



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: "47" AMERICAN SIGN LANGUAGE AND ENGLISH HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M047

PRINCIPAL: WATFA SHAMA EMAIL: WSHAMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MARISOL BRADBURY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Watfa Shama	*Principal or Designee	ON FILE
Arelis Forty	*UFT Chapter Leader or Designee	ON FILE
Love Barrow	*PA/PTA President or Designated Co-President	ON FILE
Ronyurys Lantigua	Student Representative	ON FILE
Caridad Soto	Student Representative	ON FILE
Kyle Graham	Student Representative	ON FILE
Kevon Pile	Student Representative	ON FILE
Karan Danani	Student Representative	ON FILE
Chris Wierman	Member/Teacher	ON FILE
Jonathan LaManna	Member/Teacher	ON FILE
Fermin Diaz	Member/Parent	ON FILE
Rafaelina Beltre Urena	Member/Parent	ON FILE
Lakima Lewis	Member/Parent	ON FILE

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

This school did not have an intervention. Goals were derived from analysis of progress report data, the most recent School Quality Review, the school survey and ARIS/ATS data systems.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By August 2013, all students will make progress toward achieving the 80% State graduation rate standard as evidenced by a 5% increase in graduation rate based on the school's Accountability and Overview Report.

Instructional strategies/activities

- a) 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. Implementation of Response to Intervention Strategies for students with IEP's
 - c. Grade Level Teams engage in Inquiry and case studies with implementation of Action Plans for At Risk students, focusing on Progress Report targeted populations
 - d. Implementation of College Summit Program
 - e. Expansion of Pre College Now, College Now Programs, panels, trips and other college readiness activities to engage students in 9-12
 - f. Expanded mentoring Program for non-tenured and Unsatisfactorily rated tenured teachers
 - g. Continuation of Staff mentoring program for at risk 12th grade students
 - h. Targeted Instruction derived from periodic assessment item analysis (Regents, Mock Regents, Scantron Edperformance and Acuity).
 - i. Course programming differentiated to address student learning needs/graduation requirements (Plato online tutorial program, blended learning, small group AIS tutoring).
 - j. Increase in the number and type of elective courses and extracurricular activities offered to students to increase their connection to the school community
 - k. Expansion of transition services currently offered to students with IEP's
 - l. Increased parent/guardian involvement including parent workshops on graduation requirements, ARIS, Engrade, motivating students and college/post high school planning
 - m. Semi-annual faculty retreats focusing on data analysis and action plan implementation
- b) key personnel and other resources used to implement these strategies/activities:
 - a. Parent Coordinator, PA and AIS Team to increase parent involvement
 - b. AIS Team, SLT and Grade Level Teams to facilitate student involvement
 - c. Funding for College Now, trips and professional learning

- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - a. School wide data analysis of periodic assessments at the beginning, middle and end of each semester; teachers and teacher teams use the results in planning
 - b. AIS team communicates and shares data with grade level teams
 - c. Department and grade level teams meet together weekly for planning
- d) Timeline for implementation: The timeline for the implementation of this goal is from August 2012-August 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: **Title I Priority/Focus**

Service and program coordination :

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Tax Levy & Title IA** Teacher professional assignment to work with seniors and College Summit – partial staffing: guidance counselor and assistance principal.
- Pre College Now and College Now Programs are funded by Baruch and Laguardia CUNY colleges; we facilitate the hiring of the teacher from within our school community.
- At risk seniors are assigned faculty mentors as well as mandatory small group tutoring overseen by a teacher and facilitated by tutor provided through our partnership with New York University
- Professional Time allotted for staff inquiry and unit planning; focus on Danielson Framework, DOK and Common Core
- **Tax Levy and Title I Focus** - Teachers will attend targeted Professional Learning workshops to improve individual instruction; Tax levy funding will be allotted for substitute teachers and partially fund professional workshops. Title I Focus Funds used from Galaxy title "Curriculum and Staff Development" will be used to fund two NYC Leadership Academy retreats per year address planning and preparation and year round Professional Development which includes content workshops to support instructional practice.
- **Tax Levy and Title I focus – money will fund teacher per session for Saturday** tutoring: 8 teachers for 5 hours on Saturdays twice per month. Metro Cards for students (400 metro cards; 5/6 Saturdays) will be used to purchase and distribute to students to travel to and from school for Saturday tutoring using budget title "Transportation of Pupils Contractual."
- **Title I Focus** money will be used to fund 2 teachers for afterschool tutoring twice per week and to fund one teacher for one hour three times per week.
- **Tax Levy** Budget for field trips, college visits and school speakers for students in grades 9-12

