

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**02M347**

**School Name:**

**THE 47 AMERICAN SIGN LANGUAGE & ENGLISH LOWER SCHOOL**

**Principal:**

**DAVID BOWELL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 347 School Number (DBN): 02M347  
Grades Served: PK-8  
School Address: 225 East 23<sup>rd</sup> Street  
Phone Number: 917-326-6609 Fax: 917-326-6610  
School Contact Person: David Thacker Bowell Email Address: [dthackerbowell@schools.nyc.gov](mailto:dthackerbowell@schools.nyc.gov)  
Principal: David Thacker Bowell  
UFT Chapter Leader: Mike Nappi  
Parents' Association President: Fernando Montes  
SLT Chairperson: Mike Nappi  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, Room 713, New York, NY 10001  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
Phone Number: 212-356-3739 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 917-339-1765

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Howell	*Principal or Designee	
Mike Nappi	*UFT Chapter Leader or Designee	
Fernando Montes	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	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 Myles	Member/ Parent	
Fernando Montes	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Danielle Williams	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 art partnerships with Town Hall for grades 2-8, Children's Museum of Art for K and 1, and Music Together for Pre-K to support our students artistic talent and creativity.

As stated earlier, we have a long-standing role in the Deaf community of New York City. In the last ten years, our population has evolved to the point where the majority of our students are hearing children of Deaf parents, who we call CODAs (Children of Deaf Adults). Their home language is American Sign Language and English is their second language. We also have a small population of 20-25 Deaf and hard-of-hearing students. Because of the unique nature of our population, 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 who hold high expectations for every child and the belief that all students will achieve college and career readiness.

### **PROGRESS MADE OVER THE LAST YEAR:**

One of our school's strengths, according to the annual School Survey, is providing a safe, nurturing environment for our children to learn. Being a small school with a high student-teacher ratio enables us to know each student well. We place high emphasis on social-emotional learning and have a team of two social workers who work with school leaders, teachers and families, to support our students. The Principal is an inclusive school leader who fosters a high level of trust among students, parents, teachers and administration.

In addition, we received a Proficient rating on all indicators related to the Instructional Core (pedagogy, curriculum and assessment).

### **KEY AREAS OF FOCUS:**

Our CEP goals address our key areas of focus; they were chosen based on multiple sources of data: the Quality Review, the Principal's Performance Review, the annual School Survey, the draft Framework for Great Schools Report and student performance data. The School Leadership Team also had the opportunity to weigh in.

We will work to build a more collaborative environment where teacher voice is instrumental in effecting change. One area of focus will be the quality of professional development. Professional learning opportunities will be differentiated for individuals, or groups of teachers, that are designed thoughtfully to improve their teaching and student learning. Teachers will be provided with the support to engage in teams to review student work, reflect on their teaching and planning, and revise instruction to address any gaps. In order for this to be effective, teachers must feel safe taking risks and trust their school leaders and staff developers. With increased support from staff developers, the principal and

assistant principal will be able to take an increased role in instructional leadership and support teachers with the planning and execution of well-crafted lessons.

We will also build upon the work begun during the 2014-15 school year to improve the quality of student discussions which will translate to increased comprehension of rigorous texts. We will maintain our explicit focus on academic vocabulary and asking/answering high-level questions. Our new work will focus on increasing our students' background knowledge through exposure to high-level content-specific texts in all subject areas, the use of technology, and supporting families by promoting strategies and accessibility to NYC's many cultural institutions.

## 02M347 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	196	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				5
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	72.9%	% Attendance Rate		90.0%
% Free Lunch	65.0%	% Reduced Lunch		3.3%
% Limited English Proficient	32.7%	% Students with Disabilities		50.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		20.1%
% Hispanic or Latino	44.4%	% Asian or Native Hawaiian/Pacific Islander		2.3%
% White	29.9%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.51	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		22.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.7%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	85.7%	Science Performance at levels 3 & 4 (8th Grade)		14.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Our 2014-15 Quality Review Report states the following:

- All students are engaged in appropriately challenging tasks that incorporate the instructional shifts and demonstrate higher order thinking skills in their work products.
- Purposeful curricular decisions build coherence and promote college and career readiness while all learners have access to curricula and tasks that are cognitively engaging.

We also got a ‘Proficient’ rating on 1.1 (Curriculum), 1.2 (Pedagogy) and 2.2 (Assessment)

Our 2015 draft Framework for Great Schools report highlighted the need for more opportunities and support for teachers to enable their students to have high-quality discussions. 70% of the teachers gave a positive response to the following questions:

- In your first class today, how often do students build on each other’s ideas during class discussions?
- In your first class today, how often do students use data or text references to support their ideas?
- In your first class today, how often do students show that they respect each other’s ideas?
- In your first class today, how often do students provide constructive feedback to their peers/teachers?
- In your first class today, how often do most students participate in class discussions at some point?

Annual Review of June 2015 DRA data highlights the need for continued emphasis in foundational reading in the primary grades to achieve grade level reading and writing by end of second grade (achieving a DRA level of 24-28). Grades 3-5 indicate the need to support higher-order thinking to deepen comprehension of complex text, increase the ability to use academic vocabulary, and to use accurate sentence structure through collaborative discussion in order to independently read and write evidence-based responses at grade level before entering middle school.

Our CEP goal for **Rigorous Instruction** will build upon the work begun in the 2014-15 school year in this area.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1<sup>st</sup>, 2016, all students will be at grade level in reading and writing as evidenced by Developmental Reading Analysis.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>A Teacher Development Coach (TDC) from the Office of Teacher Effectiveness will work with selected teachers in the Fall to launch the school-wide work in this area. The focus of the work will be to support teachers in how to engage students in asking and answering text-based questions in both discussion and in writing.</p>	<p>Teachers K-8</p>	<p>September- November 2015</p>	<p>TDC, administration</p>
<p>Teachers who work with the TDC will turnkey and fishbowl effective practices in 3b: Questioning and Discussion Techniques.</p>	<p>Teachers K-8</p>	<p>November 2015 - June 2016</p>	<p>TDC, Administration</p>
<p>Each classroom teacher will receive professional development to analyze the DRA data. Teacher Teams will collaboratively discuss data to identify and develop goals in collaboration with each student. Teachers will identify the students who struggle in phonics, oral fluency, literal comprehension, interpretive analysis, and written response to customize instruction for small-group and one-on-one settings. Teachers will meet regularly with special ed teachers and related service providers to track progress towards goals and independent mastery of skills.</p>	<p>ELLs/SWDs</p>	<p>October 2015-June 2016</p>	<p>Consultant, administration</p>
<p>Parents who are Deaf will be given a workshop in the Fall on how to enhance communication between themselves and their hearing child, using open-ended questioning. Students will present their goals and strategies to their parents at parent teacher conferences.</p>	<p>Parents/Families</p>	<p>November 2015</p>	<p>Parent coordinator, principal</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

DRA kits

Coverage will be provided to teachers to administer one-on-one DRAs as needed

Teachers will be scheduled for common preps to facilitate meeting

Teacher Development Coach (no charge)

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Grades K-2 Benchmark Data Review: DRAs and Baseline writing assessments (based on text evidence) for all students will be given in September, February, and June. All students should be at or near the mid-point of the DRA range for their grade.

