



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 347 - "47" THE AMERICAN SIGN LANGUAGE AND ENGLISH
LOWER SCHOOL

DBN (i.e. 01M001): 02M347

Principal: DAVID THACKER BOWELL

Principal Email: DBOWELL@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

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
David Thacker Howell	*Principal or Designee	
Mike Nappi	*UFT Chapter Leader or Designee	
Jessica Cortes	*PA/PTA President or Designated Co-President	
Karri Smolensky	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Danielle Golub	Member/ Teacher	
Shelly Ann Hamilton	Member/ Teacher	
	Member/	
Danielle Williams	Member/ Parent	
Linda Gavin	Member/ Parent	
Milqueya Wagner	Member/ Parent	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Students will demonstrate the ability to engage with informational text and produce writing that aligns with the CCLS writing standard 1 for an opinion piece (K – 2) and for grades 3-8, argument writing on topics or texts, supporting a point of view with reasons and evidence from the text. By June 2014, 80% of students will demonstrate proficiency via student work evaluated by a teacher-made rubric adapted from our ELA curriculum (*Ready Gen, Codex, Read 180*).

Comprehensive Needs Assessment

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

Only 9.5% of our students achieved a Level 3 or 4 on the 2013 New York State ELA exam. Our median growth percentile for ELA is 61%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Implement a CCLS-aligned ELA curriculum (*Ready Gen* and *Codex*) across the grades and ensure fidelity by providing professional development and frequent observation/feedback cycles.
2. Teacher leaders will receive Common Core curriculum training during the summer and school year, turnkeying the information to their colleagues.
3. Students' progress will be monitored through the use of performance tasks after each unit.
4. Monthly planning meetings will be provided for each unit in grades K-8

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

1. Representative teachers from each grade band, CITE coach, AP and Principal
2. Teacher leaders and administration
3. *Ready Gen* performance tasks, performance tasks, and ELA sample tasks will be administered by the teachers, teacher teams, administration, and literacy coaches
4. Literacy coach, teachers, AP, and Principal

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

1. 100% of classrooms will implement CCLS-aligned ELA curriculum appropriate for their grade level and all teachers will have received support in its implementation.
2. At least 25% of our teachers will have attended a Core Curriculum training in 2013-14 year and turnkeyed the training to their colleagues.
3. Performance tasks will be scored against a common rubric and evaluated during teacher teams/ ELA growth percentile will increase from 61% to 75%
4. 100% of units will be aligned to the CCLS

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

1. September, 2013 (implementation) and ongoing support
2. Beginning Summer 2013 and ending June 2014
3. Beginning September 2013 through June 2014
4. Ongoing

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

1. NYSTL funds will be used to purchase the core curriculum. 14 teachers (*Ready Gen*) and 2 teachers (*Codex*) will implement the new curriculum and attend quarterly PDs provided by the DOE.
2. 6 teachers will attend NYC DOE-sponsored Core Curriculum training and turnkey to the rest of the staff (who teach ELA). Substitute teachers will be hired for teachers who attend training during the school day.
3. An extra preparatory period for teacher team time has been programmed into schedules to provide time for teachers to meet to review student work
4. A half-day per month will be given to each ELA teacher to plan the upcoming unit with support of a CITE coach. Three substitute teachers will be hired for each planning day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Common Core Workshop was presented during Open School Night by the AP and Principal

- Principal presented the recommended curriculum to the SLT in September.
- Additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, will be scheduled to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Teachers and administration will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
NYSTL funds to purchase Core Curriculum											
Title 1 money for the CITE coach											

Goal and Action Plan #2

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

Annual Goal #2

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

Improve student proficiency in Math such that by June 2014, we will double the percentage of students reaching proficiency on the NYS math exam

Comprehensive Needs Assessment

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

Only 6.7% of our students achieved a level 3 or 4 on the NY State Math exam. Our median growth percentile for Math is 62%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Implement a CCLS-aligned Math curriculum (*Go Math* and *CMP-3*) across the grades and ensure fidelity by providing professional development and frequent observation/feedback cycles.
2. Teacher leaders will receive Common Core curriculum training during the summer and school year, turnkeying the information to their colleagues.
3. Students' progress will be monitored through the use of performance tasks after each unit.
4. Monthly planning meetings will be provided for each unit in grades K-8 with the support of our network Math specialist.

