



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

02M347

School Name:

PS 347 THE AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL

Principal:

DAVID THACKER BOWELL

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School Number (DBN): 02M347
School Type: K-8 Grades Served: Pre-K – 8th
School Address: 225 East 23rd Street
Phone Number: 917-326-6609 Fax: 917-326-6610
School Contact Person: Karri Smolensky Email Address: ksmolensky@ps347.org
Principal: David Thacker Howell
UFT Chapter Leader: Michael Nappi
Parents' Association President: Jessica Cortes
SLT Chairperson: Michael Nappi
Student Representative(s): _____

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue Room 713, New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 103 Network Leader: Yuet Chu

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Thacker Bowell	*Principal or Designee	
Mike Nappi	*UFT Chapter Leader or Designee	
Jessica Cortes	*PA/PTA President or Designated Co-President	
	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	
Shelly-Ann Hamilton	Member/ Teacher	
Gary Wellbrock	Member/ Teacher	
Onudeah Nicolarakis	Member/ Teacher	
Millie Wagner	Member/ Parent	
Donna Miles	Member/ Parent	
Elvira Dzurlic	Member/ Parent	
Danielle Williams	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The "47" - American Sign Language & English Lower School is a Pre-K through 8th school with 214 students. We are a very unique school in that the majority of our students are either Deaf, hard-of-hearing, or hearing children of Deaf parents. The mission of P.S. 347 is to provide a joyful learning environment that celebrates the education, growth, and difference of each and every student. An engaging and rigorous standards-based curriculum is offered in American Sign Language (ASL) and Standard English, and supported in small classes that provide children the opportunity to achieve their personal best. Our staff is committed to inspiring and encouraging curiosity, empathy, and social awareness by developing higher-level thinking skills and exploring real world issues that extend into the community. By fostering a partnership with families, we support individual student goals to enable each child to become an independent and responsible life- long learner, and prepare them for success in the journey to higher education. We have partnerships with Town Hall and the Children's Museum of Art for K-8, and Music Together for Pre-K to support our students artistic talent and creativity.

We believe students learn best when they are: 1) In classrooms that are an equitable place for learning; 2) given multiple opportunities to engage in sophisticated discussion; and 3) taught by highly-qualified teachers with high expectations for every child and the belief that all students will achieve. These beliefs are reflected in our Instructional Focus:

***Students** will engage in close reading and rich discussion to promote a robust vocabulary and a deep understanding of the content. **Teachers** will engage in collegial discussions that result in knowing each student well, enabling them to effectively implement instructional strategies that result in language sophistication. **School leaders** will communicate high expectations to all constituents and support teachers by providing thoughtful professional learning opportunities and resources.*

State data reveal we are exceeding targets in the areas of student progress, and we are meeting targets in student performance and in closing the achievement gap. Our ELA median adjusted growth percentile was 78.5, which resulted in us being in the 100th percentile in the City range. Our 2013-14 Quality Review lists as areas of strength: 1) The school designs its curricula to be engaging and rigorous by incorporating Common Core Learning Standards (CCLS) and utilizing instructional materials that address the individual interests, strengths, and needs of all learners; 2) School leaders make purposeful decisions that are aligned to the school's instructional goals so that most students' needs are met, resulting in improved instructional outcomes; and 3) The school supports a culture that places a high value on meeting the social and emotional needs of students and provides targeted supports to address those needs in order to increase academic success for all students.

