



**Department of
Education**

-Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: "47" ASL AND ENGLISH HIGH SCHOOL

DBN (i.e. 01M001): 02M047

Principal: WATFA SHAMA

Principal Email: WSHAMA@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: YUET CHU

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	ON FILE
Ronyurys Lantigua	Student Representative	ON FILE
Fior Sanchez	Member/ Student	ON FILE
Jeremy Jusino	Member/ Student	ON FILE
Gaby Johnson	Member/ Teacher	ON FILE
Lakima Lewis	Member/ Parent	ON FILE
Kevin Peters	Member/ Teacher	ON FILE
Fermin Diaz	Member/ Parent	ON FILE
Janet Hernandez	Member/ Parent	ON FILE
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

School Information Sheet for 02M047

School Configuration (2013-14)					
Grade Configuration	09,10,11,12,SE	Total Enrollment	184	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	2	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	3	# Drama	1
# Foreign Language	18	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.7%	% Attendance Rate			87.6%
% Free Lunch	81.0%	% Reduced Lunch			4.2%
% Limited English Proficient	8.5%	% Students with Disabilities			33.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			26.5%
% Hispanic or Latino	64.0%	% Asian or Native Hawaiian/Pacific Islander			3.7%
% White	5.3%	% Multi-Racial			0.5%
Personnel (2012-13)					
Years Principal Assigned to School	4.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			9.6%
% Teaching with Fewer Than 3 Years of Experience	30.4%	Average Teacher Absences			3.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	63.5%	Mathematics Performance at levels 3 & 4			44.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			70.5%
6 Year Graduation Rate	82.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our 12-13 SCEP goals were derived from intensive school wide data analysis. The goals were appropriate and the action plans were thorough			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our PIP needs to be refined; we will also implement a system for revisiting and refining action plans			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The SCEP was provided to us later in the year and we were given a brief window in which to complete the document.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We implemented all of our goals and met the target objective for each goal			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Only one SLT meeting between the distribution of the new document and the due date of the document			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> - To achieve a 5% increase in the number of Students with Disabilities graduating with a Regents Diploma - Continue to provide strong academic gains for Hispanic and African American students 			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication occurs: <ul style="list-style-type: none"> • Daily Announcements and emails • Weekly Wednesday Professional Learning Time • Semi-monthly Faculty and Grade Team Meetings 			
Describe your theory of action at the core of your school's SCEP.			
All students must receive equal access to the curriculum			
Describe the strategy for executing your theory of action in your school's SCEP.			
We used the theory of action to frame our goals; specifically, we used the lens of equal access for all to assist us in setting our data driven goals and action plans			
List the key elements and other unique characteristics of your school's SCEP.			
SMART Goals derived from school wide data analysis; interventions cited in our SCEP which are specific to the unique needs of our students			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Evidence: <ul style="list-style-type: none"> • A on our 2012-2013 Progress Report; extra credit obtained for growth within identified "at risk" population • Attainment of 2012-13 and all previous years goals • Proficient with well-developed features on our 2013-2014 recent School Quality Review • Each goal has an action plan, benchmarks and system for review in place 			

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Strengthen teachers’ use of data from common assessments across grades and subjects to identify student needs and make adjustments to instruction so that students are aware of next steps and demonstrate increased mastery			
Review Type:	School Quality Review	Year:	2013-2014
		Page Number:	6
		HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students will make progress toward achieving the 80% New York State graduation rate standard as evidenced by a 2% increase in graduation rate based on the school’s Accountability and Overview Report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Programming and curriculum revisions based upon transcript and Assessment analysis 2. Professional learning determined by school needs analysis; examples include Kagan training, Protocols for analyzing student work and action research 3. Expand College Now, Programs, trips and other college readiness activities in for students in grades 9-12 4. Strengthen Social/Emotional supports as well as connections to school; examples include increasing the number of after school activities and community building events
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrative team and teachers, assessment data 2. Administrative team, Kagan and New Teacher Center 3. Administrative team, guidance team, Parent Coordinator, teachers 4. Administrative team, guidance team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 6. Student work, curriculum maps, student action plans 7. Teacher reflections, Danielson Framework aligned observations, formative and summative student assessments 8. College acceptance, college retention and college readiness data 9. Student reflections, OORS data, course pass rates
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. July 1 – August 31, 2013; September 10th 2013- January 31st 2014 for 1st semester; February 1st 2014-June 30th 2014 2. September 10th 2013-June 30th 2014 3. September 10th 2013-June 30th 2014 4. September 10th 2013-June 30th 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Per session for teachers, 20 teachers X 6 hours= 120 hours Supervisor Per Session 2 APs x 16 hours = 32 2. Consultant Fee for professional development for Kagan Professional Learning 3. Funds for bus trip using “Non-Contractual Services”, ASL classes and interpreters, books for College and Career Readiness for Teacher use using “Instructional Supplies” Rollover Title I Corr 91 funds: ESSAYS THAT WILL GET YOU INTO COLLEGE, THE CAREER TOOLKIT FOR HIGH SCHOOL STUDENTS, THE CAREER TOOLKIT FOR HIGH SCHOOL