Foundations Progress Monitoring will be conducted for all students performing below grade level as indicated on the Foundations unit tests.

Grades 3-5 Benchmark Data Review: DRAs and Baseline writing assessments (based on text evidence) for all students will be given in September, February, and June. Standards-based common assessments will be created by teachers for each unit to monitor progress towards standards mastery. Students should attain at least a high level 2 on their essays by February.

Grades 6-8: Benchmark Data Review: SRIs and Baseline writing assessments (based on text evidence) for all students will be given in September, February, and June. Standards-based common assessments will be created by teachers for each unit to monitor progress towards standards mastery. DBQ essays will be given to students in September, February, and June. Students should attain at least a high level 2 on their baseline writing assessment.

K-8 Teachers: Teacher ratings in 3b will be Effective or Highly Effective.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Multiple sources of data (the Quality Review, the Principal Performance Observation, and the school survey) all point to “Supportive Environment” as our area of greatest strength.

The 2014-15 Quality Review states, “The school has successfully worked with all members of the school community to create a culture of high expectations. Together, staff members outreach to families to understand student progress and to support them in preparing students for success.”

The School Survey gave us higher-than-average marks for safety, classroom behavior, and on the social-emotional measure. We also excel at ensuring that our Special Ed students are placed in the least-restrictive environment.

An area of growth, according to the 2014-15 Framework for Great Schools Report, is “peer support for academic work.” More specifically, we need to emphasize the value of coming to school every day, doing homework, paying attention and getting good grades. This aligns with our “chronic absentee rate” of 34%, which is above the Citywide average of 21%.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, we will reduce our chronic absentee rate from 34% to 20%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents of students who missed more than 10% of school during the 2014-15 school year will be asked to come in for a conference with the principal to identify barriers for attending school regularly, and to brainstorm solutions to improve attendance for the 2015-16 school year.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Pupil Accounting Secretary, Attendance Teacher, Administration</p>
<p>Students who are chronically absent, and whose parents report that they “don’t want to go to school”, will be assigned to a school social worker to meet weekly for “at-risk” services.</p>	<p>Students K-8</p>	<p>September 2015-June 2016</p>	<p>Administration, social workers</p>
<p>An academic coaching module will be added to the schedules for students in grades 6-8 to provide each Middle School student to support each student with their academic and personal behaviors.</p>	<p>Students grades 6-8</p>	<p>September 2015-June 2016</p>	<p>All teachers and administration</p>
<p>Students who meet 100% attendance for the month will be invited to participate in special performance/event the last day of every month.</p>	<p>All students</p>	<p>Monthly beginning in September 2015</p>	<p>Parent coordinator, pupil accounting secretary</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Two school social workers</p> <p>Built-in academic coaching module for all MS students</p> <p>Incentives for attendance</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Attendance Review: Attendance coordinator, teacher representatives (from pre-k to 3, 4-5, and 6-8 grade bands), and administration will meet monthly to track attendance by grades, class, and day of the week in order to target patterns and initiate incentive programs. Students who were identified as “chronically absent” should have no lower than 90% attendance.

- Attendance teacher, Parent Coordinator, and administration will review monthly incentives to promote attendance.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

On the 2014-15 School Quality Review, the area of focus was indicator 4.2, which evaluated how well teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. We received a rating of Developing. In addition, the school survey results show that we were below the city average in teacher innovation (64% positive response rate), focus on student learning (56% positive response rate) and collective responsibility (59% positive rate).

Our strengths lie in the fact that the principal is an inclusive leader (91% positive response rate) and a high level of trust amongst teachers (86% positive response rate). We can capitalize on our strengths to build and create an environment where the teachers are committed to the success of their classroom and school, with the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, we will achieve a rating of good or excellent in the area of “Collaborative Teachers” on the 2016 Framework for Great Schools Report.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Partner with Teachers College’s Reading and Writing Project to implement a rigorous writing curriculum in grades K-8.</p> <ul style="list-style-type: none"> <li>• <b>Teacher Innovation:</b> A staff developer from TCRWP will work with classroom teachers once a month to support teacher teams with understanding and implementing the TC writing curriculum.</li> <li>• <b>Focus on Student Learning:</b> Time in the school week will be programmed to allow teachers to meet to collaboratively assess student writing for areas of celebration and specific next steps.</li> <li>• <b>Collective Responsibility:</b> Teachers will also be given release time once to twice a month to fishbowl lessons with their colleagues in order to support one another with feedback and ideas of new strategies to try.</li> <li>• <b>Communication/Shared Learning:</b> Teachers attending professional development will post material and a reflection on the student website for all teachers to access.</li> </ul>	<p>All teachers in K-5</p>	<p>September 2015-June 2016</p>	<p>Staff developer from TCRWP; coaches from Generation Ready</p>
<p>Continue, and strengthen, our teacher-led and teacher-run professional learning series Teachers 4 Teachers (T4T).</p> <ul style="list-style-type: none"> <li>• <b>Teacher Innovation:</b> At the start of the school year, the dates of all T4T sessions will be announced, with signups to begin immediately. Teachers are invited to volunteer during these sessions to turn-key professional development, share best practices, and to review student work.</li> <li>• <b>Collective Responsibility:</b> At the start of the school year, the Professional Learning committee will nominate one member of the staff to become the T4T Leader to assist the Principal with the coordination and implementation of T4T sessions. This person will work collaboratively with the principal to ensure the success of the program and that the teachers voice is heard.</li> </ul>	<p>All teachers</p>	<p>Once a month during Monday 80-minute PD session</p>	<p>T4T Leader, Principal</p>

