2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

School Name: THE 47 AMERICAN SIGN LANGUAGE & ENGLISH LOWER SCHOOL

Principal: DAVID THACKER BOWELL
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 347</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>02M347</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>310200010347</td>
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<tr>
<td>Grades Served:</td>
<td>PK-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>225 East 23rd Street</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>917-326-6609</td>
</tr>
<tr>
<td>Fax:</td>
<td>917-326-6610</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>David Thacker Bowell</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:dthackerbowell@schools.nyc.gov">dthackerbowell@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>David Thacker Bowell</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Mike Nappi</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Donna Miles</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Mike Nappi</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Donna Miles</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
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</table>

## District Information

| Geographical District: | 02 |
| Superintendent: | Bonnie Laboy |
| Superintendent’s Office Address: | 333 7th Avenue, Room 713, New York, NY 10001 |
| Superintendent’s Email Address: | blaboy@schools.nyc.gov |
| Phone Number: | 212-356-3739 |
| Fax: | 917-326-6610 |

## Field Support Center (FSC)

| FSC: | Manhattan |
| Executive Director: | Yuet Chu |
| Executive Director’s Office Address: | 333 7th Avenue, 8th Floor, New York, NY 10001 |
| Executive Director’s Email Address: | 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Thacker Bowell</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mike Nappi</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Donna Miles</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Donna Miles</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Gary Wellbrock</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Celeste Hickman</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Cheritha Saulsby</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Williamson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Christopher Soto</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ana Sandoval</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Quan Lu</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Marilyn Ramales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Anny Alfonso</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>VACANCY</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>VACANCY</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

   The mission of PS 347 is to provide a joyful learning environment that celebrates the education, growth and difference of each and every student.
An engaging and rigorous curriculum is offered in American Sign Language 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 can support individual student goals to enable each child to become an independent and responsible life-long learner, preparing for success in the journey to higher education.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The “47” - American Sign Language & English Lower School is a Pre-K through 8th school with 202 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. Their home language is American Sign Language and English is their second language.

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 a long-standing role in the Deaf community of New York City and cherish our relationship with the "47" Alumni Association and other organizations that do outreach to the Deaf community, such as New Victory Theatre, Children’s Museum of the Arts, and New York Foundling Hospital.

3. Describe any special student populations and what their specific needs are.

We 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.

4. Identify 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.

PROGRESS MADE OVER THE LAST YEAR:

Preliminary school survey results from parents, students and teachers have shown an improvement in five out of six areas (Rigorous Instruction, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. We made the most gains in the area of Strong Family-Community Ties.

State Math and ELA scores have yet to be released at the time of this writing; however, in 2017, PS 347 was one of the top ten most improved schools in the city in ELA due to 41% of our students receiving a level 3 or 4 in ELA. (an increase of 10 percent from the year before.)
Teachers in grades K through 8 received intensive professional development in the area of Math in the 2017-18 school year. Number Talks were implemented three times a week, as well as a weekly "5-P" lesson. Teachers also received support in understanding Engage NY, our Math curriculum. Finally, teachers in grades K-3 were introduced to, and trained, in how to administer the E-CAM (Early Childhood Assessment in Math) and created centers to support student understanding.

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 Reviews, the annual School Survey, the draft Framework for Great Schools Report and student performance data. The entire faculty and the School Leadership Team also had the opportunity to weigh in.

- We will build upon our ongoing work in literacy to ensure that all students achieve grade-level benchmarks. Teachers will continue to work with Teachers College Reading and Writing Project to deepen their understanding of each students' needs based on formative assessments and how to support each student so they can reach grade-level expectations.
- We will continue to build upon the work begun in Math during the 2017-18 school year and continue to deepen our understanding of the standards, the curriculum (Engage NY) and various assessments, to ensure that all students achieve grade-level benchmarks.
- We will strengthen the home-school connection by improving our outreach to families and creating more opportunities to be involved in various aspects of our school.
- We will build staff capacity to handle challenging behaviors in a way that supports students' social-emotional growth.
### School Demographics and Accountability Snapshot for 02M347