STUDENTS, JOB POWER: CHOOSE YOUR CAREER.

4. In house data collection and interpretation at no extra cost to the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Refine the aligned Common Core Learning Standards curricula and academic tasks so that lessons and assessments cognitively engage and accelerate learning for all students, including lowest and highest achieving students.

Review Type:	School Quality Review	Year:	2013-2014	Page Number:	5	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the student College and Career Readiness metrics will increase by at least 5% with all students, including students in the lowest third, as measured by the New York City Progress Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Refine curriculum maps, unit plans and lesson plans incorporating Webb's Cognitive Rigor Matrix, DOK and CCLS
2. Action research conducted by teacher teams
3. Establishing and refining partnerships with agencies promoting College and Career Readiness, including College Summit and SAT tutoring
4. Individualized senior action plans developed in conjunction with families and teacher mentors

B. Key personnel and other resources used to implement each strategy/activity

1. Administrative Team, teachers, Wednesday professional learning time
2. Teacher teams and Assistant Principal
3. Administrative Team and Guidance Team
4. AIS Team, Administrative Team and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Curriculum maps, unit plans, lesson plans, observations and student assessment data
2. Teacher team reflections and share-outs, use of research-based practices in classes
3. College Readiness data indicated by the New York City Progress Report; college acceptance rates, college retention rates and completion of CCR courses
4. Regents and Course pass rates

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In house activity, no additional funding required
2. In house activity, no additional funding required
3. College trips to include 2 buses, College Summit partnership and interpreters for students and parents
4. 6 teachers x 20 hours = 120 hours for per session after school and Saturday

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	X	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Title I Corrective

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	x	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teachers' use of data from common assessments across grades and subjects to identify student needs and make adjustments to instruction so that students are aware of next steps and demonstrate increased mastery

Review Type:	School Quality Review	Year:	2013-2014	Page Number:	6	HEDI Rating:	E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By improving our use of data and adjusting instruction accordingly in ELA, our Regents pass rate in ELA will increase by 5% by June 2014 as evidenced by the New York City Progress Report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Departments and Grade teams will engage in Action Research using Summative, periodic and formative assessment data to target student learning deficits
2. Implementation of Response to Intervention Strategies for at risk students
3. Mentoring for all 12th grade students
4. Mentoring for all non tenured and Unsatisfactory teachers

B. Key personnel and other resources used to implement each strategy/activity

1. Administrative team and teacher teams
2. AIS Team, AP Special Education and teacher teams
3. Administrative team, guidance team and teacher teams

4. NTC trained mentors, UFT Teacher Center liaison, administrative team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assessment Data including formative periodic and summative assessments, Grade Team reflections
2. Assessment data for students with IEP's and 504 plans
3. Teacher and student notes and reflections, measurable growth in course and assessment pass rates for targeted students
4. Teacher growth along the Danielson Framework continuum, teacher and mentor reflections, observations

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014.
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In house activity, no additional funding required
2. Funding using "Curriculum and Staff Development" line for external agency (Kagan Professional Development) to provide professional development and teacher per session 20 teachers X 5 hours
3. In house activity, no additional funding required
4. Funding for New Teacher Center Training and class coverage

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
X Contract for Excellence							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

No recommendations were provided on our last School Quality Review

Review Type:	N/A	Year:	N/A	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

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. During the past year. We have experienced an increase in low-level infractions, resulting in Principal's Suspensions. We are working to be proactive with meeting the needs of students with positive behavior interventions. By June 2014, the percentage of students engaging in Level 1 infractions will decrease by decrease by 5%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Faculty Retreat focusing on meeting the needs of the whole child
2. Increase supports available in school, staff, clubs and groups
3. Support parents in addressing social and emotional concerns

