wide DRA training has been given by the ARIS learning team to develop teacher capacity in grades K-8 to effectively administer and assess data results to inform instruction. This will ensure consistency as well as target struggling students for AIS focus and small group instruction support. Initial training has been given. Benchmark assessments were given in October. Teachers are using data to group students and focus instructional next steps.
- DRA information and word study progress will be collected and entered 3-4 times a year in Reading Tracker at every grade level to provide support teams with student information, monitor growth over time, and to target goals for instruction. Ongoing, full implementation by January.
- Teachers will be required to submit learning goals for each child and to report quarterly progress.
- Professional development provided by the network on Foundations will be introduced to teachers in September and is expected to be actively implemented in every K-3 classroom on a daily basis for 30 minutes a day by classroom teachers as a preventive measure by January. Students who perform below standards on unit tests will receive an additional 30 minutes for intervention by the classroom teacher.
- A school-wide grading system based on post unit assessments of standards for each unit will be the basis for teacher report card grades. Expected student performance will be established by the standards for that grade, with a consistent evaluation system for homework, class work and participation. (September)
- All curriculums will be aligned with CCR standards. Pre and post assessments for both formative and summative reasons will be administered at the beginning and end of every unit to target for AIS support. Professional development to produce quality maps with Rubicon Atlas, and online curriculum mapping system, has been started. Focus is on creating exemplar units in social studies content with a core team to be shared school wide by February, and turn-keyed by core team leaders. Full curriculum mapping initiative in all content areas will be completed by June 2014.

- Just Words (1 ½ year program) and/or Wilson Reading System (12 levels) are research based phonics programs, and will be formally taught to a pilot study of selected students, both Deaf and Hearing, as identified by the TOSRWF and WIST test in small group instruction. Focus will be on grades Hearing students in grades 6-7, and Deaf students in grades 4-7. These students have made minimal to no progress on the ELA and struggle with basic decoding. Results of this program may result in school-wide application in 2012-2013 school year. Pilot study for Just Words to start ASAP, Wilson Reading upon admission to certified training program and funding.
- Read 180 is a successful program introduced last year in the sixth grade. It is a research-based program that is currently used in whole class setting for students within the 400-800 lexile range in grade 6 to build comprehension, vocabulary, fluency, and understanding. Screening is based on a Scholastic Reading Inventory test to determine lexile level and appropriateness for program. It will be introduced for 7th grade in late December who attain a lexile level of 400 or above, and for at-risk eighth graders in January. Staff attended training in November.
- Targeted professional development and AUSSIE coaches support teacher instruction on a weekly basis to work with teachers to build capacity and develop performance tasks. AUSSIE coach is targeting fifth grade to support differentiation. (Ongoing)
- A school-wide grammar and language program that aligns with core curriculum as per scope and sequence has been formally introduced and is being taught on a daily basis to develop language proficiency. (September)
- Professional development for teachers will support inquiry-based instruction across all content areas. (January)
- A focus on Social Studies content and universal themes will build tier three vocabulary and introduce key universal ideas that foster rich discussion and build on content vocabulary.
- Texts of grade level complexity will be introduced during read aloud and shared reading, as per common core library, to introduce rigor and critical thinking.
- Professional development on effective use of Tier one, two and three vocabulary will be given in January. Teachers will develop Tier 1,2, 3 words, post, and actively implement the system in every classroom by early Spring to support vocabulary acquisition and to support all levels of learners.
- D.E.A.R. – Drop everything and read – is a program for the middle school. Three times a week students read in the auditorium instead of going outside for recess. (November-ongoing)
- All staff currently participate in professional learning communities and ongoing curriculum development, built into the school day during common planning times, to revise and refine curriculum both horizontally and vertically with CCR

throughout the year.

- Spring, 2012, a standardized test for the second grade will be designed and administered using acuity and second grade standards to assess understanding of content, and to prepare for grade 3.
- Customized ITA's were designed by teachers and administered in November to assess achievement of goals and content taught and to be used to target for intervention, small group work, and AIS instruction. Results will be analyzed in December (upon receiving results) in professional development to reveal gaps in instruction and student learning, and to provide reflection on teaching to determine instructional next steps.
- End of year exams will be created and administered for all grades in June in all content areas as a cumulative review and to prepare for next year.
- Teacher training will be scheduled to support teacher use of data to administer and assess for differentiation. (January)
- CTT teachers support at-risk Deaf and Hearing students (as indicated in student iep's) with in-class small group support in ASL and English. (Ongoing)
- An intervention teacher will track data to identify students most at risk to support students (as indicated in the 15-30 percentile by the TOSRWF and WIST test) with word study and phonics. (Completed) One-on-one pull out for 45 minutes for level one students identified at risk based on periodic assessments and who do not receive CTT mandated instructional support. (Contingent upon training)
- F-status teacher will provide push in or pull out support once a week for at-risk students for small group comprehension instruction.
- AIS (37 1/2 minutes) delivered as part of the extended day focuses on ELA strategies to support gaps as indicated on the state exam.

Strategies to increase parental involvement

- All notices that involve parental communication are sent home in first language.
- Principal announcements can be seen daily by parents via a live broadcast (videostreaming) by the Principal in ASL.
- All parent meetings are conducted with a sign language interpreter. SLT meeting updates all participants with CEP goals, initiatives and student progress.
- Parent coordinator is fluent in Spanish, ASL, and English.
- Parents are invited to school writing celebrations and events.
- Parent Orientation and Open House is conducted in September with interpreters on hand as needed.