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>197</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
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<td></td>
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<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
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<td></td>
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<tr>
<td># Special Classes (ELA)</td>
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<td># SETSS (ELA)</td>
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<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<td># Integrated Collaborative Teaching (Math)</td>
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<td># Visual Arts</td>
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<td># Music</td>
<td></td>
<td># Dance</td>
<td></td>
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<tr>
<td># Foreign Language</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Composition (2017-18)</th>
<th>% Title I Population</th>
<th>60.0%</th>
<th>% Attendance Rate</th>
<th>91.4%</th>
<th>% Free Lunch</th>
<th>60.9%</th>
<th>% Reduced Lunch</th>
<th>0.0%</th>
<th>% Limited English Proficient</th>
<th>25.9%</th>
<th>% Students with Disabilities</th>
<th>52.3%</th>
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</thead>
<tbody>
<tr>
<td>Racial/Ethnic Origin (2017-18)</td>
<td>% American Indian or Alaska Native</td>
<td>0.0%</td>
<td>% Black or African American</td>
<td>19.8%</td>
<td>% Hispanic or Latino</td>
<td>43.1%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>3.0%</td>
<td>% White</td>
<td>25.4%</td>
<td>% Multi-Racial</td>
<td>8.6%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel (2015-16)</th>
<th>Years Principal Assigned to School (2018-19)</th>
<th>8.43</th>
<th># of Assistant Principals (2016-17)</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>18%</td>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
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</table>

<table>
<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>53.7%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>47.6%</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>100%</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance for High Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
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<td></td>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Overall NYSED Accountability Status (2018-19) | Reward | No | Recognition | N/A | In Good Standing | Yes | Local Assistance Plan | No | Focus District | Yes | Focus School Identified by a Focus District | No | Priority School | No | Focus Subgroups | N/A |

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
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</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2018-19 CEP
**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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.

2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

   Teachers in grades K-8 have expressed the need for more support in implementing the Engage NY curriculum and collaborating with administration and staff developers to ensure that the curriculum "flows" and that the order of lessons make sense to them and to the students. Teachers also have expressed a desire to collaborate with others to ensure that the pacing of the lessons are appropriate for their students and based on data.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 of 2019, 100% students in grades K-8 will achieve grade level mastery for their grade as evidenced by the E-CAM for grades K-2, and State test scores for grades 3-8.**
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A staff developer will work with teachers in grades K-8 in teams to support their understanding of the curriculum and assessment practices.</td>
<td>Teachers</td>
<td>9/4/18 to 6/26/18</td>
<td>Principal and AP</td>
</tr>
<tr>
<td>Teachers will set aside time during Family Engagement on Tuesdays to help families understand the current Mathematics unit, their child's performance, and how to support their child at home.</td>
<td>Families</td>
<td>Once a month; September to June</td>
<td>Assistant Principal and Parent Coordinator</td>
</tr>
<tr>
<td>Students with disabilities and English Language Learners will be supported through the use of multiple visual models, manipulatives, and explicit vocabulary instruction in Math. Administration, staff developers, IEP coordinator and ESL teacher will support teachers in this area.</td>
<td>ELLs and SWDs</td>
<td>Year-round</td>
<td>Assistant Principal, Staff developer, IEP Coordinator, ESL teacher</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- September 2018: Open School Night - Families will be offered a workshop on our approach to teaching Math and how they can support their child at home. (Parent Coordinator, AP, classroom teachers)
- Monthly throughout the school year: Teachers will send home regular correspondence about what their child is learning in Math. (AP, Classroom teachers)
- Three times during the year (report card time): Families will receive updates on their child's progress towards grade-level standards in Math. (Classroom teachers)

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.

Staff developer from K-5 Math Teaching Resources

MFSC professional learning opportunities

Title 1 funds
AP will devote the majority of her duties to this goal

Weekly planning meetings/teacher team meetings

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>C4E</td>
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<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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**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.

E-CAM will be administered three times during the year (list months here) to students in grades K through 2. Students are expected to be in the correct stage for their grade.

Students in grades 3 through 8 will take summative unit exams; students need to earn at least 80% on the test to indicate mastery of the standards.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

E-CAM

Unit assessments from *Engage NY*

Teacher-created assessments

**Part 5c.** In **February 2019**, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

Multiple sources of data (the 2016-17 Quality Review, the 2017-18 Principal Performance Observation, and the 2017-18 school survey) all point to “Supportive Environment” as one of our strongest areas.

The 2016-17 Quality Review states, “School leadership provides training and consistently communicates high expectations to all staff via professional development and weekly newsletters. Teacher teams and staff establish a culture for learning that consistently communicates high expectations via rubrics, grade level progressions and goal setting.”

