



BENJAMIN FRANKLIN SCHOOL (P.S. 55)
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 09X055
ADDRESS: 450 SAINT PAUL'S
BRONX, NEW YORK 10456
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 055 **SCHOOL NAME:** Benjamin Franklin School

SCHOOL ADDRESS: 450 Saint Paul's Place Bronx, New York 10456

SCHOOL TELEPHONE: 718-681-6228 **FAX:** 718-681-7525

SCHOOL CONTACT PERSON: Luis E. Torres **EMAIL ADDRESS:** Ltorres2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ronelda Jackson

PRINCIPAL: Luis E. Torres

UFT CHAPTER LEADER: Sharon Kitchings

PARENTS' ASSOCIATION PRESIDENT: Maria Cosme

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** ICI

SSO NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Luis E. Torres	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Chairperson or Designee	
Maria Cosme	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Robin White	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Quarshie Comfort	Member/ Teacher	
Joan Aziz	Member/ Teacher	
Marilyn Simmons	Member/ Teacher	
Jennifer Teasley	Member/ Parent	
Ronelda Jackson	Member/ Parent	
Myra Camara	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members. Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 55 is located in one of the poorest congressional districts in the United States, the Morrisania section of the Bronx in New York City. The total school population is 712 students of which 54% are Hispanic, and 46% are black. All of its culturally diverse students served live within the school's attendance zone. The community is home to many new immigrants from Africa, the Caribbean, Central America and Mexico. Our school receives an increasing number of ELLs (English Language Learners) each year. The school building is one of the older traditionally built schools and will be one hundred years old in seven years. We are located in the middle of two very large housing complexes with over 97% of our families qualifying for Free Lunch. The school is an integral part of the community as it provides the community with morning tutoring, afterschool programs, weekend programs, as well as, a fully functioning medical clinic through Montefiore Hospital. P.S. 55 also serve as the location for Mott Hall III, an intermediate charter school occupying the fifth and sixth floor of our building. This enables it to be a self-contained environment. This is a replication model of one of the highest performing middle schools in the city for students performing at level three or above on NYS standardized exams.

Our Parent Coordinator has helped to increase parent involvement at our school. Although we have gained additional participation, we must continue to plan strategic ways to further improve our parent involvement rates. Parents participate in the Learning-Leaders Parent Volunteer Program. We have an active Parent Room. Our school holds several events monthly to celebrate and inform our parent community. We realize that it is the home-school partnership that is essential to improve achievement. We have a unique program that focuses on our African population. The program is based on a family literacy approach. While the parents attend ESL classes, the children are receiving instruction as well.

P.S. 55 collaborates with several community-based organizations, including SCAN NY, the After-school Corporation, Montefiore Health Center- an on-site clinic, Steiner Sports, and School Professionals. Families have direct access to primary health care, dental screening services and counseling.

The federal, city and local programs for which our school receives allocation are as follows: Tax Levy, Title I, Title V.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 055 Benjamin Franklin						
District:	9	DBN:	09X055	School BEDS Code:	320900010055		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded √
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	31	32		92.8	93.4	93.5
Kindergarten	127	92	86	Student Stability - % of Enrollment:			
Grade 1	111	155	104	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	123	101	150		85.3	87.2	89.6
Grade 3	109	107	105	Poverty Rate - % of Enrollment:			
Grade 4	95	107	105	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	99	100	104		96.5	93.2	94.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		20	20	58
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		18	26	9
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:			
Ungraded	1	3	2	(As of June 30)	2006-07	2007-08	2008-09
Total	701	703	664		7	4	4
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	53	57	48	Principal Suspensions	7	4	4
# in Collaborative Team Teaching (CTT) Classes	15	22	20	Superintendent Suspensions	1	4	2
Number all others	36	41	50	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	108	107	83	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		55	61	61
# receiving ESL services only	65	76	71	Number of Teachers	55	61	61

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	5	8	Number of Administrators and Other Professionals	9	16	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.5	55.7	67.2
				% more than 5 years teaching anywhere	67.3	67.2	65.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	87.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.2	100.0	97.9
American Indian or Alaska Native	0.1	0.1	0.0				
Black or African American	41.4	44.1	44.9				
Hispanic or Latino	57.8	55.2	54.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.3				
White	0.4	0.3	0.3				
Male	53.4	54.5	55.1				
Female	46.6	45.5	44.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year 4						
√	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		X	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		X	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		X	√	√			
Student groups making AYP in each subject		2	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				► = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

I. Identifiable student performance trends:

PS 55 has been improving student achievement. An analysis of State Reading results from 2008 – 2009 indicates that there was a 13.7% increase (from 33.3% to 47.0%) of students performing at or above Level 3. The school's median proficiency in Reading was 2.94. Also noted, is the fact that 81.1% of the students made at least 1 year of progress in Reading and 90.1% of students in the school's lowest 1/3 made at least 1 year of progress. It is evident that gains of this sort show an upward trend in student performance. We can attribute these gains to increased focus on individualized teacher professional development and increased differentiation in lesson planning and lesson implementation.