- Workshops are held by the parent coordinator to introduce ASL instruction, discuss new initiatives, and explain how to get homework help.
- 76% of our students come from economically disadvantaged households. The Parent Coordinator provides numerous workshops on homework help and alternate ways to access educational support for their children.
- Student data binders will be shared with parents at parent teacher meetings.
- ASL classes are provided free of charge for parents during the school day for parents who do not communicate in ASL proficiently.
- ARIS parent link is introduced at the beginning of every school year to keep parents updated on student's progress.
- Parents are provided with timely information regarding performance profiles and individual student assessment results for each child and other pertinent school information.
- Parent coordinator and teachers assist parents in understanding student progress in a language they can understand.
- Updates are posted on bulletin boards in the parent room and outside the parent coordinator's office as well as pertinent information is sent home in a timely manner.
- Parents are allowed to use our school library and borrow books (both in ASL and English) and CDs on a weekly basis to support children's interests and learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- All staff is proficient in or working towards proficiency in ASL.
- Ongoing professional development will attract and maintain highly qualified teachers.
- Ongoing feedback on informal observations will create a culture of professional excellence that attract and maintain teachers.
- Teacher leaders will be identified and turn-key information learned at workshops.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- AUSSIE coaches are contracted for one-on-one weekly teacher support and ongoing whole group professional development.
- All classrooms have co-teaching models with a mandated special education teacher fluent in ASL.
- Volunteers who are professionals and experienced instructors work with students and families.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- AUSSIE coaches are contracted for one-on-one weekly teacher support and ongoing whole group professional development. (Title 1 Funding-professional

development funding)

As a Title 1 and TL Instructional Funding:

- Books and materials for extended day programs.
- AUSSIE coaches
- READ 180
- Foundations, Just Words, Wilson Intensive
- Direct instruction (small group, and whole class, push in /pull out , all teacher support staff salaries – (Title 1)
- Staff for extended day (no cost to school)
- Interpreters are provided for professional development and as needed to support student learning through the office of Sign Language Interpreting Services.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To improve student progress in math horizontally and vertically across the school.

Grades K-2:

- 90% of all students will achieve grade level standards by year-end as per scope and sequence across all domains.

Grades 3-8:

- 50% of our students who scored a level 2 on the 2011 state test will move to level 3 or 4 by year-end.
- 50% of our students who scored a level 1 on the 2011 state test will move to a level 2 or more by year-end. Maintain and grow level 3's and 4's.
- Student data binders will be developed and up to date for each child.

Comprehensive needs assessment

- 37.3% of students performed at a level 3 or above on the state mathematics exam.
- Curriculum review conducted in June, 2011 revealed gaps in mathematics instruction as per scope and sequence and standards alignment.
- Analyzing data revealed students struggled with problem solving, word study, and vocabulary.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Curriculum will be aligned with CCS standards and DOK (both horizontally and vertically across school) to enhance critical thinking, increase rigor, create conversations about instruction, and share best practices.
- Pre and post assessments that align with standards taught, including rigorous performance tasks that solve real world problems, will be used to identify students at risk for small group intervention, as well as identify students who are proficient.
- Provide teacher training to assess acuity to identify performance tasks that represent what will be expected on state test in grade 3.
- Develop teacher capacity to design CITA's (September) for grades 3-8. Professional development workshop in December (upon receipt of results) will build teacher capacity to analyze data results to identify gaps in teaching and student learning, and to reflect on instructional next steps.
- Teachers will be required to submit learning goals for each student quarterly.
- A portfolio will be required for each student and checked to monitor yearly growth and mastery. (Ongoing)
- Pre and post unit assessments will be administered and used to target students who are "At risk," proficient, and advanced for small group and AIS instruction. (Ongoing)
- All staff will participate in a professional learning community and ongoing curriculum development, built into the school day, to revise and refine curriculum both horizontally and vertically with CCR throughout the year. Unit plans that align with CCR are being developed with teachers by AUSSIE coach, and will be required to be current, shared, and reflected upon on an ongoing basis.
- Professional development on use of data was scheduled for all teaching staff in 2010-2011 to build capacity in using acuity to create tests, to assess student work, and inform instruction. Teachers will regularly design tests through Acuity and analyze data to determine next steps. (Ongoing)

- Student work will be reviewed by teacher teams to inform instruction and provide instructional next steps. Weekly grade meetings have been scheduled in the program in which teachers can share best practices and address gaps in learning. (Ongoing)
- Integrating math with literacy and content areas, including social studies and science, will provide transference of knowledge to real world issues using math and encourage problem solving and higher-level thinking. Middle school teachers meet during common planning times to share content. (Ongoing)
- Opinion writing will be used to support math investigations. (Ongoing)
- Math support for independent study at home will be provided with ixl.com. (September)
- Professional development on effective use of Tier one, two and three vocabulary will be given in January. Teachers will develop Tier 1,2, 3 words, post, and actively implement the system in every classroom by early spring to support vocabulary acquisition and to support all levels of learners.

Strategies to increase parental involvement

- All notices that involve parental communication are sent home in first language.
- Parent coordinator follows up on any classroom communication that is sent home but does not generate a response.
- Principal announcements can be seen daily by parents via a live broadcast (videostreaming) by the Principal in ASL.
- All parent meetings are conducted with a sign language interpreter.
- Parent coordinator is fluent in Spanish, ASL, and English.
- Parents are invited to school events.
- Parent Orientation and Open House is conducted in September with interpreters on hand as needed.
- Workshops are held by the parent coordinator to introduce ASL instruction, discuss new initiatives, and explain how to get homework help.
- Math workshops are held to introduce key concepts to parents.
- Videoconferencing phones are available in rooms to support daily parent/teacher interaction.
- Parents who choose to communicate through text or email during school hours are directed to the parent coordinator who relays pertinent information to the classroom teacher in a timely manner.
- Student data binders will be shared with parents at parent teacher meetings.
- Parents are provided with timely information regarding performance profiles and individual student assessment results for each child and other pertinent school information.
- Parent coordinator and teachers assist parents in understanding student progress in a language they can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- AUSSIE math coach provides quality professional development.
- All staff is proficient in or working towards proficiency in ASL.
- School inter-visitations are given.
- Teachers are encouraged to attend workshops to bolster instruction and develop their craft.
- Smart board technology will be supported through hands on workshops to develop capacity.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Volunteers who are professionals and experienced instructors work with students.
- AUSSIE coaches are contracted for one-on-one weekly teacher support and ongoing whole group professional development.
- All classrooms have co-teaching models with a mandated special education teacher fluent in ASL.
- Volunteers who are professionals and experienced instructors work with students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- AUSSIE coaches are contracted for one-on-one weekly teacher support and ongoing whole group professional development. (Title One Funding-professional development funding)