The Principal’s Performance Review states, "As we walked through the school today, we observed students and adults treat each other respectfully and student voice was celebrated. Your approach to culture building and social-emotional support results in a safe environment and inclusive culture that is conducive to student and adult learning."

The Annual School Survey (2017) reports that 100% of students say their teachers respect their culture or background, and 100% report that teachers present positive images of people from a variety of races, ethnicities, cultures and backgrounds.

An area of need, according to the 2017 Annual School Survey, is to support teachers with how to incorporate students' cultural and linguistic backgrounds in their practice. 43% of teachers reported they received support in this area; 53% disagreed.

Our goal for Supportive Environment will address this area of need.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, at least 80% of teachers will report on the Annual School Survey that they received support on how to incorporate student's cultural and linguistic backgrounds in their practice.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and support staff</td>
<td>September 2018 - June 2019</td>
<td>Principal Racial Equity Team</td>
</tr>
<tr>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>Principal ASL Team New staff</td>
</tr>
<tr>
<td>ELLs and SWDs</td>
<td>September 2018-June 2019</td>
<td>ASL Team Principal Pre-K Coordinator Librarian</td>
</tr>
<tr>
<td>Families</td>
<td>Monthly (September 2018 to June 2019)</td>
<td>Parent coordinator, ASL team, administration, Office of Sign Language Interpreting Services</td>
</tr>
</tbody>
</table>

- In the Fall of 2018, the principal will establish a Racial Equity team; this team will lead the work to support teachers with understanding power and privilege as it pertains to race.
- In the Fall of 2018, the principal will form a committee to support faculty in best practices of dual language instruction as it pertains to American Sign Language and to train new staff in Deaf culture and ASL.
- Students who are Deaf or native ASL users (CODAS) will be provided with information and resources about ASL and Deaf culture; teachers will take every opportunity to incorporate knowledge about ASL and Deaf cultures into their lessons. Classroom libraries will reflect more Deaf-themed books.
- Families who use ASL at home will be provided with translated materials of all school documents. ASL translations will be posted on our school website.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Parents will be invited to join a parent Racial Equity Team
- Parent coordinator will host a workshop in the Fall for those new to ASL and Deaf culture
- Deaf parents will be asked to volunteer to speak to classes about their experiences growing up and being Deaf.

### 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.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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. In January of 2018, teachers will be surveyed with the question, "Have you received support on how to incorporate students' cultural and linguistic backgrounds in your practice?" Our goal is to have at least 75% positive response.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. A survey will be developed by the instructional cabinet to administer to all staff and students in January of 2018.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the Annual School Survey, under the category of "Collaborative Teachers," our strength lies in the area of "Cultural Awareness and Inclusive Classroom Instruction." Additionally, the Principal's Performance Observation states, "[The principal] engage[s] in structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning."

However, the Annual School Survey states

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Inquiry based teacher team meetings

Committee work
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-8 teachers will partner with Teachers College’s Reading and Writing Project’s staff developers to develop a consistent system for recording observation data during reading and writing time, evaluating the data to create next steps for each student, and using the inquiry approach in teacher teams to evaluate the success of the &quot;next steps&quot;, resulting in increased collaboration amongst colleagues.</strong></td>
<td>September - June (TC Staff Developer Visits)</td>
<td>Staff developers from TCRWP, administration</td>
</tr>
<tr>
<td><strong>In the fall, an Instructional Cabinet with representatives from K-2, 3-5 and 6-8 grade bands will be established. This Instructional Cabinet will meet with administration twice a month to discuss professional development needs of their respective staff, concerns about individual students' (both academic and social-emotional), review upcoming deadlines for assessments, evaluate the effectiveness of our professional development structures, and support school leaders with achieving CEP goals.</strong></td>
<td>Twice a month during Monday 80-minute PD session and Tuesdays OPW time</td>
<td>Administration, Instructional Cabinet</td>
</tr>
<tr>
<td><strong>A staff developer from Teachers College Inclusive Classrooms Project will work with teachers in grades K-8 on co-teaching strategies, modifying the curriculum to meet the academic and social-emotional needs of each student, and reviewing student data to make further adjustments.</strong></td>
<td>10 sessions between October and May.</td>
<td>Administration, TCICP, teachers in K-8</td>
</tr>
<tr>
<td><strong>A committee consisting of teachers will collaborate with the administration and parent coordinator to review school-wide parent engagement practices and to support the Principal with improving our structures.</strong></td>
<td>Bi-monthly meetings beginning in October</td>
<td>Classroom teachers, parent coordinator, TCRWP staff developer</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Updates on professional learning cycles will be shared with the School Leadership Team during monthly meetings; principal newsletters will also highlight recent developments.