<p>A committee of teachers will be formed to address the issue of language equity in the classroom as it pertains to the use of American Sign Language and English.</p> <ul style="list-style-type: none"> <li>• <b>Teacher Innovation:</b> This committee of three teachers will be chosen by their peers and recommended to the Principal. This committee will survey their peers, conduct classroom visits, and come up with recommendations to be shared with the staff by Election Day.</li> <li>• <b>Focus on Student Learning:</b> During the monthly T4T sessions, members of this committee will collaborate with the T4T Leader to provide professional development to their colleagues on best practices of bilingual ASL and English classrooms.</li> <li>• <b>Collective Responsibility:</b> Teachers will identify the proper supports each classroom needs in order to become more equitable in the use of ASL and English, and provide PDs during T4T as well as intervisitations.</li> </ul>	SWDs, ELLs	September 2015-June 2016	T4T Leader, Administration, ASL Team
Each grade level teacher team will collaborate to host one parent workshop pertaining to the new TC writing curriculum.	Parents/ Families	September 2015-June 2016	Classroom teachers, parent coordinator, TCRWP staff developer

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Staff coverage will be provided for team meetings.</p> <p>TCWRP will provide coaching</p> <p>Scheduling will allow teacher teams to meet regularly</p> <p>80 minute PD time on Monday will be used</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>• Teacher survey of satisfaction and suggestions for improvement will be administered in December should reflect an increased satisfaction rate (at least 80%).</li> <li>• Improvement in Teacher Evaluation Ratings in Domains 3c and 4e; all teachers should receive an Effective or Highly Effective rating at least once.</li> </ul>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the draft “Framework for Great Schools Report 2015”, this is an area of growth. 91% of parents felt that the principal was committed to shared decision making, works to create a sense of community in the school, and promotes family and community involvement. However, questions revolving around teacher influence in shared decision making (i.e. hiring new professional personnel, planning how discretionary school funds should be used, selecting instructional materials used in classrooms, developing instructional materials and setting standards for student behavior) reflected a 29% favorable response.

Teachers have also reported to school leaders that they want an increased voice in decisions that affect them and the school. Therefore, our goal for “Effective School Leadership” pertains to elevating the level of shared decision-making between school leaders and teachers.

The principal will improve upon his practice of shared leadership by empowering teachers to implement change in the classroom and school community through authentic committee work, specifically targeting an area of education which they expressed a need for further refinement/support.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, we will receive a rating of “Good” or “Excellent” on the 2016 Framework for Great Schools Report in the area of Effective School Leadership.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Collaborative Planning:</b></p> <ul style="list-style-type: none"> <li>• Teachers will collaboratively plan units with principal and/or assistant principal.</li> <li>• AP and principal will conduct summer planning sessions with teacher teams.</li> <li>• Administration will meet with teachers to review end of unit assessments, student writing and reading levels to discuss strategies.</li> <li>• AP will support grades 4-8 in weekly planning sessions.</li> <li>• Principal will support grades pre-k to 3 in weekly planning sessions.</li> </ul>	<p>All teachers</p>	<p>Monthly beginning the summer of 2015</p>	<p>Administration and teachers</p>
<p><b>Professional Support:</b></p> <ul style="list-style-type: none"> <li>• AP and/or principal will attend TCRWP and central/district PDs to support implementation in the classrooms.</li> <li>• Brown Bag Lunches: Specifically requested professional development sessions will be conducted by the AP for middle school teachers in all content areas to support reading and writing across content areas, and to address middle school behavior intervention strategies.</li> <li>• AP and Principal will meet with untenured teachers after observations to collaboratively target next steps based on evaluator rating.</li> </ul>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administration</p>
<p><b>Parent Involvement:</b></p> <p>Curriculum maps will be posted online for families to access.</p>	<p>Families</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>New teachers will be given a “Teacher Buddy” to support them in learning Deaf Culture and American Sign Language.</p>	<p>SWDs, ELLs</p>	<p>September 2015</p>	<p>Administration, teachers</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School website											
TCRWP											
Deaf teachers											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Teacher Survey created by administration for mid-year feedback should reflect an increased satisfaction rate with the level of teacher involvement in school decision-making.</li> <li>• Vertical curriculum review by grade-level teams will reflect teacher input.</li> <li>• Teachers and administration will review student mid-year writing and reading levels to address any gaps and identify areas of professional support needed to improve instruction.</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

On the 2014-15 Quality Review, it states: “In the parent interview, parents consistently expressed that they are always kept in the loop and multiple forms of communication, such as bulletins, videophones, and the school website are utilized to ensure that all constituents are “on board” with promoting college and career readiness for students. As expressed during the parent interview, although parents desired more teaching of American Sign Language, they stated that the school is meeting their needs and their children are prepared for life after M347.”

On the draft 2015 Framework for Great Schools Report, we received a rating of “Fair” in this area. Our weakest area was “teacher outreach to parents.” Our goal for 2015-16 pertains to increasing the capacity, skills and ability for teachers to involve parents more with our instructional program.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By February of 2016, teachers will receive one workshop providing training and guidance on how to better involve families into the instructional program, and will have hosted at least one parent workshop for their students’ families.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<b>Parent Communication:</b>  AP and/or principal, along with the parent coordinator and school social worker will train new teachers in communicating with Deaf and Hispanic parents.	New teachers	September	New teachers, administration and parent coordinator
<b>Events:</b>  Parent Coordinator will work with SLT to plan 3 events to engage parents in the school community.  Teachers will invite parents to a minimum of 3 classroom celebrations that showcase student learning.	All teachers	September 2015-June 2016	SLT, administration and parent coordinator
<b>Parent Contact:</b>  Principal and AP will divide all K-8 students into half and will communicate with the parents on a personal level at least once a month via email, videophone, phone, or letter in regards to individual student performance and parent satisfaction.	Parents	September 2015-June 2016	Administration
<b>Special Education:</b>  Families of children with IEPs will have a special workshop about the IEP process, the various services available to their child, and understanding the IEP promotion criteria.	SWDs and families	By December 2015	Parent Coordinator, IEP Coordinator, and AP

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Sign language interpreters from the NYC DOE Office of Sign Language Interpreting Services  IEP Coordinator

Blackboard Connect platform

Parent Coordinator

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parent Survey will be administered mid-year to ascertain the level of outreach provided by school leaders and classroom teachers.