The school has identified a similar upward trend in student progress in the area of Math. An analysis of State Mathematics results from 2008 – 2009 indicate that for those students tested, there was a 3.3% increase (from 79.8% to 83.1%) of students performing at or above Level 3. The median proficiency in Mathematics is 3.47. 59.1% of the students made at least 1 year of progress and 65.7% in the school's lowest 1/3 made at least 1 year of progress. While these gains are not as significant as those made in Reading, the school recognizes that increased focus on teacher professional development around math planning with the support of our math coach and targeted small group intervention for our struggling students, has contributed to the increases that we do see. Redesigned school organization and student grouping has contributed to the trend of increased academic achievement for all students. Further examination of our current implementation of instructional programs indicates a much closer alignment between the New York State Learning Standards and the delivery of instruction in the classroom.

II. Greatest accomplishments over the last couple of years:

Our school's greatest accomplishments over the last couple of years have been reflected in our ELA and Math State test results. Our school has made strides to improve data collection and analysis practices so as to significantly impact instruction. Redesigned school organization and an

increase in data-driven, targeted student grouping within the classroom have contributed to the trend of increased academic achievement for all students, including those in Special Education. An examination of our current instructional programs indicates a much closer alignment between the New York State Learning Standards and daily instructional practices within the classroom. In addition, upgrades to the school's library and a renovation to the school's playground have contributed to an improved school environment and a decrease in incidents. There has been a steady increase in the school's attendance rate over the last three years.

III. Most significant aids or barriers to the school's continuous improvement:

The most significant aids to the school's continuous improvement have been recent upgrades to the school's facilities including a complete renovation of the school's library and outdoor playground. This is reflected in the school's increased attendance rate and decrease in incidents. The most significant barriers to the school's continuous improvement are the continuing economic hardships in the surrounding neighborhood. The school has a large number of students currently in temporary housing and is designated as 97% free lunch.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- **English Language Arts: By June 2010, 50% of all students, including ELLs and Special Education, will achieve proficiency levels of 3 and 4 on the New York State English Language Arts Exam.**

Description: We expect to be able to support 50% of our student population in Grades 3, 4 and 5 (including ELL and Special Education students) achieve proficiency levels of 3 and 4 on the New York State English Language Arts Exam by June 2010. Following an analysis of our data for these testing grades, will work closely with classroom teachers and related service providers to increase their capacity to plan targeted small group instruction that will meet the varied learning needs of each individual student. Students who have previously scored at Level 1 or 2 on the State ELA exam and/or scored in Tier 1 or Tier 2 on the ELA predictive assessment will receive pull-out and push-in AIS services. Students who scored at Level 3 and 4 on last year's exam will be targeted by classroom teachers in order to prevent 'slippage'. The grade-level inquiry teams' focus on utilizing data to inform instruction will be beneficial in this regard.

- **Mathematics: By June 2010, 86% of all students, including ELLs and Special Education, will achieve proficiency levels of 3 and 4 on the New York State Math Exam.**

Description: We expect to be able to support 86% of our student population in Grades 3, 4 and 5 (including ELL and Special Education students) achieve proficiency levels of 3 and 4 on the New York State Math Exam by June 2010. Based on an analysis of the data, classroom teachers will provide targeted one-on-one and small group instruction to all students who attained proficiency levels of 3 or 4 on last year's State exam to ensure that there is no slippage. Students who scored at Levels 1 and 2 on last year's State assessment and/or scored in Tier 1 or Tier 2 on this year's predictive assessment will receive targeted small group instruction in order to increase familiarity with key concepts. Student results on predictive assessments will be analyzed and will inform instruction both inside the classroom and with related service providers. The grade-level inquiry teams' focus on utilizing data to inform instruction will be beneficial in this regard.

- **Science: Increase the Science achievement levels of all students at Benjamin Franklin Elementary School (P.S. 55X) including Special Education, and ELL students. By 2010, we will achieve a 5% decrease in the number of all tested students performing at Level 1 and a 5% increase in the number of all tested students performing at or above Level 3 on New York State Science Assessments, as measured by student results on the 2010 New York State Fourth Grade Science Assessment.**

Description: We expect to be able to decrease the percentage of 4th grade students (including ELL and Special Education students) performing at Level 1 on the New York State Fourth Grade Science Assessment by 5% and increase the percentage of students performing at Level 3 by 5%. Based on an analysis of student performance data, classroom teachers will be supported in providing targeted, small group instruction in the Science content area in fourth grade. A fourth grade partnership with City Parks will provide increased opportunities for hands-on learning in the content area. Grade-team curriculum planning will ensure that students (specifically ELL and Special Education students) receive instruction that is differentiated and supports learning in specific areas of need.