B. Key personnel and other resources used to implement each strategy/activity

All staff are involved in addressing student social and emotional needs

1. Administrative Team, teachers and counselors
2. Administrative Team, AIS Team, counselors and teachers
3. AIS Team, PTA and Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher and student surveys, OORS data
2. Teacher and student surveys, OORS data
3. Teacher, parent and student surveys, OORS data

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PD from Resolution Management and teacher per session 6 teachers X 4 hours X 1 session for Saturday retreat using tax levy funds
2. 5 teachers X 40 hours =200 of per session for after school and weekend clubs and activities using Focus funds, supplemented by Title I Parent Involvement funds.
3. Parent book club collections to include "Thanks to my mother" and assortment from GL Group (Booksource) FAMIS ITEM # 282686592-collection assortment

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

No recommendations were made in this category on our most recent School Quality Review

Review Type:	N/A	Year:	N/A	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of parents who have engaged in school events will increase by 10% as evidenced by internal attendance logs. We have chosen this goal because we have low parent involvement. Most of our families do not live in our neighborhood and travel to the school is sometimes a hardship. By increasing the number and variety of activities for parents, we hope to increase their involvement in the school community.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Increase in workshops, classes and activities provided for parents
2. Parent surveys distributed semi annually
3. Weekly parent outreach via letters, emails and phone calls

B. Key personnel and other resources used to implement each strategy/activity

1. AIS Team, PTA and Parent Coordinator
2. AIS Team, PTA and Parent Coordinator
3. AIS Team, PTA and Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Survey Results and parent attendance
2. Survey Results and parent attendance
3. Surveys, ILOG data and parent attendance

D. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funding for incentive materials for workshops and materials for printing and distribution
2. In house activity, no additional funding required
3. In house activity, no additional funding required

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
		x	
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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"> • Double Period for at risk 9th grade students • Specialized class for at risk 10-12 grade students • Department-wide lesson study • Departmental use of Readers and Writers Workshops' • RTI Interventions in place for students with IEP's • ELL's receive targeted instruction from a licensed ESL Teacher • Prescriptive lessons incorporating UDL, DOK and Common Core Curriculum • Strategies are implemented in conjunction with Action Research incorporating NTC tools for student work analysis 	<ul style="list-style-type: none"> • Small class sizes • Small group AIS offered before school, after school and during lunch • Targeted instruction for individuals and small groups • ICT in all subject areas 	<ul style="list-style-type: none"> • Interventions for at risk students occur during class • AIS tutoring provided before school, after school and during lunch • Pull out and push in during the school. day
Mathematics	<ul style="list-style-type: none"> • Kagan Cooperative Learning strategies to increase problem solving strategies • Full common core alignment • Pacing modifications made for at risk students • Departmental Action Research resulting in research-based strategies • RTI interventions in place for students with IEP's • Equity Protocol and NTC tool for Looking at Student work • Prescriptive lessons incorporating UDL, DOK and Common Core Curriculum 	<ul style="list-style-type: none"> • Small class sizes • Small group AIS offered before school, after school and during lunch • Targeted instruction for individuals and small groups • ICT in all subject areas 	<ul style="list-style-type: none"> • Interventions for at risk students occur during class • AIS tutoring provided before school, after school and during lunch <p>Pull out and push in during the school. day</p>
Science	<ul style="list-style-type: none"> • Kagan Cooperative Learning 	<ul style="list-style-type: none"> • Small class sizes 	<ul style="list-style-type: none"> • Interventions for at risk students

	<ul style="list-style-type: none"> strategies to increase problem solving strategies • Full common core alignment • Pacing modifications made for at risk students • Departmental Action Research resulting in research-based strategies • RTI interventions in place for students with IEP's • Equity Protocol and NTC tool for Looking at Student work • • Prescriptive lessons incorporating UDL, DOK and Common Core Curriculum 	<ul style="list-style-type: none"> • Small group AIS offered before school, after school and during lunch • Targeted instruction for individuals and small groups <p>ICT in all subject areas</p>	<p>occur during class</p> <ul style="list-style-type: none"> • AIS tutoring provided before school, after school and during lunch <p>Pull out and push in during the school. day</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Kagan Cooperative Learning strategies to increase problem solving strategies • Full common core alignment • Pacing modifications made for at risk students • Departmental Action Research resulting in research-based strategies • RTI interventions in place for students with IEP's • Equity Protocol and NTC tool for Looking at Student work • • Prescriptive lessons incorporating UDL, DOK and Common Core Curriculum 	<ul style="list-style-type: none"> • Small class sizes • Small group AIS offered before school, after school and during lunch • Targeted instruction for individuals and small groups <p>ICT in all subject areas</p>	<ul style="list-style-type: none"> • Interventions for at risk students occur during class • AIS tutoring provided before school, after school and during lunch <p>Pull out and push in during the school. day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Boys Group • Girls Group • Crisis Counseling • Academic Counseling • Family Intervention in conjunction with NY Foundling, The Dorr, ACS, NYCDOE and other agencies • Action plans for at risk students are created by grade teams in conjunction with student, families and administration 	<ul style="list-style-type: none"> • One to one • Small Group • Conferences 	<p>Before school, after school and during school</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