Teacher Surveys will be administered mid-year to identify the number of contacts to families made, and workshops held.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Test of Silent Reading Word Fluency</p> <p>Students who need additional help</p> <p>Test preparation-all levels</p> <p>Students who are at 2.5-2.99</p>	<p>Just Words, Wilson Reading</p> <p>Repeated readings, content review</p> <p>Small group</p> <p>Targeted Test Strategies and Reading Writing strategies</p>	<p>Small Group</p> <p>One-on-one, small group</p> <p>Small groups</p> <p>Small targeted grouping</p>	<p>AIS period during the day (one 55 minute period 3x's a week)</p> <p>Lunch Help, as needed</p> <p>AIS period 271/2 minutes 5 days a week</p> <p>Saturday Academy Feb-May</p>
<b>Mathematics</b>	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	Small group, one-on-one	During the school day
<b>Science</b>	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	Small group, one-on-one	During the school day
<b>Social Studies</b>	Students who need additional help as indicated on common assessments	Repeated readings, content review, strategies for problem solving	Small group, one-on-one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk Behavior through incident reports or teacher observation	Peer mediation, counseling sessions	Small group, one-on-one	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers College Reading and Writing Project will provide high-quality professional development to K-5 teachers to support their teaching of writing. A staff developer from TC will work with teachers on curriculum planning, model teaching of lessons, support intervisitations and reviewing student writing to identify next steps.</p> <p>A consultant (TBD) will work with K-8 teachers to support their understanding of Math CCLS standards and student progress towards those standards.</p> <p>The AP and Principal regularly attend CSA and DOE workshops on Teacher Teams, teacher development (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>Consultants from Generation Ready will mentor new or at-risk teachers, as well as supporting our work in balanced literacy.</p> <p>A Teacher Development Coach from the NYC DOE Office of Teacher Effectiveness will support lead teachers with understanding of the Danielson rubric, especially in 3b: Questioning and Discussion Techniques. Lead teachers will turnkey their professional learning to their colleagues during Monday PDs.</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 to ensure Kindergarten readiness.

Pre-K students work with native American Sign Language users daily to strengthen their foundation in the first language to support the acquisition of English.

Kindergarten teachers meet in the Fall with Pre-K teachers to review the files of students transitioning from Pre-K to K in house.

#### **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.

The principal invited K-8 teachers to suggest ideas for reading and writing instruction. K-5 teachers chose Teachers College Writing program for writing and will continue to use Ready Gen (K-2) Expeditionary Learning (3-5) and Read 180 with supplemental complex texts (6-8).

Teachers meet using protocols to review student work and to target gaps. Exemplars for grade-level work is used to create and/or understand common rubrics and to align the work vertically from K-8. Teachers College staff developer and Generation Ready consultant will support this work.

School Administrators have presented CCLS state exams to help staff understand the demands students face.

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	82,007.00	X	12, 15, 18, 20, 23
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0	X	12, 15, 18, 20, 23

**<sup>1</sup>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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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 (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The American Sign Language and English Lower School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **The American Sign Language and English Lower School** will support parents and families of Title I students by:

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

- 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;
- 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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <a href="#">PS 347 - "47" ASL and English</a>	DBN: <a href="#">02M347</a>
This school is (check one): conceptually consolidated (skip part E below) NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
Before school	After school      Saturday academy
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

## Part B: Direct Instruction Supplemental Program Information

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

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

## Part C: Professional Development

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

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

**Part D: Parental Engagement 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		











**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>347</b>
School Name <b>The American Sign Language School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>David Thacker Bowell</b>	Assistant Principal <b>Maryanne Fisher</b>
Coach <b>NA</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Rosalyn Bindman</b>	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Terry Acevedo</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Rhonda Williams</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	192	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): ASL
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1	1	1	1	1								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1	0	1	1		1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE			0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>American Sign L</u>	14		13		5		13		5		10		3		5		5		0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)									1					0
<b>Transitioning</b> (High Intermediate)	1								1					0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)		1	1				1							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	1				2							0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6			2						0
7									0
8	1								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Teachers assess ELL's literacy skills using DRA. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
.Students who took the NYSESLAT scored well with listening and speaking. The speaking score was higher than listening because these students are visual learners as the speaking task required students to respond to a picture. The individual reading scores were average. Responding to non-fiction literature by writing was an overall student weakness. As a result, there is a school-wide focus on strengthening student writing.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - 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, so they are not tested in their native language.
    - We do not administer the ELL periodic assessment. Our only ELL students this year are one in kindergarten and one in 8

- th grade. In the past we compared the NYSESLAT and the ELL periodic assessment results, and used the results to target instruction.
- c. In the past we learned that a focus on non-fiction writing was imperative.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 student's new 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. Teachers provide additional scaffolding and strategies according to the students' individual level of new language development when planning instruction. Information about students' cultural backgrounds is incorporated when studying content areas that include information on, for example, natural disasters, myths and legends, and holidays and celebrations.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other 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). 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 when we have upper grade ELLs. 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 in professional development.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 

We, at PS 347 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 Parent Coordinator and ESL teacher who speak Spanish. The Parent Coordinator also signs, security guards use 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 learner. 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 children, Rhonda Williams, a certified pedagogue, or Rosalyn Bindman, certified ESL teacher at 347, administer the HLIS and conduct the interview with parents and students in their home language. If the parent speaks a language other than ASL, Rosalyn Bindman conducts the interview in Spanish or French, or a translator is used. We then follow the protocol for interpreting the home language identification surveys of new admits and information from the interview to determine eligibility for NYSITELL testing. On the new home language form, if a child newly admitted to NY public schools has a home language form indicating a home language other than English once or more in questions 1-4 and twice or more in questions 5-8 and the interview indicates a language other than English, the home language is coded for the language other than English. Ms. Bindman codes their home language form with the appropriate ATS OTELE code, and signs off on the form indicating that the child is eligible for testing or not. In some cases, where the student may speak a language other than English at home, but still be dominant in English, we determine eligibility for testing through the student interview in English and the home language, and a review of student work. For children with an IEP, the IEP is consulted and NYSITELL eligibility is determined by the LPT (Language Proficiency Team) with formal follow up by the principal and superintendent in cases where the LPT determines that the child should not take the NYSITELL. For students transferring in from a NYC or NYS school, we refer to the original home language and to the student's exam history to determine ESL eligibility. We also contact parochial schools to request a student's ESL history as needed. We review the