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

This school did not have an intervention. Goals were derived from analysis of progress report data, the most recent School Quality Review, the school survey and ARIS/ATS data systems.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By August 2013 student Career and College Readiness will increase by 10% as measured by the New York City Progress Report

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
 - a. Implementation of College Summit Program
 - b. Creation of a college going culture at the school (trips, panels, discussions beginning in the summer before the start of ninth grade)
 - c. Expansion of Pre-College Now and College Now programs with Baruch and LaGuardia Colleges
 - d. Expansion of NYU partnership to include tutors, student teachers and professional learning
 - e. Incorporation of service learning and internship opportunities for upperclassmen
 - f. Senior activities class first semester focusing on college
 - g. Increased parent involvement (trips, workshops and classes)
 - h. Use of staff and peer mentors for "at risk" seniors
 - i. Extended day and Saturday School
 - j. Increase in the number and type of elective courses and extracurricular activities offered to students to increase their connection to the school community and help them to identify their interests
 - k. Increase in the number and type of internship and volunteer opportunities available to students; creation of an internship program
 - b) key personnel and other resources used to implement these strategies/activities:
 - AIS Team
 - Parent Coordinator and PA
 - Community Coordinator
 - Funding for: student/parent/staff workshops, per session, College Summit and trips
 - SLT
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - i. College Readiness statistics as measured by NYC Progress Report
 - ii. Student, staff and parent surveys
 - iii. Individualized student progress reports monitored by AIS Team in conjunction with students, mentors and grade level teams

e) Timeline for implementation: The timeline for the implementation of this goal is from August 2012-August 2013.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy X Title IA Title IIA Title III Set Aside Grants

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Tax Levy** -Teacher professional assignment to work with seniors and College Summit.
- **Tax Levy & Title IA** – Pre-College Now and College Now are funded by Baruch and Laguardia CUNY colleges; we facilitate the hiring of the teacher from within our school community. We also fund partial staffing, a Guidance Counselor and an Assistant Principal
- **Tax Levy** - Professional Time allotted for Action Research and Unit Planning; focus on Danielson Framework, DOK and Common Core
- **Tax Levy** – Funding allotted for online credit recovery and Regents prep books and software, including Plato & Barron's Regents Prep (Global History, English, United States History, Living Environment, Earth Science, Algebra, Geometry; Plato Blended Learning and computer-based tutorials. Faculty professional assignment and 2 hours per week for one teacher of per session
- **Tax Levy**- Budget for field trips, college visits and school speakers for students in grades 9-12

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

This school did not have an intervention. Goals were derived from analysis of progress report data, the most recent School Quality Review, the school survey and ARIS/ATS data systems.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input checked="" type="checkbox"/> 4.2 Instructional Practices and strategies	<input checked="" type="checkbox"/> 4.4 Classroom environment and culture
<input checked="" type="checkbox"/> 4.3 Comprehensive plans for teaching	<input checked="" type="checkbox"/> 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Increase Algebra Regents Pass Rate by 5% for the academic year

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:
 - d) strategies/activities that encompass the needs of identified student subgroups
 - i. Implementation of Response to Intervention Strategies for students with IEP's
 - ii. Grade Level Teams engage in Inquiry and case studies with implementation of Action Plans for At Risk students, focusing on Progress Report targeted populations
 - iii. Expanded mentoring Program for non-tenured and Unsatisfactorily rated tenured teachers
 - iv. Increase in the number and type of elective courses and extracurricular activities offered to students to increase their connection to the school community
 - v. Staff and peer mentoring program for at risk 12th grade students
 - vi. Expanded AIS time including targeted Regents Preparation during Saturday School
 - vii. Implementation of study clubs and expanded use of NYU tutorials and computer-based tutorial programs including: Plato, Brain Pop, Acuity and Edperformance
 - viii. Targeted Instruction derived from periodic assessment and summative item analysis (Regents, Mock Regents, Scantron Edperformance and Acuity). Professional time is dedicated weekly to Department and Grade Team analysis of formative assessments
 - ix. Course programming differentiated to address student learning needs/graduation requirements (Plato online tutorial program, blended learning, small group AIS tutoring).
 - x. Increased parent/guardian involvement including parent workshops on graduation requirement, motivating students and college/post high school planning
 - xi. Staff professional learning focus on implementation of School Wide Instructional Strategy Best Practices; focus on DOK, Common Core and Danielson Framework
 - xii. Adoption of school wide common practices aligned with the Common Core which was developed by staff including. These include common: lesson plan templates, observation template, Unit Plan Template, School-wide grading policy and program