C. All elements of the *All Title I Schools* section must be completed*.

5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

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 hiring committee reviews resumes and selects teachers for interviews; successful interviews engage in demo lesson and reflection. Prior to offering candidates' positions, references are checked and student work portfolios, as well as teacher data are reviewed
- Teachers work collaboratively with the instructional team to create a professional learning plan each semester which reflects departmental and grade team needs. External vendors are sought to support instruction when necessary. All teachers meet with the principal throughout the year to review and revise individual professional goals and action plans. New and non-tenured teachers work with New Teacher Center trained mentors and engage in a Critical Friends Group
- Departments, ICT Teams and Grade Teams generate instructional plans during weekly common planning time
- We have worked to create a Professional Learning Community; teachers work cooperatively in teams to identify students' learning needs and support each other using research-based best practices

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Staff work in conjunction with administration to create the data driven professional development plan; LES, self-reflections, Progress Report, CEP and other documents are used to analyze school-wide and individual needs. The plan for each semester addresses the results of the needs analysis.

To meet the requirements of the CCSS, the school engages in the following:

- Departments work together at the beginning of each semester to refine common core aligned curriculum maps
- Members from each department attend content specific common core professional learning offsite and turnkey the information to their departments
- School wide use of Common Core aligned lesson plan template, unit plan template and curriculum maps; staff engage in a cycle of self reflection, peer feedback and revisions
- Action Research projects are undertaken every semester with the goal of refining common core aligned teaching strategies

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school and providing support and outreach to families. This includes:

- Title I and Title I Rollover funds used for supplies, equipment, and per session for before- and after-school activities including academic support and college enrichment programs, Translation services, and Parent Involvement
- Title I funds used to offset cost of two Assistant Principals and Guidance Counselor who will work to support Staff Development, Mentoring, Special Education, Students in Temporary Housing, and Parental Involvement
- Fair Student Funding and NYSTL funds used to ensure all students receive access to books and learning materials, and to technology resources on a daily basis.

· Contract for Excellent funds used to fund Mentoring program provider (NTC) and offset the cost of UFT Teacher Center and master teacher to provide Professional Development, mentoring, training and increase retention of staff members

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers work together in grade teams and departments to analyze formative, periodic and summative assessment data. They then use the data to inform instructional next steps. Data analysis and planning is addressed during as a school during professional learning on Wednesday's. Grade Team facilitators also meet weekly with the Assistant Principal to set agendas and plan next steps. Additionally, teachers create two professional goals using student data and observation feedback. The Principal, Assistant Principal and mentors then work individually with teachers to analyze data and plan instructional next steps.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



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 with 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 promptly 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Watfa Shama	Assistant Principal Diana Martinez
Coach Anne Yerger	Coach type here
ESL Teacher Vianny Rojas	Guidance Counselor Edgar Lasso
Teacher/Subject Area Maria Tapia/ Bilingual	Parent Love Barrow
Teacher/Subject Area type here	Parent Coordinator Delta Calderon
Related Service Provider Michelle Kienzle	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	186	Total number of ELLs	7	ELLs as share of total student population (%)	3.76%
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Part II: 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 checked="" type="checkbox"/>	If yes, indicate language(s): spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" 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
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										1	5	1		7
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	5	1	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	7

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL							7			7
Total	0	0	0	0	0	0	7	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
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										1	4	1		6
Chinese														0
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	0	0	0	0	0	0	0	0	1	5	1	0	7