school wide REXH to determine which students from PS 347 last year are eligible to continue receiving services or not based on last year's NYSESLAT scores. We print the NYSITELL scan sheets from ATS and we administer the NYSITELL to all eligible students within the first 10 days of their entering school. The Spanish LAB is administered also within the first 10 days to school to all Spanish speaking students newly entitled to ESL services based on the LABR hand score results. The results of the Spanish LAB are used to determine language dominance and inform planning of native language instructional support.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We would make an initial SIFE determination within 30 school days from the child's initial enrollment. This applies to newly identified ELLs, students in grades 3 through 9, and who score at beginner/entering or low intermediate/emerging level on the NYSITELL. There are questions on the HLIS form asking parents about the child's prior schooling. If there is any indication on the form or within the other steps of the ELL identification process that a student has had interruption or inconsistency in their formal education, we would follow the guidelines outlined in the 2015-16 ELL Policy and Reference Guide, including administering the oral interview questionnaire, and for specific languages, also the LENS. (Literacy Evaluation for Newcomer SIFE). If the child is identified as SIFE, we would indicate this status in the DOE's data collection system no later than 30 days from initial enrollment (BNDC). Based on CR Part 154 regulations, we are able to modify the initial SIFE status for up to one year or when the student reaches intermediate/transitional level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Members of the Language Proficiency Team include Dave Bowell, Principal, Rhonda Williams, IEP Coordinator, and Rosalyn Bindman, ESL teacher, as well as parent or guardian of the child under review. For Spanish speaking parents, Rosalyn Bindman or Terry Acevedo (parent coordinator) will provide translation. We can engage a translator for other languages not spoken by our staff by calling the Translation and Interpretation Unit. When an ASL translator is needed, we call the OIS, Office of Interpreter Services. For children with an IEP, the IEP is consulted and NYSITELL eligibility is determined by the LPT with formal follow up by the principal and superintendent in cases where the LPT determines that the child should not take the NYSITELL. If the LPT determines that the student does not have English acquisition needs and should not take the NYSITELL, the principal then reviews the LPT's recommendation. If the principal agrees with the LPT's decision, we then send the recommendation to the superintendent or superintendent's designee, who then has 10 days to accept or reject the LPT's recommendation. Also we will notify the parent of the decision within 3 days, in the parent's preferred language. In cases where the superintendent rejects the LPT's recommendation, then we will administer the NYSITELL within 5 school days and notify the parent. The Language Proficiency Team NYSITELL Determination Form will be completed by our team and included in the child's cumulative folder. The LPT's recommendation can be accepted or rejected within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Letters are sent out to parents informing them of their child's new entitlement or non-entitlement. Ms. Bindman maintains records of all students tested, including test date. She then notates the dates that letters are sent out on a checklist in a compliance binder, and makes copies of all letters to keep on file.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The entitlement letter informs parents of their right to appeal ELL status within 45 days of enrollment. Furthermore, at the parent meeting, either group or individual, parents see the video and Ms. Bindman discusses with parents their right to appeal their child's ELL status with 45 days. All notifications and relevant documents are kept in the student's cumulative folder, and copies are maintained by the ESL teacher

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The NYSITELL and Spanish LAB, when indicated, are administered within the first 10 days of the eligible student's first entering school. Also within 5 days of their child's test, the parents receive the letter informing them of their child's score, along with entitlement or non-entitlement for ESL service. These are standard letters accessed from the DOE intranet. The letter also invites parents of newly entitled ELLs to attend a parent orientation session. The purpose of the meeting, led by Ms. Bindman, is to discuss program options and for completion of the parent survey/choice form, in the parent's preferred language, so their child may be placed in the program indicated by choice on the survey. Parents view the parent video and receive materials in English or in their home language. Ample time is arranged for discussion and question about program choices, the parent survey/choice form, and ESL at PS 347. Ms. Bindman makes herself available to parents as a follow up to the meeting to respond to any concerns or question about the ELL identification process and program options. Parent meetings are scheduled as needed for those unable to attend the initial orientation, or as new students enroll. The ELPC screen is completed immediately following the parent meeting when the parent surveys are completed. Parents of students with continued entitlement and noncontinuing students based on last year's NYSESLAT scores also receive a letter informing them of their child's NYSESLAT scores and ESL status. In this case parents of continuing students are asked to sign a return receipt confirming that they have received and reviewed the letter indicating their child's continuing ESL

status and giving them the option to request a program change. When the parent's choice is not available, the ESL teacher will contact the parent to inform the parent and discuss the two options. One option is to keep the student enrolled at our school in our available program. The other option is to transfer the student to a different school where the parent's choice is currently available. After we discuss these options with the parent, we maintain a record of the parent's response. Then we immediately place the student in the available program at our school if the parent selects that option, or we contact the DELLSS office to coordinate the transfer with the Office of Student Enrollment, placing the student temporarily in an ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Bindman maintains a binder with a checklist that includes names of all students tested, test date, date letter was sent out, and date parent survey returned. She collects the original surveys, ensures that the information is input right away into the ELPC screen. Ms. Bindman will notify any parent who has not attended a parent meeting by phone or email to ensure that all surveys are completed in a timely manner. As needed the parent coordinator may also follow up with parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Follow up by Ms. Bindman or the parent coordinator ensures that all forms are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed. Following the distribution of entitlement letters, Ms. Bindman sends out parent notification letters of placement, notates the dates in the checklist in the binder, and retains copies.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Original HLIS are filed in the student's cumulative folder. The office retains a copy of the HLIS forms, and the ESL teacher retains a copy of HLIS forms of non-English speaking students. Ms. Bindman retains copies of entitlement and non-entitlement letters for the compliance binder, and of parent surveys. Original parent surveys are filed in the child's cumulative folder. All of the critical ELL documents are kept in the student's cumulative folder, including the dated and signed copies of each student's original Home Language Identification Survey, original Parent Survey and Selection Form, and copies of the Program Placement Letter, Entitlement Letter for newly identified ELLs, and Continued entitlement letter for continuing ELLs. The ESL teacher also retains a copy of the critical ELL documents for each ELL.
11. 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.  
Before the NYSESLAT testing window, the ESL teacher prints and reviews the RLAT report, to be sure that all students on the NYESLAT eligibility list are consistent with her list of students to be tested. In addition, she reviews individual testing accommodations for individual students to be sure that those needs will be accommodated appropriately. She consults the DOE assessment calendar to determine optimum scheduling possibilities for NYSESLAT relative to other state exams. Since another another pedagogue other than the ESL teacher must score the speaking test, the ESL teacher coordinates through the network to administer and score the speaking tests with an ESL teacher at a neighboring DOE school. Dates are arranged for scoring at both schools. We administer the speaking section with our students before the group tests begin. We create a schedule for the group tests so that we may complete the group tests by the end of the first testing week. The schedule is distributed to teachers of ELLs so they coordinate outside activities with the testing schedule. Parents are notified of testing dates, to ensure that children will be present, on time and well rested and nourished. Make up tests are arranged as needed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. As with other parent letters, Ms. Bindman drafts the continued entitlement and transitional support parent notification letters from the intranet and has the principal sign. She completes letters for each student, makes copies, records the distribution date on a checklist for the compliance binder, and distributes the letters to be sent home with children. For the continued entitlement letter requiring parent confirmation of receipt, Ms. Bindman communicates with the classroom teachers to ensure that they will return the receipts to her.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Parents choose PS 347 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. Parents of the ELLs at our school have selected ESL as their first program choice 100% of the time.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

We follow the requirements of CR part 154.2 for integrated and standalone ENL support, based on students proficiency levels. The ESL teacher either pushes in or pulls out depending on the mandates for the specific proficiency level of the student. ESL instruction is delivered through a push-in and pull out model, considering grade and proficiency level, and based on the guidelines outlined in NYSED CR 154.2 chart for ENL units of study and staffing requirements. Ms. Bindman services the standalone ENL for entering and emerging students. Push in support is scheduled according to the state mandated number of minutes for each proficiency level.