The Quality Review indicated that we need to improve in promoting the consistency of instruction through purposeful groupings that provide challenging tasks to all students, and teacher questioning that extends students' thinking and provokes discussion, thus maximizing learning and autonomy. It also indicates that more work is needed in refining the work of teacher teams in order to maximize the impact of data-driven teacher collaboration that continuously improves teacher practice and student outcomes. State data supported this review as at this time we are "approaching" the target in the area of School Environment, especially in the areas of *Structures for Improvement*. We also still struggle with low proficiency levels in both ELA and Math – only 16.7% of our students are considered "proficient" in ELA and 16.5% are proficient in Math. As a result, our instructional focus this year focuses on strengthening and supporting our teacher teams in the use of specific strategies that support individual students, building a sense of collegiality, and developing a common understanding of the rigor that is expected for each grade.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An overall rating of *Developing* was achieved on our 2013-2014 Quality Review. The review revealed further development is required in differentiating teaching and learning for individual students, as well as enhancing teachers’ ability to strategically develop questions to push students’ thinking. The Quality Review states: “Promote consistency of instruction through purposeful groupings that provide challenging tasks to all students, and teacher questioning that extends students’ thinking and provokes discussion, thus maximizing learning and autonomy.” Even though we “met target” for student progress, state data indicates that only 16.7% of students are proficient in ELA and 16.5% are proficient in Math. As a result the school wide instructional focus addresses supporting teachers with increasing their knowledge of students and research-based strategies to support all of our learners. In addition, analysis of ELA test data revealed that there is a school-wide pattern of our students getting incorrect answers to questions that assess CCLS RI.1, RI.2, RI.4 and RI.5, as well as W.1 and W.2. Work has begun in prioritizing standards for each grade in order to most effectively target instruction. By prioritizing specific standards, as well as increasing our repertoire of strategies to support a variety of learners, teachers will be able to better support each child which will improve student outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, in grades 4-8, 75% of students (at least 16 out of 21) who scored between a level 2.0 and a level 2.99 on the State ELA test will reach proficiency (level 3 or higher).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> • A staff developer from <i>Cambridge Education</i> will support school leaders in the development and support of teacher teams in the identification, teaching and assessing of priority standards; creating common assessments to monitor student progress; and identifying and targeting gaps. We will work in teams both vertically (K-8) and horizontally across a grade. • Four common mid-unit and summative assessments that align with the common core standards for each unit will be designed by teacher teams with support of the staff developer and school leaders. • A staff developer from <i>Cambridge Education</i> will support school leaders with the development of teacher teams and their continued support. Teacher teams will learn and use protocols to ensure student work products reflect the learning expected for their grade. Two teams (4th Grade and Middle School) will pilot this work, with the expectation that all grade level teams will be trained by years end. 	All students in K-8	<p>September, 2014 -June, 2015</p> <p>October, December, January, March</p> <p>November-June</p>	School Leaders, Teacher Leaders, Cambridge Staff Developer
<ul style="list-style-type: none"> • A staff developer from <i>Cambridge Education</i> will support teachers in engaging students in learning by developing rigorous and relevant (engaging) learning experiences. Teachers will expand their repertoire of strategies that can be used to differentiate learning for each child. • Teachers will use progress monitoring to target short-term reading goals and strategies to monitor student progress towards grade level proficiency. • A Saturday Academy will be offered to all students nearing proficiency to support them with test-taking strategies. • Teachers will engage with other schools in our network in the study of best practices in co-teaching (ICT). Teachers will visit “lab sites” in other schools as well as hosting a lab site in the spring. 	SWDs, ELLs, students at risk	<p>September-June</p> <p>January-April</p> <p>December-June</p>	<p>School Leaders, Teacher Leaders, Cambridge Staff Developer</p> <p>Teachers</p> <p>School Leaders and Teachers</p> <p>School Leaders, Teachers and CFN 103</p>
<ul style="list-style-type: none"> • Clear communication with families to inform them of their child’s academic levels occurs on a regular basis. • Distributive leadership at SLT ensures that families’ perspectives are represented in decision-making. • Parents are regularly invited to classrooms to celebrate students’ work. • IEP teachers and Related Service providers will report 	Parents/Guardians and Students	September-June – using the Parent Engagement Time on Tuesdays	Teachers and Related Service Personnel