As a Title 1 and TL Instructional Funding:

- Books and materials for extended day programs.
- AUSSIE coaches (Title 1 and Highly Qualified Funds)
- Ixl.com
- Direct instruction (small group, and whole class, push in /pull out , all teacher support staff salaries – (Title 1 and TL Instructional Funding)
- Staff for extended day (no cost to school)
- Interpreters are provided for professional development and as needed to support student learning through the office of Sign Language Interpreting Services.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Develop teacher quality and effectiveness to improve student achievement.

- All teachers will show evidence of professional development by developing a portfolio that reflects professional learning through workshops attended (both mandated and self chosen) and other opportunities to improve craft. Evidence may include, but is not limited to: lesson plans resulting from best practices garnered during sessions, agendas, documentation of how learning was incorporated in class rooms, webinar notes, notes of inter-visitations, etc

Comprehensive needs assessment

- 80% of teachers are highly qualified.
- 2/3 of our students are not performing at grade level proficiency.
- Research proves that the number one impact on student achievement (besides family) is quality of instruction and teacher practice.
- All staff is proficient in or working towards proficiency in ASL.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- All staff will participate in a professional learning community to continuously review and refine curriculum alignment with CCS throughout the year in scheduled professional development workshops held during the school day and for the negotiated 50 minutes during AIS time.
- All units will be aligned horizontally and vertically as per CCS and DOK standards to ensure continuous collegial conversations and teacher collaboration to develop and share best practices. (In progress)
- Lesson plans and daily objectives will be continuously reviewed and assessed to hold teachers and administrators accountable for identifying gaps in instruction and teacher practice and to provide support.
- Teachers will be held accountable for seeking support and showing improvement in areas identified by administrators or teacher leaders. (Ongoing)

- A new teacher mentor system will be put in place to partner newer teachers with ongoing support and provide formative feedback. (Ongoing on a weekly basis)
- Teacher inter-visitations will be scheduled to provide feedback on instruction and modeling when necessary. (December)
- Teachers will develop an understanding of the Socratic inquiry methodology through workshops to encourage rigor in instruction to promote critical thinking. (January)
- Informal observations and walk-throughs will occur daily to provide continuous opportunity of formative feedback in a timely manner. (Ongoing)
- DRA and post assessments will help teachers and administrators identify gaps in instruction and direct support to build capacity in teacher instruction. (Benchmark periods 4x's a year)
- As a pilot school, we will be using the Danielson's Framework to help teachers grow and provide administrators and teachers with clear ongoing expectations and an entry point for identifying support in areas of need. (Ongoing)

Strategies to increase parental involvement

- All notices that involve parental communication are sent home in first language.
- Principal announcements can be seen daily by parents via a live broadcast (video-streaming) by the Principal in ASL.
- All parent meetings are conducted with a sign language interpreter.
- Parent coordinator is fluent in Spanish, ASL, and English.
- Parents are assisted in understanding academic achievement standards and assessments and how to monitor their child's progress.
- All parents are encouraged to take part in the school's Parent-Teacher Association or serve to the extent on advisory groups.
- Parents are encouraged to have meaningful participation on School Leadership teams and the Title One Parent Committee.
- Students are encouraged to share responsibility for the academic achievement of their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development that is high quality, targeted, and ongoing is critical to attract and maintain high quality teachers. By providing continual feedback and professional growth plans, teachers feel supported and are more apt to take leadership roles to promote school-wide success and pride which results in higher morale and low turnover.
- All staff is proficient in or working towards proficiency in ASL.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Coaches from the Talent Management Office support the Principal meet observation goals to improve instruction.
- AUSSIE coaches

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- AUSSIE coaches are contracted for one-on-one weekly teacher support and ongoing whole group professional development. (Title One Funding-professional development funding)

As a Title 1 and TL Instructional Funding:

- Books and materials for extended day programs.
- AUSSIE coaches (Title 1 and Highly Qualified Funds)
- Network (SSO Support)
- \$2,500 in per session from the Talent Management Office

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To increase student responsibility and improve behavior through character building and parental involvement in order to develop a school wide culture of tolerance, respect for education, good citizenship, collaboration and a safe learning environment.