- e) key personnel and other resources used to implement these strategies/activities
 - i. Principal, Assistant Principal and Teacher Center to facilitate Professional Learning
 - ii. Funding for onsite and offsite workshops, retreats, trips and education programs
 - iii. AIS Team to lead implementation of Action Plans for at risk students
 - iv. PA and Parent Coordinator to increase parent engagement
- f) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - i. Ongoing Analysis of Formative, interim/periodic and summative assessments.
 - ii. Surveys of students, staff and guardians
 - iii. Collective planning during staff retreats and Wednesday Professional Learning Time
- d) Timeline for implementation: The timeline for the implementation of this goal is from August 2012-August 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
- x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Tax levy** - Use of periodic and formative assessment data to plan targeted instruction for "at risk" students; Acuity and Edperformance are provided by NYC; Plato and Mock Regents are provided by the school.
- **Tax Levy** - All math teachers work weekly with a UFT Teacher Center Instructional Coach
- Professional Time allotted for staff inquiry and unit planning; focus on Danielson Framework, DOK and Common Core
- Grade Team, Department and individual teacher action research; weekly time allotted for meetings
- **Tax levy and Title 1 Focus** – for two math teachers to tutor on Saturdays- this is targeted instruction. 5 hours teacher per session for 6 Saturdays.
- **Tax levy** -- Funding allotted for online credit recovery and Regents prep books, computer based regents' tutorials.
- **Tax levy**-Budgeting for extensive offsite and onsite professional learning and funding for substitute teachers
- **Title I Focus and Tax Levy** – Computers are needed to facilitate distance learning and run content specific software purchased with educational software tax levy "Supplies" and NYSTL "Software" Galaxy titles. 21 computers will be purchased to replace outdated equipment in computer labs. These will be purchased as equipment, using Galaxy title "Supplies" with Title 1 Focus funds.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

This school did not have an intervention. Goals were derived from analysis of progress report data, the most recent School Quality Review, the school survey and ARIS/ATS/SEIS data systems.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Students social and emotional needs will be reviewed in tandem with academic concerns by AIS and Grade Teams; individualized action plans as well as school-wide policies will be implemented as necessary

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,
 1. Faculty retreat collaborative development of mission and vision statements incorporating the “whole child;” revisions made integrating feedback from the School Leadership Team and Parents Association
 2. Weekly review of at risk students by Grade Teams utilizing Kids Talk protocol; grade teams trained in school wide data analysis, student work analysis and social and emotional developmental concerns
 3. Weekly review of at risk students by Academic Intervention and Attendance Teams; teams trained to recognize and address students’ social and emotional concerns; collaboration and sharing of data and interventions between Academic Intervention and Attendance Teams with Grade Level Teams
 4. Increase in the number of staff available to address student social and emotional concerns
 5. Increase in the number and type of clubs and groups available to assist students with social and emotional concerns
 6. Partnerships in development with external agencies focusing on social and emotional health of students
 7. Monthly parent and staff workshops focused on addressing student social and emotional concerns
 - b) key personnel and other resources used to implement these strategies/activities
 1. All staff are involved in addressing social and emotional needs
 - a. AIS and Attendance teams: school aides, Assistant Principal, Principal, Social Worker, Community Coordinator, Guidance Counselor and Attendance Teacher meet to address student concerns every Monday
 - b. Grade Teams: Principal, Assistant Principals and all pedagogues meet to address student concerns every Wednesday

- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:
1. Kids Talk action plans are evaluated weekly
 2. AIS and Attendance action plans are evaluated weekly
 3. School community feedback is solicited semi-annually
 4. Teachers meet weekly in grade teams and department teams; teacher committees and faculty meetings occur once per month. Teachers assist in setting priorities and agendas for meetings. Teachers created the school's Mission Statement and Vision with feedback from the school community. The Mission Statement and Vision guide the actions of the school community.
- d) timeline for implementation:

Implementation is ongoing; systems will be evaluated by the school community for effectiveness in March and June 2013. Modifications will be made based upon evaluations and analysis of student data.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III X Set Aside Grants

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Tax levy** - Use of periodic and formative assessment data to plan targeted instruction for "at risk" students; Acuity and Edperformance are provided by NYC; Plato and Mock Regents are provided by the school.
- All non-tenured teachers work with a NTC trained coaching; coaching is available to all teachers
- Professional Time allotted for staff inquiry and unit planning; focus on Danielson Framework, DOK and Common Core
- Ongoing Grade Teams, Department and individual teacher action research; weekly time allotted for meetings
- Extended AIS – increase instructional class time with the 37 ½ minutes
- **Tax levy** Budget for content based activities as well as activities which focus on students emotional and social well-being; funding allots for conferences, parent workshops by social worker and AP, staff and student workshops, field trips and guest speakers

Implementation is ongoing; systems will be evaluated by the school community for effectiveness in March and June 2013. Modifications will be made based upon evaluations and analysis of student data.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start):
- Professional Time allotted for staff inquiry and unit planning; focus on Danielson Framework, DOK and Common Core
- Ongoing Grade Team, Department and individual teacher action research; weekly time allotted for meetings.
- **Title I Focus** money will fund Supervisor Per Session for one Assistant Principal for 23.5 hours. This is allotted for monthly Parent Workshops and classes, the subject of which is determined by Parent Survey; topics include Bullying, Cutting, Suicide Prevention, Homework Help, College, etc..).
- **Title I Set Aside** for parent involvement for funding postage for letters, workshops notices, report cards and progress reports, using the "Non--Contractual Services" Galaxy Title.