- b. TBE program. *If applicable.*

Not applicable

- c. DL program. *If applicable.*

Instruction is delivered via the Integrated Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side, parallel teaching while delivering instruction in both languages.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

PS 347 follows state mandates for servicing ELLs with the designated number of minutes for ESL and ELA instruction. The certified ESL teacher provides ESL stand alone ENL support for entering and emerging students. The ESL certified teacher pushes in to collaborate and co-teach with classes where there are transitioning and expanding students. Support is scheduling according to the state mandated number of minutes for each proficiency level. This year we have one student, transitioning level. In addition we are providing the state mandated transitional support for 3 students who tested out on the NYSELSAT within the past 2 years., through support by the ESL teacher and also for some students by the math teacher who is dual certified. Beginner and entering students receive 360 ENL minutes, 180 standalone and 180 integrated; Intermediate/emerging receive 360 minutes, 90 minutes standalone and 180 integrated plus flexible 90 minutes either standalone or integrated; intermediate/transitioning receive 180 minutes, 90 minutes integrated and another 90 minutes either standalone or integrated; advanced/expanding receive 180 integrated. Proficient/commanding students receive 90 minutes integrated ENL. Integrated ENL is in ELA or another content area, support during writing workshop, reading workshop, science, math or social studies. For standalone the ESL teacher coordinates with the mainstream classroom and specialty subject area teachers to ensure content alignment.

3. Describe how core content is delivered in each program model. 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 collaborates with the classroom and content area teachers about curriculum and student progress. The ESL teacher provides support for the academic vocabulary and language structures specific to the content area, and strategies for the proficiency level/language acquisition stage of the students. For beginner and newcomers, for example, the ESL teacher uses extensive visuals, gestures, carefully structured questions, TPR, charts, graphs, chants, and songs. All students participate in hands on experiences and projects, where oral and written language is used in small group and partner collaborations and discussions. Methods are drawn from approaches such as QTEL and SIOPP, along with visuals, graphic organizers and technology. These approaches emphasize language development across content areas, and support the Common Core emphasis on reading and writing for information and standards for oral language. Some of the materials we are using include Benchmark Education's materials for ELLs. We use selected non-fiction titles in Benchmark's Early English Explorers series for K-2, and English Explorers for 3-6, and math Explorers. All of these materials include strong visual support, appropriate text/picture ratio, and some include audio CDs or talking e-books. We also use monolingual English picture dictionaries, including picture dictionaries for content areas. Other materials not designed specifically for ELLs but effective in supporting ELLs include Triumph Learning Best Practices in Reading which pairs fiction and non fiction reading, Scholastic Magazine's "Let's Find Out" for lower elementary, Reading A to Z leveled books, and Quick Reads by Pearson for comprehension and fluency. For teacher professional material includes "Common Core for the Not-So-Common Learner, English Language Arts Strategies", and articles about ELLs and reading in the International Reading Association's journal.

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

All of our ELLs are American born Spanish speakers . They do not read or write Spanish and are not tested in their first language. .

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

The ESL teacher uses assessment throughout the year that includes rubrics for assessing and measuring progress in oral language development, writing and reading comprehension. Classroom teachers also use discussion, read alouds and partner work. Later in the year students are assessed on activities in listening, speaking, reading and writing activities closely aligned with the NYSESLAT. ELLs are appropriately evaluated in all four modalities of English throughout the school year during classroom instruction, baseline, formal and informal assessments. Teacher's College Reading and Writing Project Running Records is used to assess reading, including comprehension, miscues, and fluency, also concepts of print, letter sound identification and high frequency word recognition. Foundations assesses areas such as phonemic awareness, spelling, and word study. A narrative writing continuum is used to assess the development of writing skills. DRAs assess the areas of comprehension, fluency, and vocabulary.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. 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 the students as per Part CR 154.2. A SIFE plan combines literacy development in the students' native language, English language development, and content instruction. PS 347 currently has no SIFE students. Personalized Learning Plans for students would include English and native language diagnostic tests, academic data analysis, social-emotional learning, short and long term goals, research based instructional strategies and supports, and school-family connection. 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.

b. Newcomer K students are serviced with a focus on hands on activities based on content instruction. Emphasis is on oral language development, with extensive structured opportunities for speaking and listening. Reading and writing is integrated as students develop vocabulary and basic language structures. The ESL teacher articulates with the classroom teachers and content area teachers of the newcomer students on a regular basis. Instructional materials are selected that provide extensive use of visuals and graphic support for text, and with a focus on language development. Instructional strategies for newcomers include instruction based on authentic hands on activities, the use of maps, the use of visuals on content area word walls, TPR, modeling, gestures, frequent checks for listening comprehension through carefully structured questions allowing students to respond through pointing, one or two words, or responses to either/or questions, sentence frames, and connections to the student's background knowledge. We also can use computer programs that allow students to interact with stories read aloud on the internet and other computer programs effective for newcomer ELLs such as Starfall, among others.

c. Developing students focus on increasing comprehension in English as the ESL teacher pushes in to the content area classroom. Supports include visual aids, hands on activities, and graphic organizers. Because the ESL teacher pushes in, it allows for students to increase English proficiency in all four modalities of communication. ESL teacher maintains communication with the classroom teachers to discuss data analysis of student assessments.

d. Plans for long term ELLs focus on new instructional approaches, literacy in English simultaneous with content learning, to teach language through content. Strategies include partner work based on a task or interest, think-pair-share, brainstorming, checking work with a partner, peer editing, modeling, videos, guest speakers, presentations and demonstrations, interest centers and cooperative learning assignments.

e. Former ELLs are entitled to two years' transitional support in the classroom, 90 minutes integrated ENL per week. They are also entitled to testing accommodations for two years following scoring proficiency on the NYSESLAT. Testing accommodations include extended time and separate location. Former ELLs are closely monitored by ESL certified teachers

providing transitional support and by their classroom teachers. The ESL teacher provides additional strategies to classroom teachers to support these students in the areas which have been identified as needing additional language development.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Within 6 to 12 months following re-identification, the principal reviews the re-identification to ensure that the academic progress of the student has not been adversely affected by the re-identification. The principal first consults with an appropriately qualified staff member, as well as the parent or guardian, and the student. If the qualified staff member, in consultation with the parent or guardian, believes that the student may have been adversely affected by the re-identification, then the principal must provide additional support services and also the re-identification decision may be reversed within the first to 12 months. A decision to reverse the student's ELL status must be followed by a consultation with the superintendent or designee. A written final decision notice is then sent to the parent or guardian, in the parent's preferred language, within 10 days following the final determination. The process must be completed within 10 school days of the receipt of the written notice, or within 20 days if the CSE has to be consulted. The process starts with a written request, for example, a parent letter to the principal. The school then reviews all documents related to the initial or reentry identification process, and also the student's work in English and the home language. If the child was not administered the NYSITELL based on the original determination, then the school may administer the NYSITELL. Finally the school consults with the parent or guardian.