Comprehensive needs assessment

- On the school survey, student behavior was identified as inconsistent. There was an identified need to raise school wide expectations of behavior, respect, and safety by parents, teachers, and students.
- Research proves that school behavior and a shared vision produces a safe environment in which all children can learn.
- A school that supports safety and respect will increase attendance.
- Developing Habits of Mind fosters lifelong learners and encourage good decisions.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Introduce and support a yearlong school wide character development program to promote good citizenship, conflict resolution, respect for diversity, and foster leadership.
- Integrate universal themes across the school (linked to social studies content) and develop essential questions to provide in-depth discussion on basic values to develop character. (September)
- Initiate live daily Principal announcements via Internet in ASL and English to establish a daily focus and to promote school community and shared vision. A word of the week is also introduced daily which supports character building. Ongoing daily.
- The "Pledge of Allegiance to the Flag" is given by the Principal and a selected student daily in ASL via the internet. (Ongoing)

- Introduce a “Book of the Month” which is selected by the Principal to foster discussion and inquiry. (January)
- A student leadership council will be developed based on model performance and exemplary behavior. (January)
- Partnership with local Community Affairs precinct will allow for scheduled monthly inter-visitations to promote respect for authority and conflict resolution in both ASL and English. (January)
- Align “Spirit Day” awards to establish high standards for student behavior. Ongoing.
- Establish and share school wide expectations for behavior and conduct by posting a PS 347 Behavior Code in classrooms and in hallways to foster a unified vision and establish consistent expectations. (September)
- Establish clear and consistent consequences, including specifications for in-house suspension that is in alignment with district policies to promote boundaries for students and personnel. (September-ongoing)
- Acknowledge acts of random kindness with “Salty Awards” to foster a culture of respect for student leaders. (December)
- Institute workshops to strengthen student behavior through management techniques for teachers. (January)
- Initiate a monthly “Teach Like a Champion” book study to promote positive behavior through increased student engagement.
- Designate a “Voices Off” Monday Morning each month in order to build knowledge in ASL as a second and first language as well as build community for our culture. (January)
- Develop a school-wide “Respect for All” campaign that is designed by students. (December)
- Intervention teacher is proactive in behavior intervention and intervenes on matters of discipline and behavioral expectations, including parent contact, daily lunch detention, and behavioral contracts. (Ongoing)
- Each class receives ASL instruction to include language and culture to foster respect for Deaf culture. (Three times a week)
- Provide High Quality academic instruction by highly qualified teachers who understand how to make connections to student’s cultural interests and provide differentiation to engage all learners. (Ongoing)

Strategies to increase parental involvement

- All notices that involve parental communication are sent home in first language.
- Principal announcements can be seen daily by parents via a live broadcast (videostreaming) by the Principal in ASL.
- All parent meetings are conducted with a sign language interpreter.
- Parent coordinator is fluent in Spanish, ASL, and English.
- All staff is proficient in or working towards proficiency in ASL to effectively communicate with parents.
- Engage parents in school events and workshops scheduled through the PTA to better understand cultural differences and to promote a community of diversity and tolerance.
- Invite parents into classrooms to positively affect students' respect of the educational process.
- Provide parents with homework support through ixl.com and Acuity to support a focus on the value of education in school and at home.
- Send home monthly progress reports to inform parents of student positive behavior and achievement as well as keep parents involved in areas of need.
- Initiate positive phone call policy at least twice a week to parents of students who exhibit exemplary behavior.
- Initiate parent contact when infractions occur to promote parent and school collaboration towards a successful outcome.
- Present bullying and respect for all campaign to parents that is designed by students.
- PTA meetings are used as a springboard to topical issues to provide informative discussions and promote ongoing participation.
- Parents are encouraged to give input for future PTA initiatives.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will feel safer and more respected in a school that has behavior and respect as a key focus.
- Teachers will have support systems in place to make sure focus is on instruction.
- All staff is proficient in or working towards proficiency in ASL to effectively communicate with parents.
- Provide teachers with the opportunity to engage in workshops or professional development that builds awareness and appreciation for cultural backgrounds of families.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- NYC Police Department of Community Affairs to deliver monthly workshops with students.
- Volunteers to teach Sign Language to parents.
- Parent Involvement and Parent Coordinator

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Participation from police has no cost.
- Parent workshops are at no cost.
- Parent Involvement (Title 1 Funds)
- Interpreters through the office of Sign Language Interpreting Services.
- Monthly Video streaming services (Title 1 Funding)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A			1	
1	12	12	N/A	N/A			1	
2	10	10	N/A	N/A			4	
3	10	10	N/A	N/A			3	
4	9	9					3	
5	20	17					8	
6	12	9					2	
7	15	12					7	
8	25	21					8	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>All classes have the CTT model with the special education teacher fluent in ASL and English working with students who are Deaf, and as per their iep, designated to have small group instruction.</p> <p>Students in grade 6 and 7 who read between 400 and 1000 lexile use the READ 180 stage “B” program for middle school in a whole class setting to support fluency, comprehension, and vocabulary.</p> <p>Beginning in January, a pilot study of students identified in the 15-30th percentile as per the TOSRWF and WIST will receive 45 minutes of Just Words instruction as a supplemental program to the literacy block to build phonemic awareness.</p> <p>Small group instruction is provided for students who performed at a 3.3 or below on the state exam during the extended day of 37 ½ minutes.</p> <p>Reading intervention during the day on a one-to-one basis for 30 minutes each day for students identified.</p> <p>Speech teachers pull out or push in on a weekly basis as per iep mandated services</p>
<p>Mathematics</p>	<p>All classes have the CTT model with the special education teacher fluent in ASL and English working with students who are Deaf, and as per their iep, designated to have small group instruction.</p> <p>Small group instruction is provided for students who performed at a 3.3 or below on the state exam during the extended day of 37 ½ minutes.</p>

Science	All classes have the CTT model with the special education teacher fluent in ASL and English working with students who are Deaf, and as per their iep, designated to have small group instruction.
Social Studies	All classes have the CTT model with the special education teacher fluent in ASL and English working with students who are Deaf, and as per their iep, designated to have small group instruction.
At-risk Services provided by the Guidance Counselor	n/a
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	Counselors provide social and emotional support to students in small groups and one-on-one during the school day. Interventions include strategies for behavioral management, coping skills, stress reduction, social development, academic concerns, resiliency, issues of child abuse, non-attendance, crisis management, and collaborates with social agencies, etc.
At-risk Health-related Services	n/a