ACADEMIC INTERVENTION SERVICES (AIS)

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Targeted online instruction using Plato, Brain-Pop, Acuity and Edperformance • Use of cross content best practices for literacy (i.e. closed reading strategies) • Targeted offline instruction derived from the results of formative, periodic and summative assessment results 	Small class, individualized on line, blended learning, small group and one-to one tutoring	<ul style="list-style-type: none"> • Period 0 and 9 tutoring: M, T, Th, F • Targeted tutoring on select Saturday's
Mathematics	<ul style="list-style-type: none"> • Targeted online instruction using Plato, Brain-Pop, Acuity and Edperformance • Targeted offline instruction derived from the results of formative, periodic and summative assessment results • Use of cross content best practices for literacy (i.e. closed reading strategies) 	Small class, individualized on line, blended learning, small group and one-to one tutoring	<ul style="list-style-type: none"> • Period 0 and 9 tutoring: M, T, Th, F • Targeted tutoring on select Saturday's
Science	<ul style="list-style-type: none"> • Use of cross content best practices for literacy (i.e. closed reading strategies) • Targeted offline instruction derived from the results of 	Small class, individualized on line, blended learning, small group and one-to one tutoring	<ul style="list-style-type: none"> • Period 0 and 9 tutoring: M, T, Th, F • Targeted tutoring on select Saturday's

	formative, periodic and summative assessment results		
Social Studies	<ul style="list-style-type: none"> • Use of cross content best practices for literacy (i.e. closed reading strategies) • Targeted offline instruction derived from the results of formative, periodic and summative assessment results 	Small class, individualized on line, blended learning, small group and one-to one tutoring	<ul style="list-style-type: none"> • Period 0 and 9 tutoring: M, T, Th, F • Targeted tutoring on select Saturday's
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Academic and social-emotional counseling provided by members of the AIS Team 	<ul style="list-style-type: none"> • Small class, individualized on line, blended learning, small group and one-to one tutoring 	<ul style="list-style-type: none"> • Period 0 and 9 tutoring: M, T, Th, F • Targeted tutoring on select Saturday's

HIGHLY QUALIFIED TEACHERS (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our recruitment efforts extend to teacher preparation programs and alternate certification programs that ensure that our teachers are highly qualified. We have hired New York City Teaching Fellows as well as Teach for America Fellows. We also work with our partnerships with NYU and Columbia to recruit student teachers.

Staff members are encouraged to connect to the community by bringing their hobbies and talents to the communities. Staff teach electives and run clubs which help them to connect to our community while expanding the offerings that we can provide to our students.

The Principal provides funding for substitute teachers as well as workshops during the summer and the school year to allow for teachers to maintain their highly qualified status. Staff members are encouraged to intern at the school when college work requires an internship.



"47" The American Sign Language & English Secondary School

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Dennis M. Walcott, Chancellor

Watfa Shama, Principal

PARENT INVOLVEMENT POLICY

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
2012-13**

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 Chu	District 02	Borough Manhattan	School Number 047
School Name "47" ASL and English Secondary School			

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

Principal Watfa Shama	Assistant Principal Diana Martinez
Coach Charles Glassman	Coach type here
ESL Teacher	Guidance Counselor Edgar Lasso
Teacher/Subject Area Anthony Ciccaglione/ ELA	Parent Love Barrow
Teacher/Subject Area Maria Tapia/Bilingual	Parent Coordinator Delta Calderon
Related Service Provider Charmain Charles	Other
Network Leader Yuet Chu	Other

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	2	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
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	190	Total Number of ELLs	29	ELLs as share of total student population (%)	15.26%
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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. [①](#)

1) "47" American Sign Language & English Secondary School assess all students new to the NYCDOE by using the Home Language Identification Survey. The survey is administered by a bilingually certified educator in conjunction with a bilingually certified guidance counselor. These staff members have received training in the assesment of ELLs. The LABR and NYSESLAT are administered by one of our 2 biligual special education teachers. Staff adminitering the LABR and NYSESLAT have received training in the administration and scoring of ELL assessments. American Sign Language (ASL) interpreters assist us with the testing process for Deaf students that identify their home language as ASL.