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.

Staff coverage will be provided for team meetings and intervisitations.

TCWRP and TCICP will provide coaching

Scheduling will allow teacher teams to meet regularly

80 minute PD time on Monday will be used

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</table>

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.

By the end of January, all classroom teachers in K-8 will have engaged in at least 3 TCRWP sessions and 2 TCICP sessions; a review of conference notes from grades K-8 will reflect school-wide consistency in format and use.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Review of conference notes

Review of TCRWP running records and reading levels

Review of TCRWP and TCICP agendas

Part 5c. In February 2019, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2016-17 School Quality Guide, this was the area of greatest growth. Staff and parents responded positively to questions about the school leadership. 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 47% favorable response (an increase of 9% from the year before, and 18% from 2 years ago.)

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.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2018, we will receive a rating of “Good” or “Excellent” on the School Quality Guide in the area of Effective School Leadership.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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</tbody>
</table>

**The principal will establish an Instructional Cabinet which will meet twice a month. The Cabinet will engage in inquiry, discuss problems of practice, and conduct walk-throughs with the principal and AP to ensure that there is coherency amongst all classrooms. The members of the Cabinet will also serve as liaisons between their team and school leaders.**

| Principal, AP and Cabinet | Biweekly throughout the school year | Principal, Cabinet |

**The professional learning committee will develop a list of committees for teachers, i.e. curriculum, hiring, arts, school climate, etc. Teachers will be provided the opportunity to engage in committee work throughout the year.**

| Teachers | Sign-up begins 11/8; committees meet monthly December through June | Professional Learning Committee, Principal |

**The Principal will host a parent coffee the first Friday of each month after drop-off; parents will share with the principal and parent coordinator the things that are going well, areas of concern, and ideas/opportunities to help improve the school.**

| Families | Monthly beginning October 2017, ending May 2018 | Parent Coordinator, Parent Association |

**Teachers College Inclusive Classrooms Project will work with teachers of students with disabilities and ELLs in grades K-8 to ensure that curriculum modifications to meet their needs are successful; teachers will also be given time during Monday PDs to develop materials for individual students or groups of students.**

| SWDs, ELLs | 10 sessions from October 2017-May 2018 | Administration, K-8 ICT teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

| Monthly Parent Coffee, PA meetings |

### 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.

School website
School Intervention Team
Parents
Instructional Cabinet

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
<th>X</th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<td>PTA Funded</td>
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</tbody>
</table>

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.

- A teacher survey will be developed by the instructional cabinet to administer in January of 2018; questions will be taken from the 2016 Annual School Survey. Our mid-point benchmark is a 75% positive rate to questions pertaining to effective school leadership.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

A teacher survey will be developed by the instructional cabinet to administer in January of 2018.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Principal’s Performance Review states that the principal works with families to understand his expectations, sets the tone for an inclusive environment, and that parents seek out the principal when they have issues.

However, on the 2016-17 School Quality Guide, we received a rating of "Poor" in this area, a drop from "Good" from the year before. The data for this indicator is based, in part, on school surveys. Only 69% of parents/guardians responded that, since the beginning of the year, they have, sometimes or often, been asked or had the opportunity to volunteer time to support their school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 June of 2018 90% of parents will report on the School Survey that, since the beginning of the year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in the classrooms, helped with school-wide events, etc.).

MORE PARENT OPPORTUNITIES TO BE INVOLVED

Career Day

ASL Festival
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In September of 2017, all teachers will send home a &quot;welcome back to school&quot; newsletter which will inform parents/families our CEP goal to increase volunteerism by parents, and opportunities to do so.</td>
<td>Teachers, Parents</td>
<td>September 15th, 2017</td>
<td>Administration, Parent Coordinator</td>
</tr>
<tr>
<td>In September, the principal will survey the PA about the most effective methods for parent outreach and share the data with the staff.</td>
<td>PTA</td>
<td>September, 2017</td>
<td>PA, Principal</td>
</tr>
<tr>
<td>The Principal will send a monthly newsletter to all families in English and ASL; a part of the newsletter will be devoted to opportunities for volunteering in the school.</td>
<td>Families</td>
<td>Monthly beginning 9/17 and ending 6/18</td>
<td>Principal, Parent Coordinator</td>
</tr>
<tr>
<td>Parents of students with IEPs will be invited to spend the morning/afternoon in their child’s classroom and to join for a debrief meeting to share insights and strategies for working with their child.</td>
<td>SWDs and families</td>
<td>October 2017 through April 2018</td>
<td>IEP Teacher; parent coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

- Sign language interpreters from the NYC DOE Office of Sign Language Interpreting Services
- Blackboard Connect platform (to communicate with families electronically)
- Parent Coordinator
- Website hosting (Wordpress)

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
**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.