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chue	District 02	Borough Manhattan	School Number 347
School Name The ASL and English Lower School			

B. Language Allocation Policy Team Composition [?](#)

Principal David Howell	Assistant Principal
Coach	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other Rhonda L. Williams/IEP Coordin
Network Leader	Other M. Fisher/ Reading Specialist

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	215	Total Number of ELLs	19	ELLs as share of total student population (%)	8.84%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

We at PS 347 “47” The American Sign Language and English Lower School educate children and serve families whose home language is American Sign Language (ASL), regardless if the child or parents are Spanish, Deaf, hard-of-hearing, or hearing. The majority of our students are hearing children of Deaf adults, otherwise known as CODAs and since ASL is their home language, we consider them ELLs. All of our staff is either proficient or fluent in ASL. We have a Parent Coordinator who speaks Spanish, as well as signs, security guards who know basic sign language, and a mental health team, whose members are all fluent in ASL. We are now in the process of upgrading our school website so memos, announcements and news will be in both English and ASL, and all communication is sent home in Spanish for our Spanish population. We also have offer ASL classes to the community. Many of our students struggle with English, whether they are hearing or Deaf, as with any second language learners. Research in bilingualism and dual language instruction has shown that if children’s native languages are supported, fostered and taught in their schools, their mastery of English will improve. This, in turn, will lead to higher performance on the State and city assessments.

When parents, new to NYC public schools, register their students, Rhonda Williams who is NYS who possesses NYS certification in ASL and has attended Jose P training, administers the parent oral interview including the HLIS and screens the student. If the parent speaks a language other than ASL, a translator is used. While the parent is completing necessary intake paperwork, the LAB-r is administered to the student. Once the LAB-r is scored, the parent will receive notification of entitlement if the child qualifies. If the parent speaks Spanish, a translator is used following the same process previously stated and the Spanish Lab is administered. All of this is completed within ten days. Students identified as ELLs via either the HLIS or the LAB-r take the NYSESLAT in the Spring.

Last Spring, NYSESLAT was administered for the first time to students whose name appeared on the BESIS report. In the Fall, the RLER report is run for a list of students eligible for the NYSESLAT. In the Spring, Rhonda Williams the testing coordinator administers the exam to those students. All four components of the NYSESLAT will be administered until the students are proficient in all four areas.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents choose PS 347 because it is a Dual Language program. During intake, a teacher interviews the parent using the Home

Language Survey. The teacher also assesses the child in English and his/her native language (using a translator if the language does not speak ASL). While the parent is completing the necessary admission paperwork, the LAB-r is administered to the child. The entitlement letter is sent home with the parent on the day of intake. The parent is invited to view the DVD and receive clear explanations about the three program choices. A follow-up phone call is made to confirm the appointment for interview. The school does not offer TBE, but if that is a parental choice, the school refers them to a neighboring school that has the program to meet their child's needs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The entitlement letter is sent home with the parent on the day of intake after the LAB-r is administered to the student. The parent is extended an invitation to view the DVD and receive clear explanations about the three program choices and parent selection. A follow-up phone call is made to confirm the appointment for interview and reinforce the importance of returning the letters. Parent survey and program selection forms will be stored in the student's intake folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

PS 347 is a Dual Language program therefore students who need ESL due to the language being other than American Sign Language, an ESL teacher will provide instructional services. Placement letters will be distributed once the process is set in place. Entitlement letters will be given to parents at the time of registration once the child is administered the LAB-r. Entitlement and placement letters will be placed in student folders in the main office.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

Parents choose PS 347 because it is Dual Language in ASL. The school has not received requests for programs in languages other than ASL but we will continue to monitor the surveys to address parent requests.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. i

Yes, the program at our school is built on parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): ASL

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Total #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	2	1	1	1	1	1	1	2					11
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	2	1	1	1	1	1	1	2	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	16	0	9	3	0	1	0	0	0		19
ESL											0
Total	16	0	9	3	0	1	0	0	0		19

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		0												0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>ASL</u>	2		4		4		2		4		1		1		1		1		20	0
TOTAL	2	0	4	0	4	0	2	0	4	0	1	0	1	0	1	0	1	0	20	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 99

Number of third language speakers: 16

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
Instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side while delivering instruction in both languages.

A. Programming and Scheduling Information

b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? Classes are organized by grade and are heterogeneous with required CTT as per iep's. The school has block classes in our middle school.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

The network is in the process of finding an ESL teacher to work in the school part time. Students whose home language is not ASL will be serviced for ESL via push-in or pull-out depending on need. Our dual language program classes have two teachers, one native ASL user and one English dominant teacher. Teachers work side by side while delivering instruction in both languages.

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The network is in the process of finding an ESL teacher to work in the school part-time. ESL will be delivered 360 minutes per week for beginners, 180 minutes per week for intermediate, and advanced students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

For all content area courses, instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side "Teaming" or "Parallel Teaching" while delivering instruction in both languages, both identified as Best Practice. Since ASL is a visual language, every classroom has a smartboard which is used to add that visual component to instruction. For content area classes, NY State approved textbooks are used. Computers and laptops are in every classroom which offer student prior knowledge support and visual reinforcement.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

American Sign Language is offered as a special. That teacher evaluates student fluency levels using an evaluative rubric that was developed and published by the ASL team.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

If the school had SIFE students they would be provided with small group instruction with a strong vocabulary and reading comprehension focus. The ESL teacher would service this student as per Part CR 154.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Since PS 347 is a choice school and not a neighborhood school if ELLs new to the U.S attended our school, they would be Deaf. They would assess the child's proficiency in speaking, understanding, reading and writing in his/her native language using a translator. If the child is oral Deaf, the school would request a bilingual paraprofessional to help with the student's comprehension of content area curricula. This student would then receive one to one or small group instruction to increase English vocabulary as well as American Sign Language, which would transfer to increased comprehension of NYS standard-based curriculum.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side while delivering instruction in both languages. Since ASL is a visual language, every classroom has a smartboard which is used to add a visual component to instruction. For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop. The workshop modeled is used for instruction where the teacher does a mini-lesson to teach a strategy, sends the students to apply the strategy in their own work be it reading, writing, or math, then the class assembles to discuss how the strategy worked.