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

1. Representative teachers from each grade band, network Math coach, AP and Principal
2. Teacher leaders and administration
3. Go Math end-of-unit performance tasks, CMP-3 performance tasks, and Math sample tasks will be administered by the teachers, teacher teams, administration, and literacy coaches
4. Literacy coach, teachers, AP, and Principal

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

1. 100% of classrooms will implement CCLS-aligned Math curriculum appropriate for their grade level and all teachers will have received support in its implementation.
2. At least 25% of our teachers will have attended a Core Curriculum training in 2013-14 year and turnkeyed the training to their colleagues.
3. Performance tasks will be scored against a common rubric and evaluated during teacher teams. Math growth percentile will increase from 62% to 75%
4. 100% of units will be aligned to the CCLS

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

1. September, 2013 (implementation) and ongoing support
2. Beginning Summer 2013 and ending June 2014
3. Beginning September 2013 through June 2014
4. Ongoing

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

1. NYSTL funds will be used to purchase the core curriculum. 14 teachers (*Go Math*) and 2 teachers (*CMP3*) will implement the new curriculum.
2. 6 teachers will attend NYC DOE-sponsored Core Curriculum training and turnkey to the rest of the staff (who teach Math). Substitute teachers will be hired for teachers who attend training during the school day.
3. An extra preparatory period for teacher team time has been programmed into schedules to provide time for teachers to meet to review student work
4. A half-day per month will be given to each Math teacher to plan the upcoming unit with support of the network Math specialist. Three substitute teachers will be hired for each planning day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Common Core Workshop was presented during Open School Night by the AP and Principal
- Principal presented the recommended curriculum to the SLT in September.
- Additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, will be scheduled to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Teachers and administration will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Budget and Resource Alignment

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

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

NYSTL funds were used to purchase Core Curriculum training.
 Network set-aside funds assist with the funding of the Math specialist.

Goal and Action Plan #3

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

Annual Goal #3

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

Improve student proficiency in ELA such that by June 2014, we will double the percentage of students reaching proficiency on the NYS ELA exam

Comprehensive Needs Assessment

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

Only 9.5% of our students achieved a Level 3 or 4 on the 2013 New York State ELA exam. Our median growth percentile for ELA is 61%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Professional development for teachers on academic vocabulary
2. Pull-out SETTS for our Deaf students where they receive ELA instruction in their native language (American Sign Language) following the same curriculum/standards as their hearing peers
3. Just Words for students who scored below the 50th percentile on the Test of Silent Word Reading Fluency (TOSWRF)
4. ESL teacher pushes in to classes to better support students during pull-out sessions where ESL strategies are taught to support instruction in the classroom.
5. Foundations, a research-based foundational reading program, is used in grades K-3 to support explicit instruction in foundational reading to target noticeable gaps in K-2 data.

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

1. Principal, Assistant Principal, CITE Coach, teachers
2. Native ASL teachers to support Deaf students in ELA in small groups
3. Trained Wilson teachers
4. ESL teacher