By the second parent-teacher conference in November, at least 50% of families will have volunteered, or have signed up to volunteer, in the classroom or school.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign-in sheets

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED's memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Grades K-5: TCRWP Running Records (at least 1 year below grade level)</td>
<td>Leveled Literacy Intervention (LLI)</td>
<td>Small Group</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Grades 6-8: Scholastic Reading Inventory (SRI) (basic or below)</td>
<td>Read 180</td>
<td>One-on-one, small group</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Test preparation-all levels</td>
<td>Targeted Test Strategies and Reading Writing strategies</td>
<td>Small targeted grouping</td>
<td>Saturday Academy Feb-May</td>
</tr>
<tr>
<td>Mathematics</td>
<td>iReady Diagnostic Assessment (students who are below grade level)</td>
<td>iReady self-adaptive computer software</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Science</td>
<td>Students who need additional help as indicated on common assessments</td>
<td>Repeated readings, content review, strategies for problem solving</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who need additional help as indicated on common assessments</td>
<td>Repeated readings, content review, strategies for problem solving</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</em>)</td>
<td>At Risk Behavior determined by incident reports, teacher observations or as per child's IEP</td>
<td>Peer mediation, counseling sessions with school social worker</td>
<td>Small group, one-on-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

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**Part A: FOR TITLE I SCHOOLS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>23</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>The Parent Coordinator, school social workers and school leaders work together to ensure that families in temporary housing have the basic necessities. We collect canned/dried food and have a food pantry that parents can access when needed. We also, every Friday, send home a backpack filled with weekend food to each student in shelters. We also purchase backpacks, clothes and other sundries for students in need.</td>
</tr>
</tbody>
</table>

**Part B: FOR NON-TITLE I SCHOOLS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Recruitment: School leadership post job opportunities on non-DOE websites, such as Teachers College Reading and Writing Project's Job Board, Newsday.com, NYTimes.com and Glassdoor.com. School leaders also send job postings to colleges with Deaf Education programs; i.e. Teachers College, Hunter College, Rochester Institute of Technology and Gallaudet University.

Candidates come for an initial interview, and are then asked for up to two rounds of demonstration lessons, if possible.

Retention and Support: Our professional development is structured to support individual teachers, as well as groups of teachers, on content instruction and best practices in pedagogy; whole school professional development is geared towards school-wide priorities, such as standards alignment, ICT models, social-emotional learning, team-building, etc. The PD committee, consisting of teachers, are a resource for new teachers who are free to make requests for particular PDs. New teachers are also provided with a on-site mentor; small group sessions are offered throughout the year to support teachers new to the profession.

Assignments: Teachers complete a preference sheet at the end of each school year, followed by a meeting with the principal to determine the best placement for each individual - one that showcases his or her strengths as well as improving academic outcomes for all students.

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).

Teachers College Reading and Writing Project will provide high-quality professional development to K-8 teachers of reading and writing. A staff developer from TC will work with teachers on curriculum planning, model teaching of lessons, conduct labsites, and review student data to identify next steps.

A consultant from Generation Ready will work with K-8 teachers to support their understanding of Math CCLS standards and student progress towards those standards.
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.

A staff developer from Teachers College Inclusive Classrooms Project (TCICP) will work with ICT teachers in grades K-8 to support teachers with using data to make strategic decisions about co-teaching models and modifications of student work.

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 who are Deaf or have Deaf prents work with native American Sign Language users daily to strengthen their foundation in their 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 at PS 347.

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 polled K-8 teachers to suggest ideas for reading and writing instruction. K-8 teachers indicated they were satisfied with, and wished to continue with, Teachers College Reading and Writing Project. Similarly, teachers also expressed a desire to continue using Engage NY for Math.