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

During the extended day, students are grouped by reading or math level and assigned a teacher or paraprofessional to address their area of need. This year there is a school wide focus on non-fiction reading and writing, vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures to increase knowledge of non-fiction. Topics relate culturally and are of student interest to foster increased relevance. In addition, a focus on grammar and word study will further support problem solving of unknown words. The same intervention strategies are carried over to social studies and science.

9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the student. It is critical that their assessments be closely monitored so if necessary, support can be provided instantly.

10. What new programs or improvements will be considered for the upcoming school year?

New programs such as Wilson's Foundations, Read 180, and Just Words will be incorporated into AIS as well as during the school day. For intensive intervention, Wilson intensive is being considered as a SETTS pullout to replace the normal literacy block during the day.

11. What programs/services for ELLs will be discontinued and why?

There are no programs that will be discontinued.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Being a small school, all students have access to all programs. The school does not have after school services or supplemental services.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop, and access to computers and laptops. Read 180 is an intervention reading program based on the workshop model and allows for small group and whole group instruction, plus 20 minutes of computer time with an individualized interactive comprehension and fluency practice daily. ASL dictionaries and DVDs are in every classroom.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the PS 347 Dual Language program, language support is delivered via a side by side collaborative team teaching model. Students continue to develop ASL skills while increasing content knowledge in English and ASL.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

During the extended day, students are grouped by reading or math level and assigned a teacher or paraprofessional to address their area of need. This year there is a school wide focus on non-fiction reading and writing, vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures to increase knowledge of non-fiction. Topics relate culturally and are of student interest to foster increased relevance. In addition, a focus on grammar and word study will further support problem solving of unknown words. The same intervention strategies are carried over to social studies and science.

9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the student. It is critical that their assessments be closely monitored so if necessary, support can be provided instantly.

10. What new programs or improvements will be considered for the upcoming school year?

New programs such as Wilson's Foundations, Read 180, and Just Words will be incorporated into AIS as well as during the school day. For intensive intervention, Wilson intensive is being considered as a SETTS pullout to replace the normal literacy block during the day.

11. What programs/services for ELLs will be discontinued and why?

There are no programs that will be discontinued.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Being a small school, all students have access to all programs. The school does not have after school services or supplemental services.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop, and access to computers and laptops. Read 180 is an intervention reading program based on the workshop model and allows for small group and whole group instruction, plus 20 minutes of computer time with an individualized interactive comprehension and fluency practice daily. ASL dictionaries and DVDs are in every classroom.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the PS 347 Dual Language program, language support is delivered via a side by side collaborative team teaching model. Students continue to develop ASL skills while increasing content knowledge in English and ASL.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. How much time (%) is the target language used for EPs and ELLs in each grade?
The target language is used 100% of the time. We have two teachers per class, one being a native ASL user.

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
ELLs are integrated the full day, there are no content areas taught separately.

3. How is language separated for instruction (time, subject, teacher, theme)?
The language is not separated for instruction. Curriculum is based on the common core standards. Students are surveyed for interests for cultural links.

4. What Dual Language model is used (side-by-side, self-contained, other)?
The side-by-side model in the PS 347 Dual Language Program.

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
Emergent literacy is taught simultaneously since ASL is not a written language

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

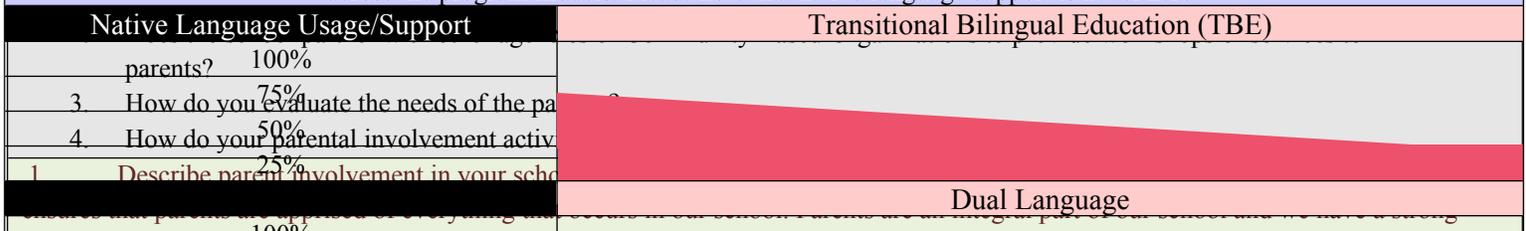
- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
Teachers and paraprofessionals attend professional development weekly. AUSSIE consultants often provide math and literacy professional developments. Assessments are also a topic of discussion during PDs that are facilitated by the principal or the reading/literacy specialist. Counselors and Speech Therapists attend professional developments as offered by their supervisors. Parent coordinator attends

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school is K-8, student assessment binders are passed on to the teacher of the next grade. 5th grade students visit and tour the middle school to see the environment and ask questions to staff and students. The school has social workers who work with students on emotional issues. The school does not have guidance counselors.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs. The school has a wonderful parent coordinator who ensures that parents are apprised of everything that occurs in our school. Parents are an integral part of our school and we have a strong PTA. ASL interpreters and Spanish translators are readily available for parents.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with agencies or CBOs, but we do offer workshops that tackle issues that many parents face. During the 2010-11 school year, we offered workshops on SESIS, crafts to do with your child in order to increase communication, and Handwriting Without Tears to name a few. ASL interpreters and Spanish translators are readily available for parents.