5. Classroom teachers trained in <i>Foundations</i>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> All ELA teachers will attend at least three professional development workshops on the use of academic vocabulary in the classroom Our Deaf students will make at least one year of progress in ELA Our ELL and our Deaf students will maintain, if not exceed, a 75% growth percentile on average on the Test of Silent Reading Word Fluency and WIST Students will be supported with ESL instruction three times a week, and maintain, if not exceed, a 75% growth percentile on average Foundations progress monitoring tools will be used to track progress in K-3 foundational reading skills and 75% of our K-3 students will be on grade level by June.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> November, January and March Year Round Testing is done at the end of each unit/TOSRWF and WIST are given quarterly Testing will be done quarterly/ELL Periodic Assessment give in the Fall and Spring Progress monitoring will be done as needed
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers will use ARIS Learn to explore the teaching of academic vocabulary as well as receive support from the CITE coach. <i>Fairview Learning</i>, a foundational reading program designed for native ASL users, has been purchased with Title 1 and a three-day training is to take place in January. Two teachers have been trained in <i>Just Words</i> and <i>Wilson</i> and will continue to receive follow-up training. ESL teacher attended <i>Foundations</i> in September and will continue training throughout the year All K-3 teachers, as well as speech and language providers, attended training in <i>Foundations</i> on September 5th. Teacher teams meet weekly with one meeting a month focusing on <i>Foundations</i> and the results of progress monitoring.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> 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; providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information ASL and Spanish interpreters available at all times during the school day or for parent meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve community understanding of expectations, communication and engagement such that by June 2014, the overall average score for our Learning Environment Survey will be at least 7.5.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our 2012-13 NYC School Survey shows that we received a score of 7.4 for Academic Expectations, 6.9 for Communication and 6.8 for Engagement, all which are below the city average.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Frequent observations that result in targeted, high-quality feedback given within 3 days
2. Professional development for teacher teams to analyze student work and plan instruction in response to evidence
3. Create varied opportunities for students and teachers to engage in dialogue with principal to create shared understanding of vision and purpose

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

1. Support Coach from the Office of Teacher Effectiveness and network support, Principal and AP
2. CITE Coach, Network ELA and Math specialists, teacher leaders, principal and AP
3. Principal

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

1. By years end, each teacher will have grown at least one level in at least three competencies in Domains 2 and 3 of the Danielson Framework.
2. All K-8 ELA and Math teachers will have met in teams at least 3 times a month;
3. An anonymous, mid-year survey will be administered to students and teachers in January 2014; results will be used to create better avenues of communication and to identify topics/areas for deeper focus prior to the annual administration of the NYC School Survey this Spring.

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

1. October 2013-May 2014
2. Monthly beginning November, 2013
3. Year-round

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

1. Personnel support and training from The Office of Teacher Effectiveness (OTE) and the network; trainings provided by OTE at no charge to the school
2. All K-8 classroom teachers receive an extra non-teaching period a week for team meetings; network PD on teacher teams begin in November 2013 and end in June 2014 with one grade level team; all team will receive tailored support by the network by April, 2014.
3. A Principal's Cabinet consisting of 4 teachers will be established to facilitate communication between teachers and administration and will meet before/after school; breakfast/coffees will be hosted monthly (cost paid by donations); Student Council funds are supported by donations to the General School account

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

Budget and Resource Alignment

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

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

Donations made to the General School Account helps support the Student Council

Goal and Action Plan #5

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

Annual Goal #5

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

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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.)
<p>ELA</p>	<p>Students who are Deaf receive ELA instruction in their first language (ASL) in a small group with a native ASL signer in a separate room.</p> <p>Students in grade 6 and 7 who read between 400 and 1000 lexile use the READ 180 stage “B” program for middle school in a whole class setting to support fluency, comprehension, and vocabulary.</p> <p>Beginning in January, a pilot study of students identified in the 15-30th percentile as per the TOSRWF and WIST will receive 45 minutes of Just Words instruction as a supplemental program to the literacy block to build phonemic awareness.</p> <p>Small group instruction is provided for students who performed at a 3.3 or below on the state exam during the extended day of 37 ½ minutes.</p> <p>Reading intervention during the day on a one-to-one basis for 30 minutes each</p>	<p>Small group One-on-one</p>	<p>During the school day as well as during the AIS block (Tuesdays, Wednesdays and Thursdays from 2:45-3:35)</p> <p>Saturday Academy for selected students (Saturdays in January-April)</p>