Teachers meet using protocols to review student assessments, student work and teachers' conference notes to target gaps and design modified small-group work and assessments. 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 review NY State ELA and Math state exams with teachers to help staff understand the expectations of the Common Core.

### 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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$80,133.00</td>
<td>X</td>
<td>12, 15, 18, 20, 23</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,635,308</td>
<td>X</td>
<td>12, 15, 18, 20, 23</td>
<td></td>
</tr>
</tbody>
</table>

1. **Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aim 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 and Family Engagement 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.
Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 47 American Sign Language &amp; English Lower School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Sign Language and English Lower School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;
## Parental Involvement and School Quality

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 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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
- 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;

## Encouraging School-Level Parental Involvement

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)

PS 347 - "47" The American Sign Language and English Lower School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

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### I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

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### 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

**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 2018-19 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.
  - The Title III supplemental instructional services must be based on student need.
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - 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.”
  - 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.
  - 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### 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:** ______

**Grades to be served by this program (check all that apply):**

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

**Total # of teachers in this program:** ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
**Part B: Direct Instruction Supplemental Program Information**

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: 

P.S. 347’s Title III program supplements instruction for ELLs and will target all ELLs who score at the Entering, Emerging, Transitioning and Expanding proficiency levels in grades K-4. As per our 2018 NYSESLAT analysis, our ELLs are the following proficiency level: Expanding (11), Transitioning (8), Entering (7) and Emerging (4).

Upon examination of our NYSESLAT and ELA data, we observed that K-4 graders need additional support in development of academic English especially in the areas of reading and writing. All language modalities will be addressed, however, our ELLs will receive targeted instruction in various academic writing genres (journal writing, narrative writing and others) To help improve these areas and to show gains in NYSESLAT results, all our ELL students in grades K, 1, 2, 3 and 4 will receive small group supplemental enrichment instruction through our Before School Literacy Program for ELLs. The language of instruction will be English with native language support provided as needed. This program will focus on Literacy and will be co-taught by a certified ENL teacher and 2 common branch teachers fluent in American Sign Language. Students will receive 1 hour of supplemental enrichment instruction Monday through Thursday, 4 days a week from 7:25-8:25. The optimal time for our school for the Title III program is before school since out students come from all 5 boroughs by bus. Students will be taught in a small group setting based on their proficiency levels and grade as well as their specific needs in reading and writing. This program will run from January 7th to May 31st for a total of 17 weeks. The ENL teacher will co-teach with 2 classroom teacher and ensure that minimum 50% of the direct instruction for each ELL in the program is received from the certified ENL teacher. The Before School Literacy Program for ELL will focus on developing students’ literacy strategies and skills needed when engaging in fiction and non-fiction text while developing reading and writing skills. A Levelled Literacy Enrichment resource and supplemental materials by Fountas and Pinnell will be used. In addition, activities will focus on helping children express their critical thinking skills in the English language. Observations, portfolio work, oral and written reports will be used in our Title III program. The materials and general supplies will help literature come alive for students. Title III reading instruction will include supplemental materials purchased for exclusive use in the program such as, Red Rocket Readers and Flying Start Books. Materials will be at no cost to Title III. All Title III funding will be spent on per session for direct instruction.

---

**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: 

Our Title III professional development will consist in our ENL teacher’s participation in the professional development series provided by the MFSC monthly. The presenter for the series is Sarah Selliger, ELLs services Administrator. The Workshops will take place from 9:00am-3:00pm. The ENL teacher will share the information with the other Title III teachers. Professional Development will be at no cost to Title III. The ELL Leads Workshop series by district (5 sessions)

The series of workshops will facilitate continuous learning among ELL educators. Each session aims to deepen participants' understanding and knowledge of ELL policies and effective instruction. The instructional focus is on literacy across disciplines. This series will be conducted from 8:30 am to 2:30 pm. They will use the knowledge-building approach to developing language in unit design within an Advanced Literacy framework. Participants will learn to design instructional units for knowledge building in content areas and reflect on their practices in the classrooms to affect students’ learning.