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)											3	1		4
Advanced (A)										1	2			3
Total	0	0	0	0	0	0	0	0	0	1	5	1	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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	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 (SWD)					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
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra	3		3	
Geometry	2			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	3		3	
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use DYO assessment such Scantron, which we give a minimum of 3 times a year, Anchor projects in each class twice a year, the state mosl exam and tutorial series to assess the literacy skills of Ell's. This data provides us generalized reading and writing levels for each student, which helps all pedagagues determine what the needs of their ELL's These assesment also focus on students specific needs and creates specific learning goals for each individual student based on their current levels. These learning objectives are then converted into measurable goals for Ell's with individualized Education Plans. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In classes where teachers consistently use the Acuity/Scantron we have observed that many Ell studnts struggle with vocabulary and reading comprehension. This data reveals the areas that teachers must target with ELL students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
³/₄. 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.
4. For each program, answer the following:
 - a. 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?(question 3 and 4 answered together)
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
We service grades 9-12
6. How do you make sure that a child's second language development is considered in instructional decisions?
During Grade team and department meeting. Also the ESL teacher pushes in to assist with the development of the second language.
7. 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?a. 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.

b. Most of our Ell's are between the intermediate and advance level.

c. Our EP's perform the same as our non-Ells on state exams.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Besides looking at growth through assessments. Teacher have weekly meeting in which they meet in departments and grade team meeting to discuss the success of multiple students. Teacher Teachers use the teacher center protocol to assess student work and then come up with targeted instruction to meet the needs of those specific students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

"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. 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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year our test coordinator administers the NYSESLAT to our ELL students. All student are pulled into a separate testing

room to take each part of the exam. Each part of the exam is administered on different days.

6. 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.) 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. 
After reviewing our parent surveys the trend is that 100 percent of the parents ask for ESL/Dual Language program. "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.
All of the programs available are aligned with the instructional concerns of our families.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The primary modality utilized to deliver bilingual instruction to English Language learners at our school are Push-in ESL. Our bilingual Special Education/ESL 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. 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)?

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. ESL teacher has weekly conferences with ELL students to work on any additional work.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through classroom assessments and teacher observation we are able to ensure that all Ells are appropriately evaluated.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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.

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

7. 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?

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, DYO assessments and Acuity tutorial program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 ①

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

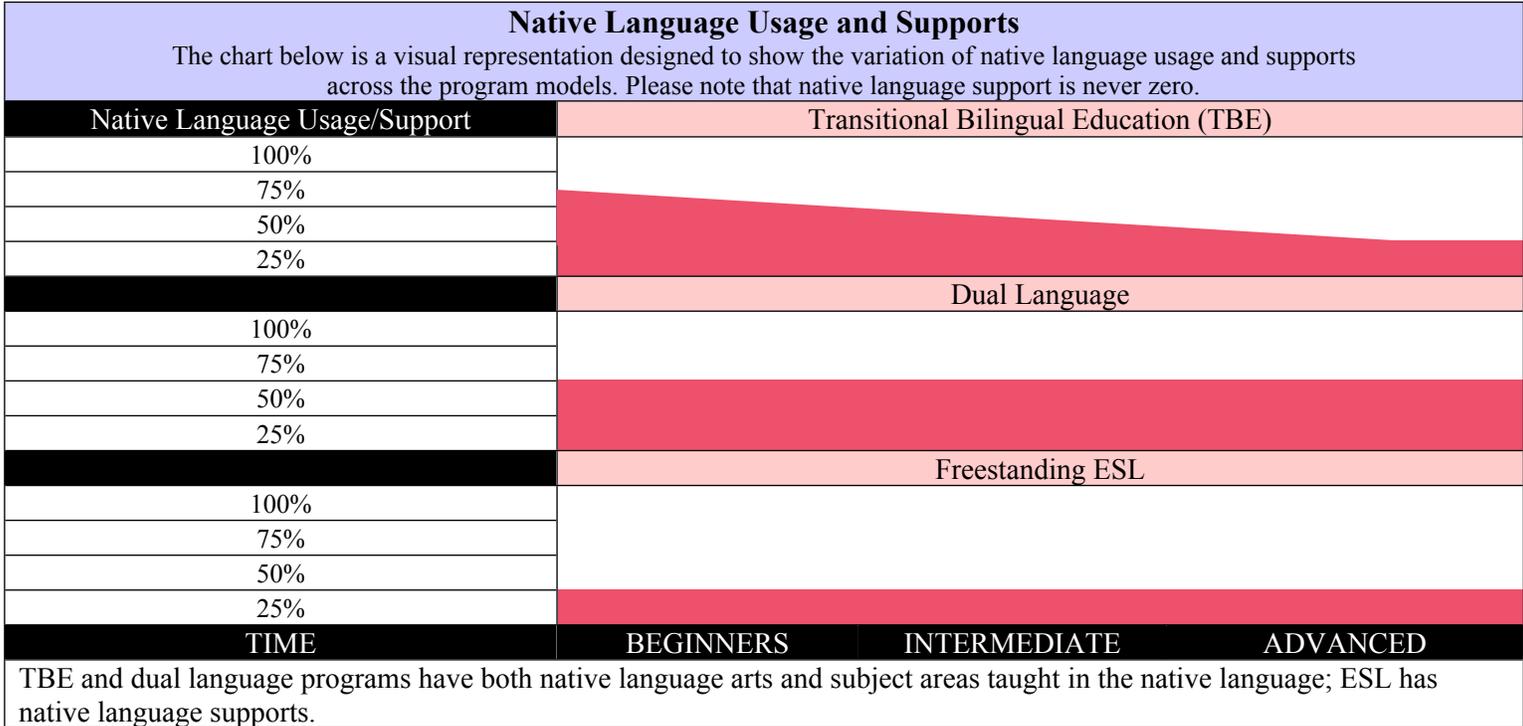
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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	45 minutes per day	45 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
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