	<p>day for students identified. During the school day</p> <p>Speech teachers pull out or push in on a weekly basis as per iep mandated services</p>		
Mathematics	<p>Classes have the ICT/SETSS model with the special education teacher fluent in ASL and English working with students who, as per their iep, are designated to have small group instruction.</p> <p>Small group instruction is provided for students who performed at a 3.3 or below on the state exam during the extended day of 37 ½ minutes OR during 7th period.</p>	<p>Small group One-on-one</p>	<p>During the school day as well as during the AIS block (Tuesdays, Wednesdays and Thursdays from 2:45-3:35)</p> <p>Saturday Academy for selected students (Saturdays in January-April)</p>
Science	<p>Classes have the ICT/SETSS model with the special education teacher fluent in ASL and English working with students who, as per their iep, are designated to have small group instruction.</p>	<p>Small group One-on-one</p>	<p>During the school day as well as during the AIS block (Tuesdays, Wednesdays and Thursdays from 2:45-3:35)</p>
Social Studies	<p>Classes have the ICT/SETSS model with the special education teacher fluent in ASL and English working with students who, as per their iep, are designated to have small group instruction.</p>	<p>Small group One-on-one</p>	<p>During the school day as well as during the AIS block (Tuesdays, Wednesdays and Thursdays from 2:45-3:35)</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counselors provide social and emotional support to students in small groups and one-on-one during the school day. Interventions include strategies for behavioral management, coping skills, stress reduction, social development, academic concerns, resiliency, issues of child abuse, non-attendance, crisis management, and collaborates with social agencies, etc.</p>	<p>Small group One-on-one</p>	<p>During the school day as well as during the AIS block (Tuesdays, Wednesdays and Thursdays from 2:45-3:35)</p>

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ol style="list-style-type: none"> 1. Professional development that is high quality, targeted, and ongoing is critical to attract and maintain high quality teachers. By providing continual feedback and professional growth plans, teachers feel supported and are more apt to take leadership roles to promote school-wide success and pride which results in higher morale and low turnover. 2. All staff is proficient in or working towards proficiency in ASL. ASL courses are offered at no cost to the teacher.

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).
<ol style="list-style-type: none"> 1. Administration will conduct formal and informal observations to provide staff with specific feedback and to target PD needs. 2. Curriculum/literacy coach works with new teachers for in-classroom support. 3. Lead Teachers attend quarterly curriculum workshops. 4. Curriculum/literacy coach works with teachers to plan upcoming units. 5. All staff will participate in a professional learning community to continuously review and refine curriculum alignment with CCS, and to review student work throughout the year in scheduled professional development workshops held during the school day, and during the negotiated 50 minutes during AIS time. 6. Lesson plans and daily objectives will be continuously reviewed and assessed to hold teachers and administrators accountable for identifying gaps in instruction and teacher practice and to provide support. 7. Teachers will be held accountable for seeking support and showing improvement in areas identified by administrators or teacher leaders. (Ongoing) 8. A new teacher mentor system is in place to partner newer teachers with ongoing support and provide formative feedback. Menotr teachers are sent to training. (Ongoing on a weekly basis) 9. Teacher inter-visitations will be scheduled to provide feedback on instruction and modeling when necessary. (December) 10. Teachers will develop an understanding of the Socratic inquiry methodology through workshops to encourage rigor in instruction to promote critical thinking. (January) 11. Informal observations and walk-throughs will occur daily to provide continuous opportunity of formative feedback in a timely manner. (Ongoing) 12. DRA and post assessments will help teachers and administrators identify gaps in instruction and direct support to build capacity in teacher instruction. (Benchmark periods 4x's a year) 13. The Danielson's Framework/Advance will be used to help teachers grow and provide administrators and teachers with clear ongoing expectations and an entry point for identifying support in areas of need. (Ongoing)

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. This includes:

- Title I funds are used for supplies, equipment, and per session for before- and after-school and Saturday activities including academic support and test preparation strategies.
- Title I funds used to provide a literacy consultant who will work with K-8 ELA teachers to ensure literacy is infused across the subjects
- NYSTL funds were used to purchase Core Curriculum materials
- Tax Levy money was used to purchase *Just Words* and *Read 180*.
- Tax Levy and Title 1 funds are used to offset the per-diem rate for substitute teachers we use when providing Professional Development to teachers

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.).

2/3 of our Pre-K student articulate to our Kindergarten; the rest attend their local schools or private/parochial schools. Pre-K and K teachers meet in June to transfer work and records and to discuss progress to date, strategies, and learning needs. The portfolios of those who are transferring out are sent home with the parent/guardian the last week of the school year to share with the next year's teacher.