2) After identifying eligible students Parents and students are asked to meet with the ELL team, comprised of 2 teachers, a guidance counselor and an administrator to discuss the program choices available. We conduct all meetings in the first 10 days of enrollment.

3) "47" ensures that entitlement letters are distributed by having a parent conference at school. Parent surveys/Program selection forms are returned the day of the Parent meeting. If the Parent requires more time, we ask that they return the form in person before the start of classes.

4) We use a multitude of data sources in conjunction with information gathered from interviewing students and families to place our students in the most appropraite classes. Data from the LABR, NYSESLAT, IEPs, when applicable, formative and periodic assessments (Scantron & Acuity) as well as documentation from the students previous school. Before we assign the student to a program at our school, a conference is held in the Parents preferred language.

5) "47" offers a dual language program for students whose home language is ASL. The trend has been for families to opt for free standing ESL classes. The teacher uses the push in/pull out model.

6) All of the programs available are aligned with the instructional concerns of our families.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): American Sign Language

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										4	4	4	4	16
Freestanding ESL														
Self-Contained														0
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	26

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	11	0	0	0	11	0	11	11
ESL	3	0	3	0	0	0	18	0	6	21
Total	3	0	14	0	0	0	29	0	17	32

Number of ELLs in a TBE program who are in alternate placement: 0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12												
Number of ELLs by Grade in Each Language Group												
	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
Spanish									0	0		
Chinese									0	0		
Russian									0	0		
Korean									0	0		
Haitian									0	0		
French									0	0		
Other <u>SX</u>		3		2		5		12	22	0		
TOTAL		3		0		2		0	5	0	22	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 11

Number of third language speakers: 7

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 0

Hispanic/Latino: 7

Native American: 0

White (Non-Hispanic/Latino): 1

Other: 1

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										3	2			5
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	2	0	0	7								

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).

A. Programming and Scheduling Information

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.

a. The primary modality utilized to deliver bilingual instruction to English Language learners at our school are Push-in ESL. Our bilingual Special Education teachers work in collaborative teaching teams with regular education teachers to provide support to English language Learners. Additionally, pull-out TBE is conducted on a limited basis to supplement student learning needs as necessary.

b. We have a small school with a limited number of teachers/classes and our English Language Learners are not all in the same grade, we have chosen to support the students utilizing a push in model. Students travel with their cohort year peers from class to class and receive direct instruction from a bilingual special education teacher in courses categorized as CTT (collaborative team teaching) classes. However, a few classes, such as General Science are heterogeneously grouped and they may contain ELL's and former ELL's that are in different grades.

2. Our scheduling programmer identifies scheduling needs of our English Language Learner and matches their programs with our CTT classes. When there are not enough Push-in courses available to meet mandate, she arranges for additional pull out instruction

3. Content is delivered by teachers who are classified as highly qualified by NCLB with support from our bilingual educators. Content area specialist collaborate with a UFT master teacher and bilingual special education teachers weekly during common plan time to plan effective instruction delivered in English, that will meet the needs of English Language learners. A variety of instructional techniques are implemented with appropriate scaffolding for complex assignments.

4. ELL's are evaluated in their native languages via extensive interviews with pedagogues who are native language speakers. Though we don't have any students in the school this year that have been identified as beginning, when we have beginning students we utilize formative, interim and summative assessments that are delivered in the students native language for subjects other than English.

5. Instruction for ELL subgroups is differentiated in many ways; some of the many strategies that we use include the use of station learning models to target areas of need, use of online tutorial programs, such as Acuity to target learning needs, push-in support, and scaffolding along with extended time for complex assignments.

a. Though our school currently has no SIFE's, in previous years, we have conducted extensive interviewing in the students native language, both oral and written to identify the best placement for the student based on the student's current learning levels. The student is then placed in a small self contained class for more intensive instruction. The student is immediately immersed in classes that involve more visual and kinesthetic learning, with support from school staff. To date, our SIFE students have all been Deaf and they have been placed in a self contained class that is taught in American Sign Language rather than in their native language, since they have demonstrated that they communicate with gestures and have little knowledge of their native language. However, they do receive additional support from our Spanish bilingual Special Education teachers. A continuous dialogue is maintained with families to update families on student progress. Families are also connected with American Sign Language resources and courses to help them facilitate a dialogue with their children.

b. ELL's in the US for less than 3 years often require more intensive support. Plans are differentiated for individual students and may include additional supports such as: one on one tutoring; additional pull-out TBE; remedial courses; additional intensive courses

c. Our intermediate ELL's receive push in TBE; the students are encouraged to communicate in English. They receive extended time for assignments and additional scaffolding as necessary. Bilingual special education teachers are made available to the students both

A. Programming and Scheduling Information

before and after school for individual and small group instruction. Our bilingual special education teachers are very highly qualified to provide supports to our English Language Learners; they are well versed in bilingual education as well as special education.

d. Our long term ELL's receive individualized plans. We use assessment data as well as student and parent interviews to identify where they struggle. We then create programs that target those identified challenges. Grade level teacher teams in conjunction with our TBE staff maintain constant contact regarding student progress.