Schedule:
1. Knowledge-building approach to developing language – Unit Design in Advanced Literacy Framework 9/18/18
2. Design learning tasks in content area units 10/18/18
3. Scaffold Interactive Learning tasks in units 11/29/18
4. Bring It Together – Units for ENL Co-teaching and Stand-Alone Classrooms 01/17/19

Part D: Parental Engagement Activities

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

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

Begin description here: 

To ensure that parents of our ELL students are fully informed about the ENL program at PS 347 and to ensure full participation in the education of their children and to help assess their progress, the following steps have been taken:

- Translators and Interpreters are provided for parents during all Title III workshops. The principal and several teachers will present the following workshops to support family of ELLs in our school community. Parents will be notified of all workshops in the preferred language of communication through fliers sent home in students backpacks.
- When necessary, our school leadership is available to translate or arrange for translation of school documents.
- One workshop will be offered on January 30th from 8:30-9:30 to our ELL parents on policies and programs available for ELLs and will explain the NYS standards and assessments and the school’s expectations regarding the students’ attaining standards.
- To help families support their child at home, a workshop will be held in the morning on March 6th from 8:30-10:00 on the topic of supporting your ELL child with independent reading. Fliers will be sent home in the parents home language notifying them of the workshop.
### Part D: Parental Engagement Activities

- Another workshop will be provided on May 8th from 8:30-9:30 on educational and cultural resources in NYC for ELL families.
- Title III Parent workshops will be at no cost to Title III.

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $________</th>
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</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
</tbody>
</table>
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem | N/A | N/A |
| Purchased services  
  - High quality staff and curriculum development contracts. | N/A | N/A |
| Supplies and materials  
  - Must be supplemental.  
  - Additional curricula, instructional materials.  
  - Must be clearly listed. | N/A | N/A |
| Educational Software (Object Code 199) | N/A | N/A |
| Travel | N/A | N/A |
| Other | N/A | N/A |
| **TOTAL** | N/A | N/A |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Manhattan</td>
<td>347</td>
</tr>
</tbody>
</table>

| School Name | The American Sign Language School |

B. Language Allocation Policy Team Composition

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

| Principal | David Thacker Bowell |
| Assistant Principal | Maryanne Fisher |
| Coach | NA |
| Coach | NA |
| ENL (English as a New Language)/Bilingual Teacher | Franca Baviella |
| School Counselor | |
| Teacher/Subject Area | Parent | Marilyn Garcia |
| Parent Coordinator | Terry Acevedo |
| Related-Service Provider | Field Support Center Staff Member |
| Superintendent | Other (Name and Title) | Rhonda Williams, IEP Teacher |

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 not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| 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 not 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) | 130 |
| Total number of ELLs | 54 |
| ELLs as share of total student population (%) | 41.54% |

2018-19 CEP

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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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<th>4</th>
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<th>7</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Teachers assess ELL's literacy skills using TCRWP running records, and the DRA if further information is needed. This data is compared to NYSESLAT and baseline assessment results for students in grades 3-8. Students tend to be proficient in listening and speaking and delayed in reading and writing. The same was seen with the NYS ELA. Students did well with the multiple choice but presented with delays in the writing. Teachers use these results to target instruction; the results tend to be consistent.

2. What structures do you have in place to support this effort?

   Teacher team meetings to collaboratively review results
   F-status teachers to assist with the administration of running records and NYSESLAT
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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 use a variety of assessments: TCRWP running records, Writing Pathways rubrics, conference notes and NYC Performance Tasks. 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

We have two F-status and one librarian providing LLI (Leveled Literacy Intervention) services to those students in need of reading intervention.

We also support teachers in planning for small groups and conferences to ensure students receive all the support they can to achieve grade level mastery.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

We use TCRWP running records to monitor student progress throughout the year. State test results for children in grades 3-8 are also reviewed to identify areas for support. We also use exit tickets and unit assessments from Engage NY to monitor student growth. 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Teacher team meetings
Instructional Cabinet
Administrative review of data

---

**Part IV: ELL Programming**

**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. Pope 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 Co-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/transitional 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 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers College Reading & Writing Workshop, Fundations, and Engage NY 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.
7. 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 intervention teachers who works with students using Leveled Literacy Intervention.

8. 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-5. 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 2016 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.

9. Based on data and trends, 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. Last year the school hired an intervention teacher who used Leveled Literacy Intervention to work with students according to their F&P levels. She also trained two other teachers on how to use LLI, and they are also providing services.

We also are contracting with Teachers College Inclusive Classrooms Project to work with our staff on improving their co-teaching models, understanding each students' learning needs, and improving the use of technology.

To support our Middle School students, we will train all MS teachers how to use Read 180, an intervention reading program for students below grade level.

10. If you had a bilingual program, what was the reason you closed it?

There are no programs/services that will be discontinued.