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.

Prior to the first day of school a committee of teachers and administrators met to discuss the multiple assessment measures available. Included in the meeting was a list of assessments the students are going to be taking throughout the year. Also discussed is the city and state wide measures of learning (MOSLs), as well as the assessment options for each grade and department. Lastly, at the meeting the teachers and administration review over each department's baseline assessment. Teachers track student progress using many different methods including baseline/midyear/end year assessments, individual student portfolios, online grade-book, and through ongoing teacher observations. Teachers have received professional development in regards to how to use the information created to further drive their instruction.

The assistant principal and principal join teacher teams as often as possible (two to four times a month) to review assessments/student work with classroom teachers and to make plans for follow-up or to create new assessments, if needed. This is done collaboratively.

Benchmark tests designed by the DOE (in Schoolnet) are administered to grades 3-8 in September; teachers target goals for students and identified needs for professional development to improve delivery of instruction. Teacher leaders share with the administration their colleagues' PD wishes/needs based upon student data, and is differentiated based upon grade level and area of expertise. The PD calendar is then reviewed with the UFT chapter leader.

In September, teachers are given a self-evaluation in ARIS to support the work in Danielson/Advance to improve instruction. Teachers prioritized their needs for PD for the upcoming year, and professional development is designed according to their requests to support instruction.

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).

All Signs Point To Success

PS 347 - The American Sign Language & English Lower School

David Thacker Bowell, Principal

Maryanne Fisher, Assistant Principal

Parent Involvement Policy (PIP)

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 2	Borough Manhattan	School Number 347
School Name The ASL English Lower 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 David Thacker Powell	Assistant Principal Maryanne Fisher
Coach type here	Coach type here
ESL Teacher	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Rhonda L. Williams
Network Leader(Only if working with the LAP team) type here	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	153	Total number of ELLs	3	ELLs as share of total student population (%)	1.96%
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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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): ASL

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

ELL Program Breakdown														
	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%)	1	1												2
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	1	1	0	2										

B. ELL Years of Service and Programs

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

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	2			2			2			6
Total	2	0	0	2	0	0	2	0	0	6

Number of ELLs who have an alternate placement paraprofessional:

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 ASL		12		6															0	18
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	12	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18

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): <u>18</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>7</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>3</u>
	Hispanic/Latino: <u>8</u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)							1							1
Advanced (A)				1			1		1					3
Total	0	0	0	1	0	0	2	0	1	0	0	0	0	4

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		1			1
4	1				1
5					0
6	1	1			2
7	1				1
8	1				1
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			1						1
4	1								1
5									0
6	1		1						2
7	1								1
8	1								1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
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.

Teachers assess ELL's literacy skills using DRA and the ELL periodic assessment. This data is compared to NYSESLAT and baseline assessment results for students in grades 3-8. Students tend to be proficient in listening and speaking and delayed in reading and writing. The same was seen with the NYS ELA, students did well with the multiple choice but presented with delays in the writing. Teachers use these results to target instruction; the results tend to be consistent.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Students tend to be proficient in listening and speaking and delayed in reading and writing. The same results were seen with formal and informal ELA assessments, students did well with the multiple choice but their writing skills are often below grade level.
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](#))

Students who took the NYSESLAT scored well with listening and speaking. The speaking score was higher than listening because these students are visual learners as the speaking task required students to respond to a picture. The individual reading scores were average. Responding to non-fiction literature by writing was an overall student weakness. As a result, there is a school-wide focus on strengthening student writing.
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?

a. Students tend to be proficient or advanced in listening and speaking and delayed in reading and writing. Tests are not administered in their native language which is ASL. Our Spanish-speaking students are U.S. born and do not read or write Spanish, they are not tested in their native language.

b. The NYSESLAT and ELL periodic assessment results are compared. Teachers use these results to target instruction.

c. The school is learning that a focus on non-fiction writing is imperative this school year.
5. 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](#).)