8. 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?

Teachers College Reading & Writing Workshop, Foundations, and Go Math! are the curricula currently being used for ELA and Math respectively. The workshop model consisting of a mini-lesson, try it, and share out is used for instructional delivery. ELL-SWDs who receive Integrated Co-teaching have the support of two teachers during the school day to modify and break down instruction. Related service providers of ELL-SWDs who are not ICT use the push-in model to support these students during instruction.

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

ELL-SWDs who receive Integrated Co-teaching means during the school day, they are with one general teacher education and one special education teacher. The students are able to receive modified materials or differentiated instruction during the day with the support of both teachers. Students are scheduled according to the level of support required. It is possible for a student to have full-time ICT on their IEP or ICT for one or two subjects. The school has an intervention teacher who works with students using Leveled Literacy Intervention.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

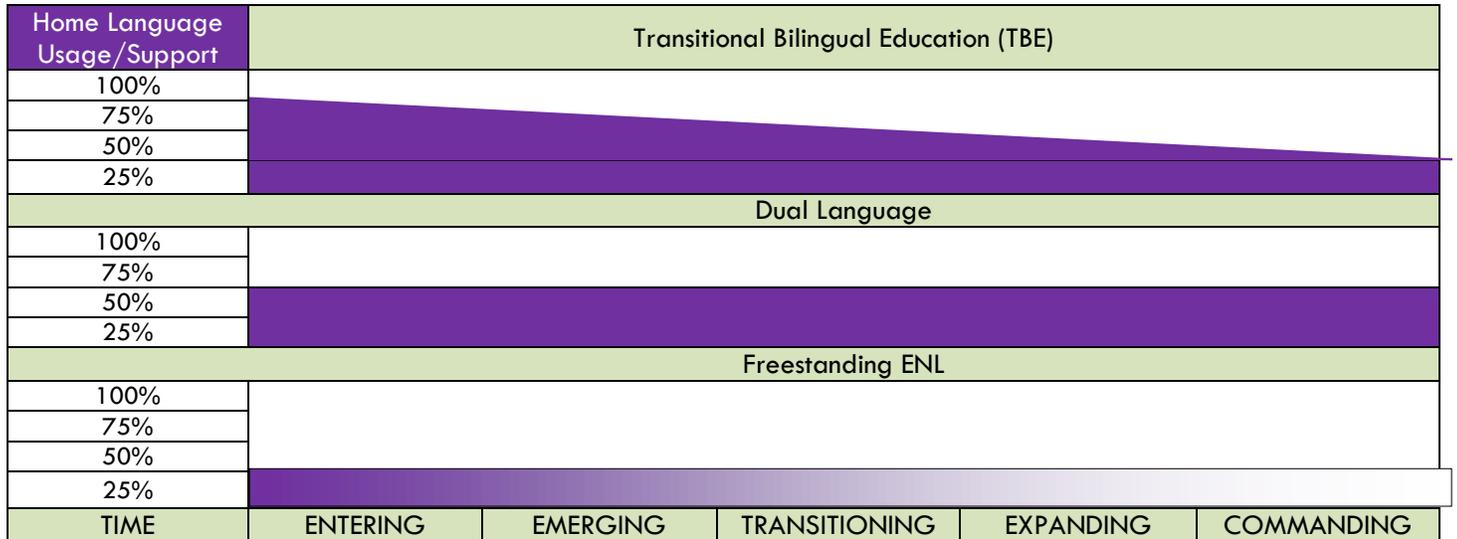


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The Fountas and Pinnell Leveled Literacy Intervention program is used for students performing below grade level in ELA for students in grades K-8. Students are pulled in small groups according to their reading levels and instructed by the intervention teacher. Students in grades 6-8 use Scholastic's Read 180 as an intervention program. Students in math are grouped according to level of ability. Teachers work with these students in small groups to address areas of need. The same goes for science and social studies. Instructional data analysis from the 2015 NYS ELA and Math tests are reviewed and used to inform instruction. Data from the fall benchmarks and baseline assessments are also used to inform instruction.
11. 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, all of our lower grade ELLs, K-5, reached proficiency on the 2015 NYSESLAT. We will continue the current program for ELLs and monitor students who recently reached proficiency through transitional support. At the beginning of the year, the ESL teacher creates a summary of ESL testing data for the current year, based on the prior year's NYSESLAT and current year's NYSITELL, including names of current ELLs, their scores, number of years serviced, and also former ELLs who tested out with the past two years who are still eligible for transitional support and testing accommodations. This information is disseminated to administration and staff. Currently our math specialist is also ESL certified and 3 additional classroom teachers will be ESL certified by the beginning of the next school year, so that language objectives and ESL support can be integrated into content areas. The ESL teacher consults and collaborates with classroom and content area teachers on the academic language of content areas, for example, about vocabulary, common communicative functions, major text structures and features of talk of specific content areas.
12. What new programs or improvements will be considered for the upcoming school year?  
NYS ELA and math test scores have shown only slight improvement over the past three years. This year the school hired an intervention teacher who will use Leveled Literacy Intervention to work with students according to their DRA levels. Also new this year is a return to Teachers College Reading and Writing workshop.
13. What programs/services for ELLs will be discontinued and why?  
There are no programs/services that will be discontinued.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
For content area classes, Teachers College Reading and Writing Workshop, 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 along with access to computers and laptops. Read 180 and Expert 21 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. In collaboration with classroom teachers, the ESL teacher has ordered materials for different grade and proficiency levels from Benchmark Education, specifically designed for ELLs, and instructional materials focused on short passages for reading comprehension.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ESL students are serviced by grade and proficiency level. The ESL teacher maintains regular contact with classroom teachers to ensure maximum integration of language development within content area curriculum on the grade. Content material, including fiction and non-fiction content, is available in a range of levels. Supplemental materials such as picture dictionaries are available for a range of ages, including language for daily use, and content picture dictionaries for upper grade students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
19. What language electives are offered to ELLs?