3. How do you evaluate the needs of the parents?

Parents feel very comfortable approaching the parent coordinator to discuss issues that pertain to their child or themselves. From these discussions, workshops and/or meetings are developed. The school social workers also work closely with parents of the students on their caseload to ensure there is a strong home school connection. In addition, the school survey parent responses are taken very seriously and reviewed by administration and addressed in the school based leadership team meetings. ASL interpreters and Spanish translators are readily available for parents.

4. How do your parental involvement activities address the needs of the parents?

During workshops or parent teacher meetings, the school makes sure all parents have access to information by hiring ASL interpreters and Spanish translators.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

During the extended day, students are grouped by reading or math level and assigned a teacher or paraprofessional to address their area of need. This year there is a school wide focus on non-fiction reading and writing, vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures to increase knowledge of non-fiction. Topics relate culturally and are of student interest to foster increased relevance. In addition, a focus on grammar and word study will further support problem solving of unknown words. The same intervention strategies are carried over to social studies and

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the student. It is critical that their assessments be closely monitored so if necessary, support can be provided instantly.

10. What new programs or improvements will be considered for the upcoming school year?

New programs such as Wilson's Foundations, Read 180, and Just Words will be incorporated into AIS as well as during the school day. For intensive intervention, Wilson intensive is being considered as a SETTS pullout to replace the normal literacy block during the day.

11. What programs/services for ELLs will be discontinued and why?

There are no programs that will be discontinued.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Being a small school, all students have access to all programs. The school does not have after school services or supplemental services.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop, and access to computers and laptops. Read 180 is an intervention reading program based on the workshop model and allows for small group and whole group instruction, plus 20 minutes of computer time with an individualized interactive comprehension and fluency practice daily. ASL dictionaries and DVDs are in every classroom.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the PS 347 Dual Language program, language support is delivered via a side by side collaborative team teaching model. Students continue to develop ASL skills while increasing content knowledge in English and ASL.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

During the extended day, students are grouped by reading or math level and assigned a teacher or paraprofessional to address their area of need. This year there is a school wide focus on non-fiction reading and writing, vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures to increase knowledge of non-fiction. Topics relate culturally and are of student interest to foster increased relevance. In addition, a focus on grammar and word study will further support problem solving of unknown words. The same intervention strategies are carried over to social studies and science.

9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the student. It is critical that their assessments be closely monitored so if necessary, support can be provided instantly.

10. What new programs or improvements will be considered for the upcoming school year?

New programs such as Wilson's Foundations, Read 180, and Just Words will be incorporated into AIS as well as during the school day. For intensive intervention, Wilson intensive is being considered as a SETTS pullout to replace the normal literacy block during the day.

11. What programs/services for ELLs will be discontinued and why?

There are no programs that will be discontinued.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Being a small school, all students have access to all programs. The school does not have after school services or supplemental services.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop, and access to computers and laptops. Read 180 is an intervention reading program based on the workshop model and allows for small group and whole group instruction, plus 20 minutes of computer time with an individualized interactive comprehension and fluency practice daily. ASL dictionaries and DVDs are in every classroom.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the PS 347 Dual Language program, language support is delivered via a side by side collaborative team teaching model. Students continue to develop ASL skills while increasing content knowledge in English and ASL.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. How much time (%) is the target language used for EPs and ELLs in each grade?

The target language is used 100% of the time. We have two teachers per class, one being a native ASL user.

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

ELLs are integrated the full day, there are no content areas taught separately.

3. How is language separated for instruction (time, subject, teacher, theme)?

The language is not separated for instruction. Curriculum is based on the common core standards. Students are surveyed for interests for cultural links.

4. What Dual Language model is used (side-by-side, self-contained, other)?

The side-by-side model in the PS 347 Dual Language Program.

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Emergent literacy is taught simultaneously since ASL is not a written language

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Teachers and paraprofessionals attend professional development weekly. AUSSIE consultants often provide math and literacy professional developments. Assessments are also a topic of discussion during PDs that are facilitated by the principal or the reading/literacy specialist. Counselors and Speech Therapists attend professional developments as offered by their supervisors. Parent coordinator attends

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school is K-8, student assessment binders are passed on to the teacher of the next grade. 5th grade students visit and tour the middle school to see the environment and ask questions to staff and students. The school has social workers who work with students on emotional issues. The school does not have guidance counselors.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs. The school has a wonderful parent coordinator who ensures that parents are apprised of everything that occurs in our school. Parents are an integral part of our school and we have a strong PTA. ASL interpreters and Spanish translators are readily available for parents.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with agencies or CBOs, but we do offer workshops that tackle issues that many parents face. During the 2010-11 school year, we offered workshops on SESIS, crafts to do with your child in order to increase communication, and Handwriting Without Tears to name a few. ASL interpreters and Spanish translators are readily available for parents.

3. How do you evaluate the needs of the parents?

Parents feel very comfortable approaching the parent coordinator to discuss issues that pertain to their child or themselves. From these discussions, workshops and/or meetings are developed. The school social workers also work closely with parents of the students on their caseload to ensure there is a strong home school connection. In addition, the school survey parent responses are taken very seriously and reviewed by administration and addressed in the school based leadership team meetings. ASL interpreters and Spanish translators are readily available for parents.