During planning meetings or professional development sessions, teachers review data and collaborate with one another to determine which tier of intervention needs to be implemented for their students.
6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL teacher collaborates with the classroom teacher to ensure second language development is a consideration when planning lessons.
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. The American Sign Language teacher evaluates student fluency levels using an evaluative rubric that was developed and published by the school's ASL team.

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

c. EPs are performing on the same level as their peers in other schools throughout NYC.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by looking at how they perform in their core courses as well as how well they perform on state and local assessments. We look at these data results to determine if any modifications to the current programs need to be made and to make any necessary changes in instruction and professional development.

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](#).)
We at PS 347 “47” The American Sign Language and English Lower School educate children and serve families whose home language is American Sign Language (ASL), regardless if the child or parents are Deaf, hard-of-hearing, or hearing. The majority of our students are children of Deaf adults, otherwise known as CODAs and since ASL is their home language, we consider them ELLs even though ASL is not a language that is recognized by CR Part 154. Our staff is either proficient or fluent in ASL. We have a Parent Coordinator who speaks Spanish, as well as signs, security guards who know basic sign language, and a mental health team, whose members are all fluent in ASL. Many of our students struggle with English, whether they are hearing or Deaf, as with any second language learners. Research in bilingualism and dual language instruction has shown that if children’s native languages are supported, fostered and taught in their schools, their mastery of English will improve. This, in turn, will lead to higher performance on the State and city assessments.

When parents, new to NYC public schools, register their students, Rhonda Williams, a certified pedagogue, administers the HLIS and screens the student. If the parent speaks a language other than ASL, a translator is used. While the parent is completing necessary intake paperwork, the LAB-r is administered to the student. Once the LAB-r is scored, the parent will receive notification of entitlement if the child qualifies. Students identified as ELLs via either the HLIS or the LAB-r (soon to be replaced by the NYSITELL) take the NYSESLAT in the Spring.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents choose our school because most of our staff is proficient in ASL. During intake, a teacher interviews the parent using the Home Language Survey. The teacher also assesses the child in English and his/her native language (using a translator if the language is not ASL). While the parent is completing the necessary admission paperwork, the LAB-r is administered to the child if the home language is a language other than English or ASL. We send the entitlement letter home with the parent on the day of intake. The parent is invited to view the DVD and receive clear explanations about the three program choices. A follow-up phone call is made to confirm the appointment for interview.
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 [\[see tool kit\]](#).)
The entitlement letter is sent home with the parent on the day of intake after we administer the LAB-r to the student. The parent is extended an invitation to view the DVD and receive clear explanations about the three program choices and parent selection. A follow-up phone call is made to confirm the appointment for interview and reinforce the importance of returning the letters. If entitlement letters, parent surveys, and program selections are distributed and returned, they are stored in the child’s cumulative folder in the main office.
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.
Students who need ESL if their home language is other than American Sign Language, receive services from a certified ESL teacher.
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.
Once a student is identified as an ELL via either the HLIS or the LAB-r, he/she will be scheduled to take the NYSESLAT in the spring
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. 
Parents choose PS347 because most of our staff is proficient in ASL. The school has not received requests for programs in

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])? In some classes, instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side while delivering instruction in both languages. In other classes, the ESL teacher either pushes in or pulls out depending on the need of the student.
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 ESL teacher provides the mandated number of instructional minutes to students as push-in or pull-out depending on need.
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.

The ESL teacher pushes in or pulls out providing students with the mandated number of ESL minutes
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs are American born Spanish speakers. They do not read or write Spanish and are not tested in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English throughout the school year during classroom instruction,

baseline, formal and informal assessments, and sample NYSESLAT exams.

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).

If the school had SIFE students, they would be provided with small group instruction with a strong vocabulary and reading comprehension focus. The ESL teacher would service this student as per Part CR 154. Since PS 347 is a choice school and not a neighborhood school if ELLs new to the U.S. attended our school, they would be Deaf. The child's proficiency would be improved in speaking, understanding, reading and writing in his/her native language by using a translator. If the child is oral Deaf, the school would request a bilingual paraprofessional to help with the student's comprehension of content area curricula. This student would then receive one to one or small group instruction to increase English vocabulary as well as American Sign Language, which would transfer to increased comprehension of the CCSS.