There are no language electives currently offered at PS 347

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. We use a side-by-side dual language model. In Class A, self-contained and side-by-side model in Class B. 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 other subjects.

b. 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.

c. American Sign Language and English are taught parallel. Students have access to both languages during the school day.

d. Depending on the student's academic level, some students are taught using both language at the same time. Some students are taught ELA and math in the child's native language.

## B. Professional Development and Support for School Staff

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

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.

9/28 Using the READY BOOKS to focus our reading.  
Architecture of a mini lesson and the workshop model, consistency in structures, resources for READ 180, the Digital Toolbox, and Expert Space.

10/5 Strategies to strengthen writing across content areas and the architecture of a mini-lesson.  
Trish (Math Coach) K-5

10/19 Self-assessment of our leveled libraries.  
Revise/update pacing calendar  
Review last section of shared reading.  
Create word walls and vocabulary materials.

10/27 There is a mandated staff conference to review several things:  
o Chancellor's Regulation A-411 – De-escalation Policy  
o Chancellor's Regulation A-831 – Student-to-student Sexual Harassment o Chancellor's Regulation A-413 – Cellphone Policy  
o Chancellor's Regulation A-750 – Child Abuse and Neglect

11/2 Look at ELA upcoming units to see possible links across content areas. o

11/9 Danielson Questioning and Discussion  
Attendance procedures with Karri.

11/16  
Dr. Molly Ness author of The Question is the Answer: Supporting Student-generated Queries in Elementary Classrooms

11/23  
Shared Reading – A Growth Mindset  
Questioning strategies/Review of ICT-GEN Ed roles o 3:30-3:50: Self conducted learning using ARIS LEARN

11/30  
Small Group Work: Tips and Prompts for Guided Practice.  
Pacing expectations for writing and the Hochman outline

OPTIONAL brown bag lunches:  
MONDAY: Social Studies Inquiry: Analyzing a primary source to answer an inquiry question (Room 302)  
TUESDAY: Hochman Writing Outline Practice (QO, MPO) for Text Structures  
THURSDAY: Hochman Writing /note-taking and sentence expansion  
FRIDAY: Hochman Writing /Writing Introductions

12/7 Grouping Students for Guided  
Instruction and Reading Groups during Independent Reading  
Teachers College workshops dates:  
K-2: 10/2, 11/4, 11/12, 11/18, 1/11, 1/25, 2/1, 4/4, 4/11, 4/21, 5/18  
3-5: 10/2, 10/9, 10/30, 12/7, 12/14, 12/21, 2/23, 3/14, 3/21, 5/11  
6-8 Toni: Dec 10, Oct 30, Nov 25 Jan (TBD)  
EXPERT 21: Oct 6, Dec 2, Jan (TBD)  
READ180: Dec 9, Feb (TBD)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

The school is K-8, student assessment binders are passed on to the teacher of the next grade. 5<sup>th</sup> 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 2d Language Acquisition, Vocabulary Strategies and Development, How Cultural Differences Affect Teaching and Learning, and Techniques for scaffolding ELLs in the Classroom., and writing language objectives in lesson plans across content areas.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
In addition to the regularly scheduled parent teacher conferences, initial parent orientations, etc, we will arrange individual meetings with parents of ELLs to discuss program goals, their child's language development progress, ESL assessment results or language development needs. At PS 347 we have a very small number of ELLs. Also PS 347 is a choice rather than neighborhood school. Therefore we coordinate the individual parent meetings to accommodate the parent or guardian's schedule. Interpretation is provided by the Office of Interpreting Services for parents who are Deaf, staff members who are proficient Spanish-speakers translate for parents during meetings, and over the phone translations are provided by the Translation Unit for speakers of other languages.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
The ESL teacher has direct contact with parents through email, phone and letters home. Classroom teachers or the parent coordinator follow up as needed to ensure parent communication. The ESL teacher maintains records for the compliance binder of all individual parent meetings, including dates and key information discussed along with any relevant documentation, and parent signature for attendance.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
No, 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, and Common Core webinar. While more workshops are being planned, so far this school year nutrition workshops have been offered.
5. How do you evaluate the needs of the parents?  
Parents feel very comfortable approaching the parent coordinator to discuss issues that pertain to their child or themselves. From these 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 meeting.
6. How do your parental involvement activities address the needs of the parents?  
During workshops or parent teacher meetings, we make sure all parents have access to information by hiring ASL interpreters and Spanish interpreters.

#### **D. Additional Information**

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

## **Part VI: LAP Assurances**

School Name: \_

School DBN: 02M347

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Thacker Bowell	Principal		1/1/01
Maryanne Fisher	Assistant Principal		1/1/01
Terry Acevedo	Parent Coordinator		1/1/01
Rosalyn Bindman	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
NA	Coach		1/1/01
NA	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **02M347**

School Name: **PS 347 - ASL and English Lower Scho**  
Superintendent: **Bonnie Laboy**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When parents complete the HLIS and the home language is a covered language, it is entered into ATS and noted that documents sent home need to be translated as well as interpretation services provided 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. We also refer to the blue cards filled out by each family at enrollment.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Majority of parents are ASL users and they prefer materials sent home in English, with ASL videophone calls if clarification is needed.  
Spanish-speaking parents have requested that materials be sent home in Spanish as well as translation services provided for in-person meetings.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All correspondence from the Parent Coordinator are sent home in English and Spanish.  
Principal's newsletters are sent home in English and Spanish, and soon, in ASL.  
School announcements about conferences, testing dates, etc. are sent home in English and Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The four mandated NYC DOE parent teacher conferences as indicated in the Citywide Calendar. We follow the Elementary schedule since we are a K-8 school.  
Sept. 17 Family Night  
Nov. 4 Evening / Nov. 5 Afternoon (Half-day)  
March 2 Evening / March 3 Afternoon (Half-day)  
May 12 Evening Conference\*

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parent Coordinator is fluent in Spanish and handles in-house translation services (oral and written). Written documents have a 24 hour turn-around time.  
IN-house staff handle the translation from English to ASL as needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We use school staff for translation needs.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The principal informs staff of steps to be taken to obtain translators for parent teacher conferences in his bulletin to staff.  
Staff have been trained in videophone usage for our ASL-using parents.  
Posters in the lobby inform parents of their right to translation services.  
The main office has posted the phone number for over-the-phone translation services.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We display the "Welcome Poster" in the foyer of our school. We also provide each parent with the Parents' Bill of Rights and Parents' Guide to Language Access upon admission. We also provided our School Safety Agents and the main office with the Language ID guide.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Association will survey parents in regards to their satisfaction around communication access.