6. All of our TBE staff are also certified special education teachers; they are well versed in working with students with disabilities as well as English Language Learners. Some specific DOE systems that we use to assess and address individual needs include: Scantron Edperformance Series, ARIS, DY0 assessments and Acuity tutorial program.

7. Part of the mission of this school is to provide students with the least restrictive environment. Staff are trained in the implementation of IEP recommendations and mandates. Our programming is created by reviewing student transcripts along with multiple data sources simultaneously to identify the most appropriate courses and resources for students. Staff participates regularly in professional learning and reading to assist them in creating and maintaining heterogeneous classroom structures that meet the needs of a diverse population of learners.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	ASL			
Math:	ASL			
Science:	ASL			

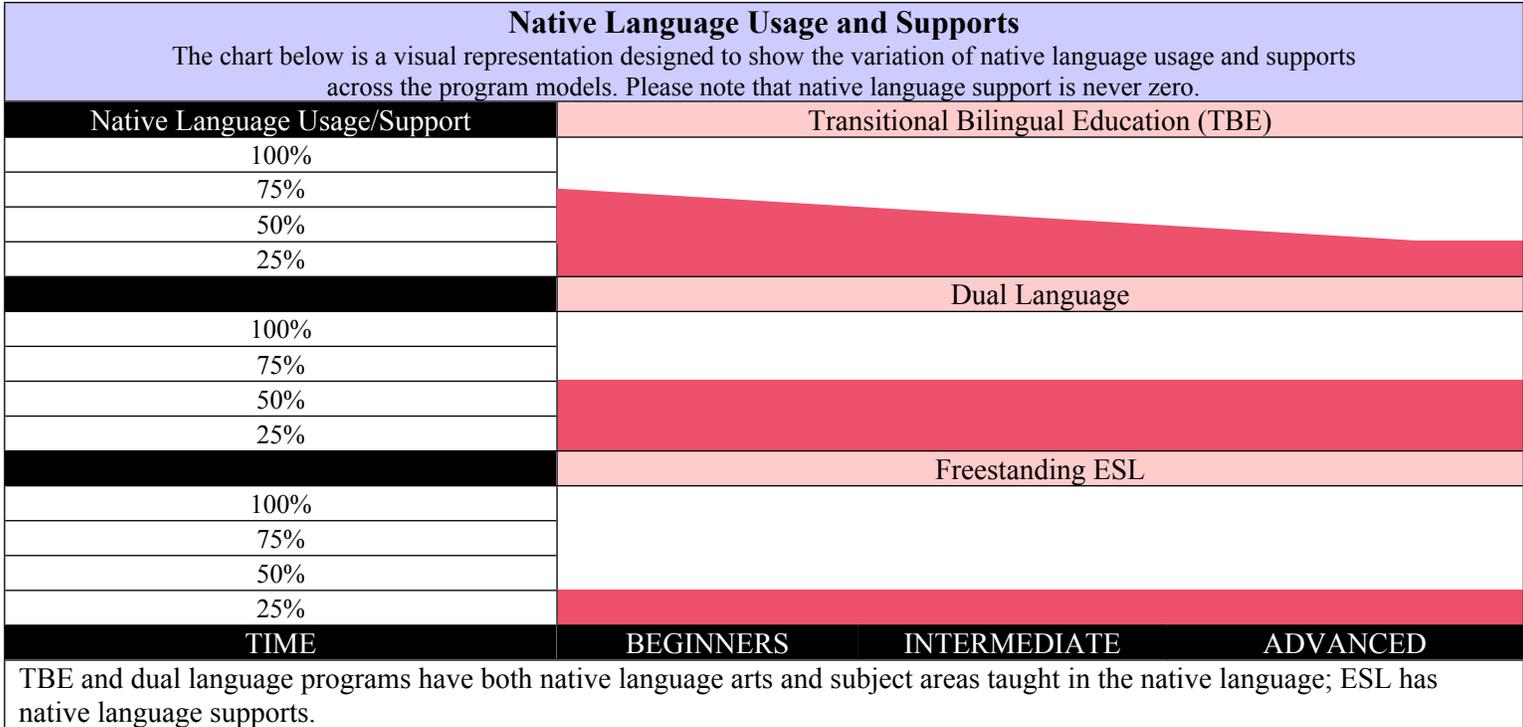
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Intermediate English language learners receive tutoring both before and after school in math and ELA. Additionally, if the school finds that the students are not having success with a particular subject, they are placed in small remediation courses which are supplemental to their core classes. Examples of remediation courses include a small 4 semester Algebra course which dedicates time weekly to intensive computer based tutorial instruction. Another course is a document based research class which is taught by a master teacher focusing on both the writing process and social studies content.