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?

Classroom teachers use smart board and deliver instruction through American Sign Language. Ready Gen and Go Math! are the curriculums currently being used for ELA and Math respectively. The workshop model is used for instruction delivery.

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?

ELL-SWDs are Integrated Co-teaching students which means during the school day, they are in their least restrictive environment. With two teachers, the students are able to received modified or differentiated instruction.

Courses Taught in Languages Other than English

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

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

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

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

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

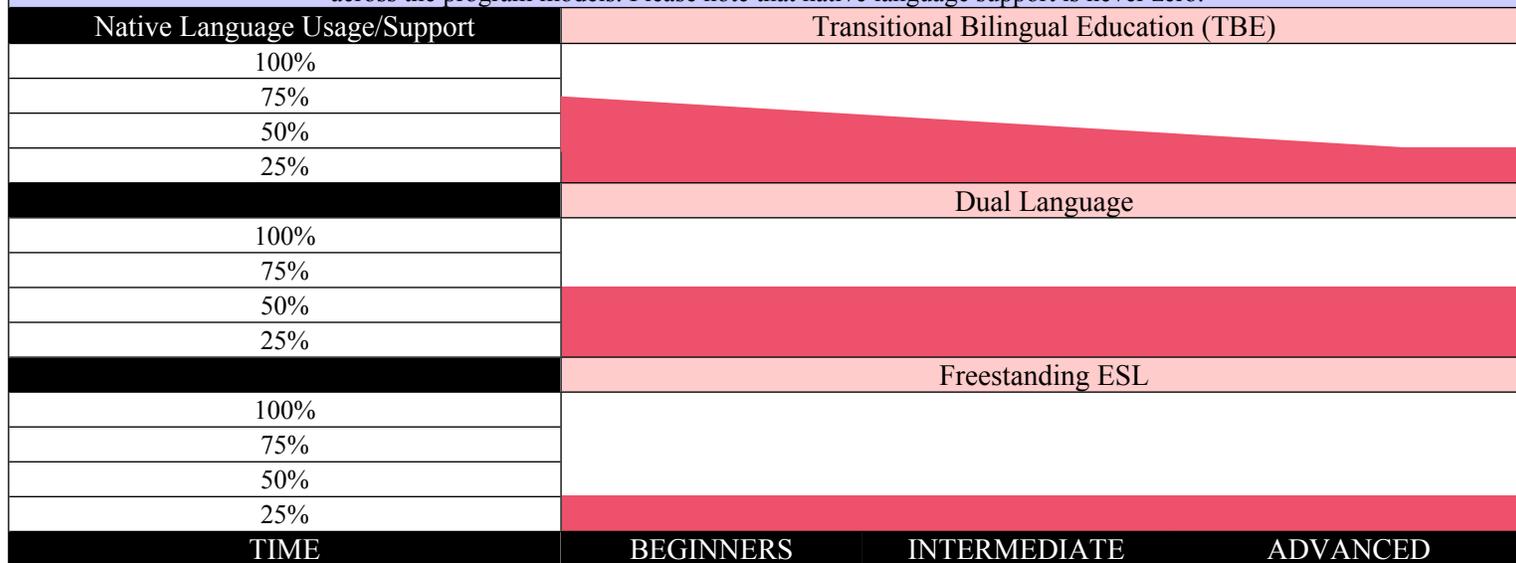
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

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.

During the school day, remediation programs such as Wilson Intensive and Just Words are used for ELLs in ELA in addition to the Common Core curriculum. Ready New York is used during the extended day. This year there is a school wide focus on non-fiction writing, as well as increasing vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on this year's NYSESLAT scores, results varied. Even though there was growth for all students, some students showed minimal improvement in reading and/or writing while some students tested proficient. The current program for ELLs needs to be continued.

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

Foundations, Read 180, and Codex will be continued this year. Wilson intensive and Just Words are pullout programs designed to target areas of need of ELL students.

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.

Being a small school, students have access to all programs. We do not have after school services. Supplemental services are Just Words and Wilson Intensive in which students have access.