progress at least three times a year.			
<ul style="list-style-type: none"> Parents will receive regular communication from teachers via newsletters, feedback on student work, report cards, rubrics and direct communication. Families will receive individualized support including, but not limited to: translation services, advocacy, and skills to complete and understand school related processes (IEPs, Intervention Support, Test Data etc.) The principal will create a monthly letter in both English and ASL which will be posted on the school website. The letter will highlight various initiatives undertaken in the school, as well as identifying ways they can support their child at home. Teachers will also be trained in the recording and posting of ASL videos to support our Deaf parents. The PS347.org website will be revamped to target parents and families, providing information about the instructional program, important assessment dates, and upcoming celebrations. 	Parents and Guardians	September - June	School Leaders, Teachers, Related Service Personnel, Library Media Specialist, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per-diem Substitute coverage for teachers to attend Professional Development, Staff Developer from Cambridge, Read 180 and Expert 21 Coaching, Computer Software Upgrades, Wilson materials including the Wilson Reading system, Just Words, Foundations, and Progress Monitoring kits, Per-session monies.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Sign Language Interpreters are provided for professional development, parent workshops, and as needed to support student learning through the Office of Sign Language Interpreting Services (no cost to the school).

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By January 30th, students in grades 6-8 will be administered the Scholastic Reading Inventory (SRI); the mid-point benchmark should show an increase of 50 lexile points from the beginning SRI.
- Mid-unit and end-of-unit assessments will be given to all grades for each unit and monitored by school leaders. Students should be receiving a total score of at least a 2 out of 4 using a 4-point rubric.
- DRAs will be administered to K-5 students by January 30th; students should be mid-way through the range for their grade level.
- Progress monitoring in DRA and Foundations will be administered as needed to target gaps in guided reading and

strategy groups.

Part 6b. Complete in February 2015.

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|------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 School Quality Snapshot shows that, based on school survey results, we are “approaching target” in the area of School Environment. Furthermore, we were in the 6th percentile, citywide, in the area of “School Culture.” However, the Quality Review lists as an area of celebration: *The school supports a culture that places a high value on meeting the social and emotional needs of students and provides targeted supports to address those needs in order to increase academic success for all students.* Due to conflicting information from two data sources, a further analysis is warranted. Further analysis of the school survey results indicate:

- Only 77% of the students were satisfied with the school.
- Only 44% of the students felt that the school offered them a wide enough variety of programs, classes and activities to keep them engaged.
- Only 53% of students felt that teachers made them excited about learning.
- Only 60% of students felt that most adults in the school were keeping them on track for college or a career.

Therefore, our areas of need are: enhancing extracurricular offerings, working with teachers on engaging students in learning, and increasing the rigor of instruction to challenge all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 90% of students will agree with the statement: Most of the teaching staff at my school make me excited about learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Interschool Teacher Development Coach from the Office of Teacher Effectiveness will work with teachers bi-monthly on best practices in questioning and discussion techniques, which will boost student engagement. 	Teachers	October-January	School Leaders, Teacher Development Coach, Teacher

<ul style="list-style-type: none"> Teachers will develop a minimum of four units aligned to the common core that are differentiated to intellectually engage all students. Staff developer from <i>Cambridge Education</i> will support teachers with the planning of lessons that are intellectually engaging. K-2 teachers will re-establish Choice Time to provide students with intellectually stimulating activities of their own choosing. K-8 teachers will be supported by the library media specialist in the selection of relevant, interesting texts for their students. 		<p>September-June</p> <p>January-June</p> <p>September-June</p>	<p>Leaders, Library Media Specialist</p>
<ul style="list-style-type: none"> Student Council will be established and strengthened in order to provide middle school students with a voice in school affairs. School Social Workers will collaborate with classroom teachers to support students who appear to be disengaged. 	<p>6th-8th Grade Students</p>	<p>September-June</p>	<p>Assistant Principal, Middle School Students</p> <p>School Social Workers</p>
<ul style="list-style-type: none"> All students who are Deaf will be primarily taught by a teacher who is fluent in ASL or have the service of a full-time, personal interpreter. Students with IEPs will be appropriately matched with teachers who are skilled in their areas of need. 	<p>SWDs and ELLs</p>	<p>September-June</p>	<p>School Leaders, Sign Language Interpreters, Deaf students; IEP students</p>
<ul style="list-style-type: none"> Parents will be invited to join reading/writing celebrations after every unit. Parents and families will be invited to participate in school-wide challenges, such as the Chicken Cake Challenge. 	<p>Parents/Families</p>	<p>September-June</p>	<p>School Leaders, Parents/Guardians, Students, Parent Coordinator</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Funding for Parent Coordinator, Mental Health Team (school social workers), and Cambridge Education consultant; Sign Language Interpreters from the NYC DOE Office of Sign Language Interpreting Services.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>x</p>	<p>Tax Levy</p>	<p>x</p>	<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>	<p>x</p>	<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Student Council will assist with the administration of a mid-term school survey that will be administered to all students in grades 3-8. At least 64% of the students will agree with the statement: *Teachers in my school get me excited about learning.*