9. ELL's who reach proficiency still receive AIS support as well as intensive remediation coursework in subject areas in which they are not successful.

10. We have an ELL coordinator that oversees ELL compliance and takes ownership of establishing specific structures and protocols for ELL evaluation and assessment. Because we are a small screened school with a specific focus (American Sign Language), we receive few English Language Learners. However, in recent years, our high school has been expanding and we anticipate having a higher percentage of English Language learners in the school. As such, we plan to develop a more systematic approach to tracking the progress of our English Language learners.

11. We discovered that the DOE has our school listed as and Dual Language School for English and Spanish. This information is incorrect, so we plan to address this issue.

12. We have several staff (we have doubled the number this year) that are proficient in Spanish, bilingual adults are available at all events. When an event occurs in the evening or on a weekend, per session is offered or interpreters are hired to ensure equitable access to language for all of our students. For example, we have ELL students on our basketball team; we provide a trilingual interpreter for all practices and games. We also have bilingual student aides, paraprofessionals, guidance counselors, interpreters and parent coordinator to provide access to families and students.

13. We use instructional technology to support ELL's. We have SMART Boards in most classrooms, 3 computer labs and a laptop cart. We also have video cameras and editing technology along with several books and software programs that support ELL instruction.

14. Native language support is provided in Transitional Bilingual Education directly by bilingual teachers in the classroom.

15. Support to English Language Learners is appropriate for cognitive and academic ability. Currently, none of our ELL's are eligible for alternative assessment. When we have ELL's who are eligible for Alternative Assessment, the resources and support align more with the student's cognitive abilities rather than their age/grade.

16. Activities that our school offers to assist newly enrolled ELL students before the beginning of the school year include a summer bridge program and 9th grade orientation.

17. It is the mission of our school to educate students in the use of American Sign Language. As such, ASL is the only language offered during the school day. However, we have partnerships with Baruch and LaGuardia colleges. Students can elect to take additional foreign language classes at the college level free, for college credit through our partnerships. Additionally, we offer the foreign language Regents, such as Spanish to interested students.

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) The target language is used 40-50% with all hearing ELLs. Deaf students receive 100% instruction on ASL.
- 2) Students in the dual language program spend 85% of their day in Dual language classes.
- 3) Language is not separated for the Deaf students.
- 4) "47" uses the side by side Dual language model.
- 5) Both languages are taught simultaneously.

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) All teachers receive extensive training in the implementation and scoring of the NYSESLAT Exam. They also receive offsite training provided by the Department of Education such as Assessment of ELL's and content specific workshops offered by the DOE. Additionally, content area teachers such as our English and Math teachers attend content specific professional learning targeted towards increasing ELL performance in those target subject areas.
- 2) Staff is supported on-site, as needed, if they transition from middle school.
- 3) We have a whole staff training on a PD day in September. We review all processes, procedures and protocols.

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) We have an onsite Parent Coordinator and AP that work to increase parent involvement. Since we are not a community school and our students travel from the five boroughs, our parent involvement is typically low. We email parents weekly, as well as send out monthly newsletter highlighting our biweekly parent workshops, school calendar and school events. Parents are contacted anytime students are absent or late.
- 2) Our school partners with several CBO's; we offer monthly Parent workshops. The workshops are always trilingual.
- 3) Parent needs are assessed formally yearly by the NYCDOE school survey. Additionally, the parent coordinator and the administrative team formally and informally assess parent needs at monthly parent breakfasts. In addition to informal conversations regarding parent needs, formal surveys are provided to parents. All breakfasts have interpreters provided.
- 4) Our parent involvement activities are created in response to needs identified in both informal and formal surveys of parents. For example, the workshops for the month of December include: Understanding IEP's and Transition; Student Transcripts and Talking to your teenager. These workshop topics came directly from parents.