11. 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.

12. 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, Engage NY, Harcourt textbooks for social studies and science are used. Every classroom has a library of at least 150 leveled books along with access to computers and laptops. Read 180 is 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.

13. How is home language support assessed and 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.
14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? For content area classes, Teachers College Reading and Writing Workshop, Engage NY, Harcourt textbooks for social studies and science are used. 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. 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.

17. What language electives are offered to ELLs? Students in the 6th and 7th grade will have American Sign Language classes.

18. 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.
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 and non-pedagogic staff.) 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 Professional Development calendar for 2017-18 is still in the progress of being created; this section will be updated once it is complete.

The first six weeks of school, all teachers in K-8 will focus on assessment practices, especially in the use of conference notes. ELL teachers will be included in every Monday PD offered to all other teachers.

We also will have staff developers from Teachers College work with teachers in K-8 on literacy and co-teaching; ELL teachers will participate in these sessions.

2. 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 2nd 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.

Teachers are also sent to MFSC (Manhattan Field Service Center) for professional learning opportunities on ELLs. Sign-in sheets are kept at the MFSC.

Sign-in sheets will be kept in the main office.

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. 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.
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.

After being informed by the Department of Education that native ASL users are considered ELLs, we are currently in the process of incorporating all of our native American Sign Language users into the ESL program and planning for the services to which they are entitled. All native ASL users were given the NYSITELL in the Spring of 2017 and we are waiting for the results which we hope to receive in August. Once these results are released and we receive hard data about the number of students needing ESL services, this LAP will change.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, David Thacker Bowell, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
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<tbody>
<tr>
<td>David Thacker Bowell</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Maryanne Fisher</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Terry Acevedo</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Michelle Pope</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Marilyn Garcia</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
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<tr>
<td>NA</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>School Counselor</td>
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</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 02M347 School Name: PS 347 - ASL and English Lower Scho Superintendent: Bonnie Laboy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>Rhonda</td>
<td>Williams</td>
<td>Special Ed Liaison</td>
<td>10/29/18</td>
<td>No</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   When parents complete the HLIS, 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 emergency contact cards filled out by each family at the time of enrollment.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREEK</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.17</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>158</td>
<td>92.4</td>
<td>102</td>
<td>59.65</td>
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<tr>
<td>RUSSIAN</td>
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<td>1</td>
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<tr>
<td>SLOVAK</td>
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<td>0.58</td>
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<tr>
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<td>4.68</td>
<td>14</td>
<td>8.19</td>
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<tr>
<td>(AMERICAN) SIGN LANGUAGE</td>
<td>3</td>
<td>1.75</td>
<td>50</td>
<td>29.24</td>
</tr>
<tr>
<td>URDU</td>
<td>1</td>
<td>0.58</td>
<td>1</td>
<td>0.58</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

American Sign Language

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters from the Parent Coordinator</td>
<td>Monthly</td>
<td>Parent Coordinator writes documents in both English and Spanish.</td>
</tr>
<tr>
<td>School announcements about conferences, testing dates, etc.</td>
<td>As needed</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
</table>
| Parent Teacher Conferences | 9/17/18 11/14-15/18 3/13-14/19 5/15/19 | Spanish Translation provided by school staff  
ASL translation provided by the Office of Sign Language Interpreting Services |
| Parent Coffee              | 1st Friday of each month     | Spanish Translation provided by Parent Coordinator  
ASL translation provided by the Office of Sign Language Interpreting Services |
| Parent Association Meetings | Monthly                      | Spanish Translation provided by Parent Coordinator  
ASL translation provided by the Office of Sign Language Interpreting Services |
| Cookshop with parents      | Monthly                      | Spanish Translation provided by Parent Coordinator  
ASL translation provided by the Office of Sign Language Interpreting Services |

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Principal will sign the announcements in ASL to be posted on the school website with a link to be texted/emailed to parents through Blackboard Connect. Blackboard Connect is also used to send messages in English and Spanish (it has a translation feature).

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Information on CR A-663 will be included in the staff handbook.

Reminders will also be sent out in Principal’s weekly bulletin to staff.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The DOE issued Welcome Poster is posted 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 provide our School Safety Agents and the main office with the Language ID guide.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The Parent Association will survey parents in regards to their satisfaction around communication access. Classroom teachers have copies of the emergency contact form which lists the parent's preferred language of communication. Teachers also are aware of the procedures should they need translation services.