K-2 teachers will score an *Effective* or *Highly Effective* in 3c: Engaging Students in Learning at least 95% of the time.

Part 6b. Complete in **February 2015.**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

75% of the teachers reported on the School Survey that “teachers work together in teams to improve instructional practice.” However, according to the 2013-14 Quality Review, the school needs to improve in the refining the work of teacher teams in order to maximize the impact of data-driven teacher collaboration that continuously improves teacher practice and student outcomes. PPO feedback indicates that while teacher team structures are in place, they are nascent and require further development and support so their work can take hold and positively impact student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 100% of teacher teams in K-8 will take ownership of their students’ progress and actively use a protocol to examine student work in order to identify gaps and to collaboratively choose research-based strategies to close the gap.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Teachers, with the support of a coach from the Office of Teacher Effectiveness will be selected to lead a professional learning session on the Danielson framework PD. • The Tuning Protocol will be introduced to staff by Cambridge Education to be used during team meetings. 	Teachers	December January February March	Danielson Staff Developer, Teacher leaders
<ul style="list-style-type: none"> • Teachers will be selected to participate in a lesson study (November) and turnkey protocols to their colleagues (January). • Teachers will engage in a minimum of 3 lesson studies using protocols. 	4 th Grade and Middle school teachers	November-December November January	Cambridge Staff Developer School Leaders, Teacher Teams

<ul style="list-style-type: none"> By June of 2015, all teacher teams will have used the <i>Tuning Protocol</i> independently to review student work. 	K-8	January March April	
<ul style="list-style-type: none"> Teachers and Parents will be made aware of school wide goals as evidenced by data in the CEP and track student progress in attaining these goals, especially in the area of teacher teams. Teachers on the SLT will present to parents an update on the work of teacher teams. 	Teachers Parents	November, January, May, June February	SLT, teachers, AP, Principal, Parent Coordinator
<ul style="list-style-type: none"> SIT team will meet bi-monthly to support teachers who have identified struggling students and recommend research-based strategies. 	SWDs, ELLs	Bi monthly	SIT Team, data specialist, IEP coordinator, AP, teachers, and others as needed.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per-diem funds for teacher release time, Staff Developer (Cambridge), Professional Books (i.e. *Strategies That Work* and *The Power of Teacher Teams*).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January, the 4th grade and Middle School teacher teams will have fishbowed their team meeting for their colleagues to observe. By the beginning of February (before Winter Break), each team will have met at least once and facilitated a meeting, independently, using a protocol.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-14 Quality Review lists as an area of improvement: “Expand the alignment of teacher feedback and next steps to teacher needs and goals, in order to accelerate individual teacher development and further promote positive instructional change across the school.” In addition, the school survey indicated that 60% of the staff disagreed or strongly disagreed with the statement, “The principal at my school makes clear to staff his or her expectations for meeting instructional goals” and that only 22% of staff feel supported to a great extent by the principal. However, the majority of teachers (54%) feel that the principal provides teachers with leadership opportunities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