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

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

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes required services support, and resources correspond to ELL's ages and grades.

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.

Currently, there is no orientation that is offered to newly enrolled ELL students. When students register or visit the school for consideration, they are given a tour of the school and programs that are offered.

18. What language electives are offered to ELLs?

Currently there are no language electives offered in our school.

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)?

a. In Class A, the target language (ASL) is used 80% of the time in an ICT setting. In Class B, the target language is used 50% of the time.

b/c In Class A, EPs and ELLs are integrated 100% of the time. In Class B, ELLs are taught ELA and Math separately and they are integrated for the other subjects.

d. The side-by-side model is used in Class A, self-contained and side-by-side in Class B.

e. In Class A, both languages are taught at the same time. In Class B, ELA and math are taught in the child's native language.

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. Teachers and paraprofessionals attend weekly professional development. Assessing data and developing strategies to improve needed areas of improvement is often discussed during these weekly PDs.
 2. The Office of English Language Learners offers monthly professional development workshops on a wide range of topics. Teachers are encouraged to attend all relevant professional developments.
 3. The school is K-8, student assessment binders are passed on to the teacher of the next grade. 5th grade students tour the middle school to become familiar with the environment. The social workers are key in helping students transition from middle to high school.
 4. During the Chancellor's professional development in the Spring and when applicable during weekly professional developments, the topics of professional development will be Process of 2nd Language Acquisition, Vocabulary Strategies and Development, How Cultural Differences Affect Teaching and Learning, and Techniques for Scaffolding ELLs in the Classroom.

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 amazing parent coordinator who ensures that parents are apprised of every event that occurs in our school. Parents are an integral part of our school and we have a strong PTA.
 2. Our school does not partner with agencies or CBOs, but we do offer workshops that tackle issues that many parents face. During the 2012-13 school year, we offered workshops on SESIS, crafts to do with your child in order to increase communication, and Handwriting Without Tears, ARIS parent link, SESIS, and Common Core webinar. While more workshops are being planned, so far this school year, nutrition workshops have been offered.
 3. Parents feel very comfortable approaching the parent coordinator to discuss issues that pertain to their child or themselves. From these needs or discussions, workshops and/or meetings with teachers or administration are developed. Our social workers also work closely with parents of the students on their caseload to ensure there is a strong home school connection. In addition, the school survey parent responses are taken very seriously and reviewed by administration and addressed in the school based leadership team meetings.
 4. During workshops or parent teacher meetings, we make sure all parents have access to information by hiring ASL interpreters and Spanish translators.

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: ASL English Lower School

School DBN: 02M347

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Thacker Bowell	Principal		11/14/13
Maryanne Fisher	Assistant Principal		11/14/13
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Rhonda L. Williams	Other		11/14/13
	Other		1/1/01
	Other		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: 02M347 School Name: The ASL and English Lower School

Cluster: 01 Network: 103

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

Part A: Needs Assessment Findings

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

When parents complete the HLIS and the home language is a covered language, it is noted that documents sent home need to be translated and interpretation services are required for parent-teacher conferences and meetings. When a parent needs to be called, DOE interpretation services are used if there is not a staff member who speaks that language.

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.

70% of our parents use American Sign Language, the rest are English speaking. A small number of our parents speak Spanish. The SLT (school leadership team) which includes parents, teachers, and administrators analyzed the findings of translation and interpretation needs. The principal discussed these findings during the monthly staff conference in the beginning of the year.

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.

The needs of language translation are determined during the intake process. If the home language is Spanish, we have staff members who can translate written documents to be sent home. If there are no staff members to translate a covered language, we ask for parent volunteers.

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.

If the home language is Spanish, we have staff members who provide oral interpretation services. For oral interpretation services in a covered language, we call the DOE phone translation services and conduct our business with the parent while the translation services are on speaker phone. Office of Interpreter Services provide sign language interpreters for Deaf 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>.

When the HLIS is completed during the intake process, parents receive a Bill of Parent Rights and Responsibilities. If the home language is a covered language and we do not have a staff member who speaks that language, the DOE translation unit is called and the process for interpretation services is explained to the parents.