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				3
Advanced (A)										1	1			2
Total	0	0	0	0	0	0	0	0	0	5	2	0	0	7

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
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									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
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	25			
Integrated Algebra	25			
Geometry	25			
Algebra 2/Trigonometry	25			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	25			
Living Environment	25			
Physics	0			
Global History and Geography	25			
US History and Government	25			
Foreign Language	25			
Other	0			
Other	0			
NYSAA ELA	4			
NYSAA Mathematics	4			
NYSAA Social Studies	4			
NYSAA Science	4			

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)								

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
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use DY0 assessments, such as Anchor Projects, Scantron Edperformance series (minimum of 3 x per year) and Acuity Assessment and Tutorial Series to assess the literacy skills of our ELL's. This data gives us generalized reading and writing levels which are useful for pedagogues of all courses. It also pinpoints specific learning needs and creates specific learning goals for the students based on their current levels. These learning objectives are often converted into measurable goals for ELL's with Individualized Education Plans (IEP's). This data is used regularly to inform whole class instruction; it is invaluable to small group and individualized instruction. For example, analysis of Scantron Language Arts showed me that one of our ELL's weakest area in language arts is Sentence Structure. I next looked for instructional objectives based on the student's current learning level and received:

Suggested Learning Objectives

Resources

5-6.W.8.b/7-8.W.8.b: The learner will demonstrate knowledge of subject-verb agreement with a compound subject by completing a sentence.

4.W.3.g: The learner will edit to identify a verb tense error.

2-4.W.9: The learner will edit to identify incorrect word order in a sentence.

The learner will identify the parts of a paragraph.

The learner will identify an exclamatory sentence.

Resources that the student can use at home or in school are immediately available in Scantron or Acuity to address the student's learning needs.

In classes where teachers consistently use the Acuity/Scantron we have observed dramatic increases.

¾. The data patterns in proficiency levels for NYSESLAT and LAB-R reveal similar data to the assessments that we use in school.

Students are stronger with their oral communication (listening and speaking). They struggle more with reading and writing. Specifically, writing is the area of greatest weakness. Because students struggle with writing, we have a school wide literacy goal of writing across content areas. All subject area teachers are required to have writing components to their lessons. Additionally, at risk students are placed in remediation classes and all students receive targeted tutoring using acuity.

5. Formative, periodic and summative assessments are used to monitor ELL progress and evaluate the success of ELL program. Individual assessments given in class daily and weekly; Scantron and Acuity given weekly and semi-monthly; and NYSESLAT, REGENTS and Mock Regents, given semi yearly and yearly help us to assess how effective our programs are.

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.

Part VI: LAP Assurances

School Name: "47" ASL and English Secondary

School DBN: 02M047

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Watfa Shama	Principal		1/17/13
Diana Martinez	Assistant Principal		1/17/13
Delta Calderon	Parent Coordinator		1/17/13
	ESL Teacher		1/1/01
Love Barrow	Parent		1/17/13
Anthony Ciccaglione/ ELA	Teacher/Subject Area		1/17/13
M. Tapia/Bilingual Special Ed	Teacher/Subject Area		1/17/13
Charlie Glassman	Coach		1/17/13
	Coach		1/1/01
Edgar Lasso	Guidance Counselor		1/17/13
Yuet Chu	Network Leader		1/17/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **02M047**

School Name: **"47" ASL and English Secondary School**

Cluster: _____

Network: **CFN 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.

In September parents are asked to complete a Home Language Survey and Parent Information Sheet. The Parent Info sheet asks Parents to identify their preferred language. Correspondence to Parents is then delivered in their language of preference.

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.

At "47" we have many Deaf Parents that communicate via American Sign Language. We have a large number of Spanish speaking Parents and a small amount of Parents that prefer other languages including, Chinese, Arabic and Polish. These findings are communicated to the school community via ARIS and access to the Parent Information Binder.

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.

Printed materials are made available to Parents in their Preferred Language. "47" plans in advance all meetings involving Parents and ensures that all documents necessary for the meetings are available in their favored language. Most written translations of essential documents are provided by the DOE. School based documents unavailable on the DOE website are translated by school staff (Spanish) and Parent volunteers (all others).

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.

Upon arrival Parents must check in with the Parent Coordinator. The Parent Coordinator identifies the preferred language by referring to the Parent Binder. If an interpreter is required one is contacted immediately. ASL interpreters are available on site. These are outside contractors that work within the "47" community on a daily basis. Spanish translations are provided by the school staff. Outside contractors are contacted for those Parents requiring oral interpretation of all other languages.

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>.

In the beginning of the school year, a copy of the Bill of Parent Rights and Responsibilities will be provided to all Parents in their language of choice. Posters and signs of each of the covered languages and the availability of interpretation services will be available on each floor and in each office. The school's safety plan will contain procedures that require that all parents in need of interpreters have access and are not prevented from reaching the school's offices solely due to language barriers. "47" will also monitor the preferred language data to ensure that appropriate signage and forms required are available to Parents in their language.