A survey administered by the Professional Learning Committee in June, 2015 will indicate that 85% of teachers are satisfied by the support provided by school leaders.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Teacher leaders will be identified by school leaders and meet at least every month with the principal. Teacher leaders will be the liaison between the staff and school leaders in regards to the implementation of the instructional expectations. • The Professional Learning committee will meet with the principal twice in September, once in December, January (to administer the survey), March and May. The Professional Learning committee will inform the principal of the wishes of the teaching community in regards to professional learning, providing staff with a voice in the development of rich professional learning 	Teachers	Monthly September, December, January, March, May	Principal, Teacher Leaders Principal, PL Committee

<p>opportunities.</p> <ul style="list-style-type: none"> A monthly T4T (Teachers for Teachers) will be established, providing teachers with the opportunity to turnkey training to their colleagues or to lead a professional discussion around an area of mutual interest. 		Monthly	Teachers
<ul style="list-style-type: none"> The principal will identify “priority students,” the majority of whom have IEPs, to become case studies for instructional improvement; the principal will collaborate with teachers to ensure student growth and create a culture of shared ownership. 	ELLs, SWDs	November-June	School Leaders
<ul style="list-style-type: none"> Teachers will share their professional learning with the School Leadership Team who will celebrate their work. The PTA will begin seeking ways to raise money to support teachers’ professional learning opportunities. 	Parents (SLT) PTA	Monthly September-June	SLT PTA, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Release time for Professional Learning committee, computers to take survey

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

A school survey sent to teachers in January will indicate a 75% favorable response to the support provided by school leaders.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the annual school survey:

- 88% of parents were satisfied with the education their child received last year;
- 95% of parents felt that the school made it easy for them to attend meetings;
- 95% of parents felt informed about their child’s academic progress;
- 95% of parents felt welcome in the school;
- 85% of parents attended only 0-2 PTA meetings (out of ten); and
- Only 68% of parents were invited to an event in the school;

It is apparent that even though parents are satisfied with the school, there are not enough opportunities for them to become involved or to attend events in the school.

In addition, 122 out of 196 (62%) of our students’ parents attended the November Parent Teacher Conference.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May of 2015, 90% of our parents will have attended either a Parent Workshop or a Parent Teacher Conference, leading to increased student performance and student attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> • Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> • Provide assistance to parents in understanding City, State, and Federal standards and assessments. • Conduct parent workshops with topics that may include parenting skills, 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 Quality Snapshot, Quality Review report, and the Learning Environment Survey. 	Parents	September	PTA/Parent Coordinator
	Parents	Ongoing	School Leaders/Parent Coordinator
		Ongoing February (CC State Test Awareness)	School Leaders/Parent Coordinator
<ul style="list-style-type: none"> • Teachers will utilize the Parent Engagement time on Tuesdays to contact parents. • Teachers will invite all parents to at least 3 activities in their classroom during the year. • Teachers will inform parents on how to help their child at home with Math and Reading. 	Teachers	September - June	Teachers Parent Coordinator
<p>Pumpkin Challenge, Chicken Cake Challenge and Movie Nights will be hosted to promote school community and to celebrate community involvement.</p> <p>Parents will be invited to understand how the CCLS can be supported at home</p>	Entire School	October, December, Monthly Movies	AP/Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator, Title 1 Parent Involvement Set-aside Funds

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

The PTA will consult with the principal in February to provide advice on the level of parental involvement. Teachers will report to school leaders on how many events they hosted where parents were invited.

Part 6b. Complete in February 2015.

- | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|--------------------------------------------------------------------------------------------------------------------------------|--|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Test of Silent Reading Word Fluency Students who need additional help Test preparation-all levels Students who are at 2.5-2.99	Just Words, Wilson Reading Repeated readings, content review Small group Targeted Test Strategies and Reading Writing strategies	Small Group One-on-one, small group Small groups Small targeted grouping	AIS period during the day (one 55 minute period 3x's a week) Lunch Help, as needed AIS period 271/2 minutes 5 days a week Saturday Academy Feb-May
Mathematics	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	One-on-one, small group	Lunch Help, as needed
Science	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	One-on-one, small group	Lunch Help, as needed
Social Studies	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	One-on-one, small group	Lunch Help, as needed
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Behavior through incident reports or teacher observation	Peer mediation, counseling sessions	One-on-one, small group	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>New teachers come for an initial interview, and are then asked for two rounds of delivering demonstration lessons while observed by the school leadership team.</p> <p>Mid year, we review the student roster and the student growth and modify our assignments to ensure that staff is properly aligned with student needs.</p> <p>Our professional development is structured to support individual teachers, as well as groups of teachers, on content instruction; and whole school professional development is geared towards school-wide priorities, such as standards alignment, ICT models, etc.</p>

2b. 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).
<p>Cambridge Education provides CCLS professional development that introduces established protocols for teacher teams and research-based approaches to standards alignment, lesson plan study, and curriculum development.</p> <p>The Network provides lab sites, workshop series, and other highly qualified PD through Metamorphosis, and various offerings provided by the NYCDOE, including UDL, ICT models, literacy series, metamorphosis math series, ELL instructional strategies.</p> <p>The AP and Principal regularly attend CSA workshops in Teacher Teams, Advance, ELL strategies, etc. to turnkey and or to provide greater supervisory support and feedback so that all students are cognitively engaged in discussion and content.</p> <p>Center for Integrated Teacher Education provides mentors for new or at risk teachers.</p> <p>Office of Teacher Effectiveness supports lead teachers in turn keying Danielson to staff.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Pre-K teachers engage in professional development that support the integration of the CCLS standards.
Pre-K students have deaf teachers in the room to encourage early ASL immersion to support both CODA and deaf students and parents.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet two times per unit to develop common assessments that align to the CCLS standards. Cambridge Education has provided professional development support to dive into the standards and to understand the instructional shifts and how it impacts instruction and student achievement.

Teachers meet using protocols to review student work and to target gaps. Exemplars for grade-level work is used to create common rubrics and to align the work vertically from 3-8.

Teacher Leaders are engaging in PD to support formative assessment in the classroom. A school wide PD was delivered in November. Targeted teachers will be engaged in coaching provided by the network to turn key information in December and January.

School Administrators have presented CCLS state exams to help staff understand the demands students face, and to “Backward Design” authentic tasks to support the scaffolding that needs to take place for student success.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic) School Wide	Federal	82,163.88	x	
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	n/a		

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 347**, 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 the school and the families. The 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 the school community. **PS 347** 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 through workshops and SLT;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through workshops provided by the PTA and Parent Coordinator; teacher outreach on Tuesday Parent Engagement time.
- providing assistance to parents in understanding City, State and Federal standards and assessments; Presentations on the CCLS and instructional shifts.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand on the web and materials sent home.
- 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 the school community;

The 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. The 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 the 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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; This will be done at SLT meetings, PTA meetings, and parent surveys sent throughout the year.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills; SLT Title One meeting held in December.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's 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; The Parent Advocate met with parents in December to target fundraising initiatives and to create bylaws.
- 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 the school and will work to ensure that the 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; building language for ESL and ASL support
- 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; SLT meetings
- 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; Ongoing through Parent Coordinator
- translate all critical school documents and provide interpretation during meetings and events as needed; ASL and Spanish interpreters are available on request

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; such as writing celebrations, holiday shows, ASL festivals, Family Movie Night, Various fundraisers
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; Public announcements are posted for dates of events on the website and in the school office

- establishing instructional materials for parents; provided by teachers
- encouraging more parents to become trained school volunteers; through the PTA and SLT
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; teachers provide weekly progress reports for grades 3-8
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; newsletter and ASL video is posted on the school website; all information from the DOE (policies, etc) is posted under the "Parent" tab