9. 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.
- 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
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is working very well. The numbers show that our Ell's each year are moving up a level in proficiency and they are also performing well on the NYS Regents exams.
11. What new programs or improvements will be considered for the upcoming school year?
- for the upcoming school year we are aligning everything with common core standards and across content areas there will be an increase in vocabulary that every class will target. Targeting vocab will help our ELL's perform better in the classroom and also will help increase their SAT scores/ become college ready.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have several staff members that are proficient in Spanish, bilingual adults are available at all events. We have an ESI teacher that meets with students weekly aswell as provides suport to other padagogues who have ELLs in their classroom. 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 sports teams; 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use instructional technology to support ELL's. We have SMART Boards in all classrooms, 3 computer labs and two laptop cart. We also have video cameras and editing technology along with several books and software programs that support ELL instruction. Our ESL teacher has an instruction library with multiple resources teacher can use to support their ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in provided in Transitional Bilingual Education directly by bilingual teachers in the classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- The mission of our school is to educate students in the use of American Sign Language. As such, ASL is the only language offered during the school day. However, throught the college now program, 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.

19. For schools with dual language programs:

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

The target language is used 40-50% with all hearing ELLs. Deaf students receive 100% instruction in ASL.

Students in the dual language program spend 85% of their day in Dual language classes.

Language is not separated for the Deaf students.

"47" uses the side by side Dual language model.

Both languages are taught simultaneously.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. This year the school employed an ESL teacher that will help provide all other teachers with all the support they need to help their ELL students. 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.

2. All 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. Also all content teachers have been sent to NYC DOE common core workshops. Lastly our UFT teacher center at the school provides teachers with one on one support.

3. Staff is supported on-site, as needed, if they transition from middle school.

4. We have a whole staff training on a PD day in September. We review all processes, procedures and protocols. Our ESL coordinator also provides our staff with multiple PD's during the school year that target many teaching strategies for ELL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 AP, and ESL coordinator 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. Parent also communicate with us (and we with them) through our online communicating system called Engrade. 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Watfa Shama	Principal		1/1/01
Diana Martinez	Assistant Principal		1/1/01
Delta Calderon	Parent Coordinator		1/1/01
Vianny Rojas	ESL Teacher		1/1/01
Love Barrow	Parent		1/1/01
Maria Tapia/ Bilingual	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Anne Yerger	Coach		1/1/01
	Coach		1/1/01
Edgar Lasso	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M047 **School Name:** "47" ASL & 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.

We review the home language survey results from ATS in addition to having parents fill out the parent information sheet. Our Parent information sheet asks Parents to indicate their language of preference & the best method of contact.

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.

Approximately 60% of our Parents prefer documents & notices to be delivered in English. About 35% prefer Spanish while the remaining 5% require Chinese, Arab or Polish translations. This information is provided to the school community during grade level team meetings.

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.

Report cards, notices and letters are printed in the preferred language of our Parents. We plan strategically to ensure that all materials are available with enough time for Parents to receive them. In the event of Parent Teacher conferences, PTA meetings & other large events the school hires outside interpreters/translators to provide translation services to the Parents.

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.

There are staff members that speak Spanish, Chinese, Arab and sign ASL. In the event of Parent Teacher conferences, PTA meetings & other large events the school hires outside interpreters/translators to provide translation services to the Parents.

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>.

"47" identifies the Parents that need documents translated in languages other than English. Documents are prepared in their preferred language and given to them during meetings or mass mailings. We use school staff and/or contract the Office of Interpreting Services during Conferences, PTA meetings and other large events. We do not allow students to interpret for their Parents.