4. How do your parental involvement activities address the needs of the parents?

During workshops or parent teacher meetings, the school makes sure all parents have access to information by hiring ASL interpreters and Spanish translators.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1				1								2
Intermediate(I)		3			1									4
Advanced (A)			3	3	3		1	1						11
Total	0	4	3	3	4	1	1	1	0	0	0	0	0	17

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I		2											
	A		1	1		2	1							
	P		1	3	2	2		1	1					
READING/ WRITING	B		1				1							
	I		3	3		1								
	A			1	2	3	2	1	1					
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1		1		2
4		2	2		4
5		1			1
6		1			1
7			1		1
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		1				2
4			2		2				4
5	1								1
6					1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2				4
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Teachers assess student's literacy skills of the school's ELLs using DRA formally and Fountas and Pinnell informally. This data is compared to the NYSESLAT and ELL periodic assessment results. Teachers use these results to target instruction. The results tend to be consistent.

Students tend to be proficient in listening and speaking and delayed in reading and writing. The same was seen with the ELA, students did well with the multiple choice but presented with delays in the writing.

2. Students who took the NYSESLAT did not take the LAB-r. Spring 2011 was the first time any student in the school took the NYSESLAT. The students were ELL-e because of the home language survey. Currently there isn't any data to compare.

Teachers use the results of the NYSESLAT modalities in addition to the required literacy assessments to target instruction.

3. All students did well with listening and speaking. Speaking was better than listening because these students are visual learners. Their first language is a visual language. The individual reading scores were good. Responding to non-fiction literature was the student's weakness. As a result, there is a school-wide focus on strengthening student writing.

4. a. Students tend to be proficient or advanced in listening and speaking and delayed in reading and writing. Tests are not administered in their native language which is ASL.

b. This data is compared to the NYSESLAT and ELL periodic assessment results. Teachers use these results to target instruction.

c. The school is learning that a focus on non-fiction writing is imperative this school year.

5. a. The American Sign Language teacher evaluates student fluency levels using an evaluative rubric that was developed and published by the school's ASL team.

b. Based on the ASL assessment administered, EPs are proficient in the second language.

c. EPs are performing on the same level as their peers in other schools throughout NYC.

6. State and local assessments serve as the evaluative measure for success of ELLs. .

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: 347

School DBN: 02M347

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Bowell	Principal		10/31/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Maryanne Fisher	Other <u>Reading Specialist</u>		10/31/11
Rhonda Williams	Other <u>IEP Coordinator</u>		10/31/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M347 **School Name:** PS 347 - ASL/English Lower School

Cluster: 1 **Network:** 103

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use the home language survey for all new admits. We also have a small school and know all of the families. We also use ATS to record home languages. Signs are also displayed in the lobby informing parents of their right to translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

69.5% of our parents use American Sign Language. Five families rely on Spanish translations, and one family uses Chinese. All of our staff have been notified of this at our first faculty conference and were told to ensure that all documents are sent home in a language the parents can understand.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have staff who are fluent in Spanish and translate documents for us. We use the Office of Sign language Interpreting Services to provide ASL/English interpretation. For other languages (such as Chinese) we utilize the Office of Translation and Interpretation in the DOE and use the over-the-phone services during parent teacher conferences as needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When the school has open school night, parent-teacher conferences, IEP meetings, or any event that involves parents, oral translation services are provided by in-house staff and outside contractors. The school is able to look at class lists and discern which parents or teachers will need translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Signs are posted in the lobby informing all parents of their right to have documents/conversations translated into their home language. Parents also will be given a copy of the Bill of Parent's Rights and Responsibilities.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: ASL ENGLISH SCHOOL	DBN: 02M347
Cluster Leader: Corinne Rello Anselmi	Network Leader: Yuet Chu
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During school
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Beginning January 5 through June 14, ELL students in grades 1-5 will participate in an after school program three days a week for 2 hours each day on Tuesdays, Wednesday and Thursday from 3:00 pm to 5:00 pm. The afterschool program will focus in improving English reading and writing skills. Instruction will be in effect from January until mid June. One certified bilingual teacher, Ms. Arce, and a certified common branch teacher will co-teach the program. Wilson Foundations is a program which will be use for grades 1-3 to increase student proficiency in English. Students will be instructed in small groups or/and individually. In addition, Wilson Just Words and Read 180 will be used for grades 4 and 5.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: K-8 content area teachers attend professional development weekly from 2:45-3:35. AUSSIE consultants often provide math and literacy professional developments which include topics such as guided reading, linking reading to writing, modeling work for students, creating and implementing performance tasks, increasting literacy to improve math skills. During these PDs focus is given on how to scaffolds these activities for our ELL ans SWD/ELL population. PDs that are facilitated by the assistant principal (Maryanne Fisher) include administering the DRA and evaluating results, evaluating ELL performance task results, increasing depth of knowledge, what is reading tracker, using Just Words and Foundations.

In additions our bilingual teacher and 5 other common branch teachers will attend a 5-day workshop on Quality Teaching for English Learners (QTEL) which is being sponsored by our network on April 9-13. Ms. Arce, bilingual certified teacher, and 3 other teachers will attend a 3-day professional development on Sheltered Instruction Observation Protocol (SIOP) offered by our network on January 30, February 16, and March 27.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents with limited English proficiency are motivated to learn methods to increase their involvement in their children's education to improve their child's English proficiency. Parents will be sent home flyers about workshops, topics are reading with your child (Oct. 20), homework help (January 12), dial-a-teacher (March 8), using the internet (May 3) and navigating the public library (June 14). These workshops will lead by the reading specialist (Maryanne Fisher), librarian (Sara Paulson) and parent coordinator (Terry Acevedo). Workshops last one to two hours depending on the topic, they are conducted on Thursday from 6pm -8 pm. ASL and Spanish translators are always available.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		