School-Parent Compact (SPC) Template

PS 347, 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Movie Night; instructional strategies; parents are invited to observe classroom instruction; writing celebrations, etc

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 during open house and Tuesday Parent Engagement time);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; SLT, weekly bulletins, school website
- supporting parental involvement activities as requested by parents; through PTA
- 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; Delivered at the SLT meeting December
- 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; Delivered at the SLT meeting December

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- supervise and monitor child participation in Facebook and the internet

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.
- report any bullying to administration
- ask teachers for help in homework and classwork

Part B: Direct Instruction Supplemental Program Information

Total # of ELLs to be served: 5
 Grades to be served by this program (check all that apply):
 K 1 2 3 4 5
 6 7 8 9 10 11 12

Total # of teachers in this program: 1
 # of certified ESL/Bilingual teachers: 1
 # of content area teachers: 0

- Describe the direct instruction supplemental program here and include the
- rationale
 - subgroups and grade levels of students to be served
 - schedule and duration
 - language of instruction
 - # and types of certified teachers
 - types of materials

Begin description here: The school will share an ESL certified teacher with another school. The school currently has 5 ELL students and 2 former ELL students in grades K, 1, 5 and 8 in which Spanish is their first language.

	K	1	5	8
Intermediate	1			2
Advanced		1	1	1
Former ELLs			1	1

DRA scores indicated ELL students in grades K, 1, 5, and 8 are performing below grade level. Students in grades 5 and 8 who are long-term ELLs also received below grade level NYS test scores. Students in K and 1st grade are first year ELLs. All intermediate, advanced, and former ELL students in grades 5 and 8 (5 students in all) will be instructed during Saturday Academy (10 a.m-1:30 p.m) weekly to improve English reading and writing skills beginning January 24, 2015. Saturday program dates are: January 31, February 7, February 28, March 7, March 14, March 21, March 28, April 18, April 25, May 2, May 9, May 16, May 23, May 30, June 6, June 13, and June 20, 2015 taught by a certified ESL teacher. The ESL teacher will use sequencing, inferencing, summarizing, conversation skill, comprehension, recall, strategies to increase listening, speaking, reading, and writing. Continental's New York ELLs workbooks and Just Words will be used to help students achieve NYSESLAT proficiency. The ESL teacher will co-plan and co-teach with the 8th grade ELA teacher as well as with the teachers in grades K, 1, and 5. Wilson's Just Words and Foundations is a program that is currently being used to increase student proficiency in English for ELL students in K, 1, 5, and 8. Wilson Foundations and Read 180 is a couple of additional programs that are used.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Teachers of ELLs attend professional development weekly on Mondays for 80 minutes, engaging in a cycle of refining and improving teaching based on student work products. Differentiation strategies for all students is a focus this year, with the sharing of best practices as well as close monitoring of each students progress towards grade-level standards. A Cambridge Education consultant supports teachers of ELLs and the ESL teacher using data to differentiate instruction twice a month. Dates for these Professional Developments are:

9.22.14 Data Analysis of Baseline assessments (DRA, Writing, Math)

10.06.14 Unpacking the Standards

10.20.14 All About Common Formative Assessments (CFA)

10.22.14 Collaborative Pedagogical Planning

11.03.14 Looking Together @ Student Work CFA

11.17.14 Uses of Data

12.01.14 Looking Together @ Student Work

12.15.14 The Principles of Culturally and Linguistically Relevant Pedagogy.

1.13.15 Cycle two: Uses of Data

Titles for the following dates are to be determined: 1.26.15, 2.09.15, 2.11.15, 3.02.15, 3.16.15, 4.27.15, 5.11.15, and 6.04.15.

Teachers of ELLs will attend Language acquisition and disability: ELLs in special education on December 9. A network point will lead a three part PD on Universal Design in the ICT/ELL classroom in January 2015 K-4 January 19th 2:45-4:05 January 26th 2:45-4:05

ELL specialist network point will present: ELL Strategies on February at 2:45-4:05.

Teachers of ELLs will also attend Instructional strategies for ELLs with special needs on February 10.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents' of ELLs with limited knowledge of English are motivated to learn methods to increase their involvement in their children's education to improve their child's English proficiency. Flyers are sent home to parents in English and Spanish about upcoming workshops. During parent workshops, ASL interpreter and Spanish translators are available. The school's parents contact the always accessible bilingual (Spanish) parent coordinator any time there is a question about an upcoming workshop. The school plans to provide a four-part computer skill workshop series for ELL parents to be led by the school's tech savvy librarian, Sara Paulson on Wednesdays, March 4, 11, 18, and 25 from 9:30 a.m to 11:00 a.m. ELL parents will set up an email account as a way to practice English with each other, their child's teacher and their children.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 347
School Name The ASL English Lower School		

B. Language Allocation Policy Team Composition [i](#) 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 Bowell	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	Tot #
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	0	0	0	0	0	0	0	0	0	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	2			2			2				6

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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													

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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. **①**
Parents choose PS347 because most of our staff is proficient in ASL. The school has not received requests for programs in languages other than ASL but we continue to monitor the surveys to address parent requests

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](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- 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)?

- 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?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- 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
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

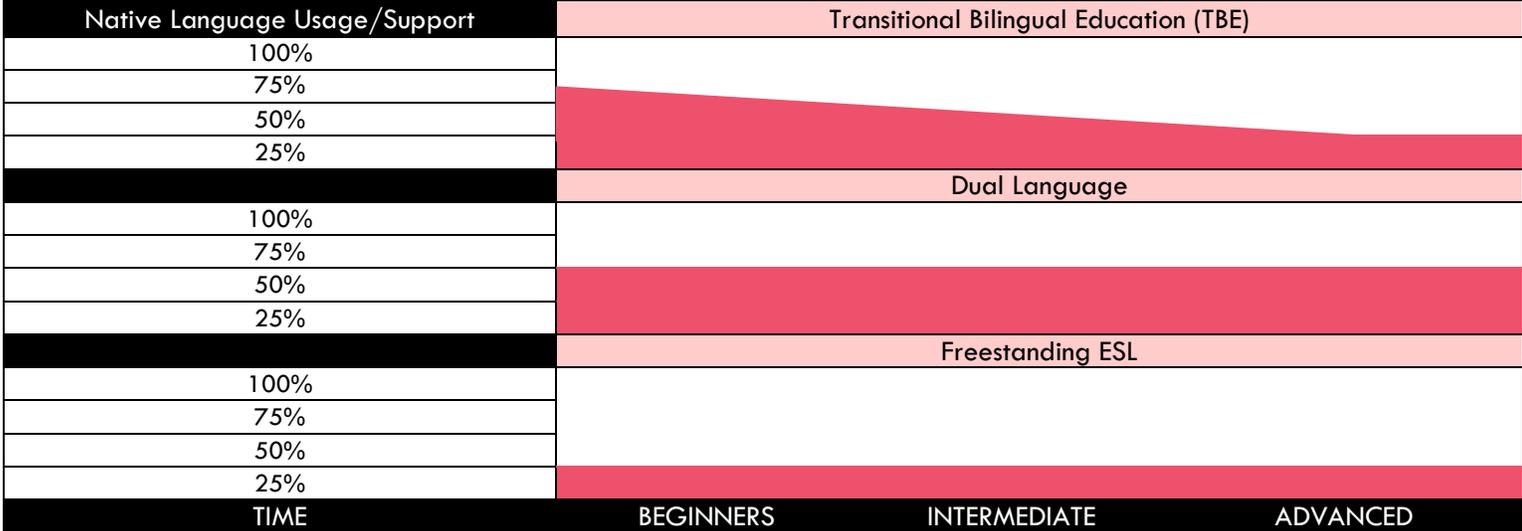
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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?

Fundations, 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:

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

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?
 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.