- **Social Studies: By June 2010 we will achieve a 5% decrease in the number of all tested students performing at Level 1 and a 5% increase in the number of all tested students performing at or above Level 3, as measured by student results on the 2010 New York State Fifth Grade Social Studies Assessment.**

Description: We expect to be able to decrease the percentage of 5th grade students (including ELL and Special Education students) performing at Level 1 on the New York State Fifth Grade Social Studies Assessment by 5% and increase the percentage of students performing at Level 3 by 5%. Based on an analysis of student performance data, classroom teachers will be supported in providing targeted, small group instruction in the Social Studies content area. Grade-team curriculum planning will ensure that students (specifically ELL and Special Education students) receive instruction that is differentiated and supports learning in specific areas of need.

- **Parent Involvement: To increase parental engagement by 5% to support student achievement and enhance school/community relations.**

Description: The school has utilized a number of strategies over the years to increase parental involvement and, in turn, enhance school/community relations. By prioritizing parental involvement on the School Leadership Team, continuing partnerships with the Parent-Teacher Association, providing workshops on ARIS navigation, extending invitations to student performances regularly and utilizing our continued partnership with Montefiore as a valuable resource, we will be able to significantly increase parental involvement. By providing parents with opportunities for school involvement that are both interesting and informative, we will be able to successfully meet the needs of our school's families.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 50% of all students, including ELLs and Special Education, will achieve proficiency Levels of 3 and 4 on the New York State English Language Arts Exam.</p>
<p>Action Plan <i>Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identified students (including ELL and Special Education Students) in grades 3, 4 and 5 who are at risk of ‘slipping’ in performance Level 3 or Level 4 will receive targeted intervention services provided by their classroom teacher. These interventions will include, but are not limited to: small group instruction, conferencing, cooperative learning opportunities, test prep, and opportunities for interaction with varied fiction and non-fiction texts. Those students who performed at Level 1 or Level 2 on last year’s State exam will also receive targeted intervention in the form of AIS pull-out services and small group differentiated instruction. Predictive assessment item analysis on Grade Levels 3, 4 and 5 will serve to inform instruction in these one-on-one and small group settings across performance levels.</p> <p>Across all three grades, Balanced Literacy will be used as the Literacy Program. This instructional framework will provide students with the opportunity to engage in whole group reading skills instruction, guided group instruction, guided reading and independent practice. Students across all proficiency levels will be given the opportunity to read text on their independent reading level with scaffolded instruction supporting their progress. Similarly, writing skill development is supported through a process of shared writing, guided practice and independent work. Conferencing and assessment play a key role in informing differentiated instruction within the classroom. Professional development will be provided on an individual and whole school level in utilizing conferencing to inform instruction. By meeting the individual instructional needs of our students we will be able to successfully raise the achievement level of students on all performance levels. In addition, inquiry teams have been formed on each grade level to address the content area of ELA. Based on a review of relevant data, each grade level has chosen a skill and sub-skill within the content area upon which to focus their inquiry. It is expected that by focusing on the lowest 1/3 of the grade level in ELA</p>

	<p>will yield gains in achievement. For those students who continue to struggle in the areas of phonemic awareness and phonics, Wilson Foundations is being utilized as a support. <u>Responsible Personnel:</u> Literacy Coach, Assistant Principal and Principal classroom teachers, related service providers. <u>Implementation:</u> September, 2009 and on-going through June, 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All resources will be aligned so that funding supports those areas integral to increasing student achievement. The establishment of the UFT Teachers Center will provide our staff with highly targeted professional development opportunities. Contracts for Excellence (C4E) allocations will be utilized, in part, to provide tutoring opportunities for students in ELA. In addition, Title I and Title III allocations will be utilized to provide after school support to students in Grades 3, 4 and 5. Title III monies will be used specifically to support ELL students with the purchasing of the computer-based, research supported Award Reading Program. Our daily schedule allots time for common planning periods held on a weekly basis on each grade level. Our LSO will continue to provide support for our ELL and Special Education teachers in an effort to increase student achievement within these subgroups.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of interim progress/accomplishment will include, but will not be limited to: noted improvements in students' reading level, comprehension strategies, vocabulary development, stamina and written/oral responses On-going teacher assessment will help monitor this progress. Data (Acuity assessments, Scantron, teacher conference notes, running records, writing samples, etc) will be collected, analyzed and used daily by teachers to inform instruction along with student and teacher next steps. Teacher and student goals will be aligned with administrative goals to ensure that progress is being monitored and that students become increasingly responsible for their own learning.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 86% of all students, including ELLs and Special Education, will achieve proficiency levels of 3 and 4 on the New York State Math Exam.</p>
<p>Action Plan <i>Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Identified students (including ELL and Special Education Students) in grades 3, 4 and 5 who are at risk of ‘slipping’ in performance Level 3 or Level 4 will receive targeted intervention services provided by their classroom teacher. These interventions will include, but are not limited to: one on one and small group instruction, engagement in cooperative learning and enrichment. Those students who scored at Level 1 or Level 2 on last year’s New York State Math assessment will be targeted for small group instruction. An item analysis of this year’s predictive assessment will be used to plan instruction for these students. Our standards-based Everyday Math program will be utilized as a basis for daily instruction. Regular teacher assessments as conducted in order to closely monitor progress. <u>Responsible Personnel:</u> Math Coach, Assistant Principals, Principal, classroom teachers, related service providers. <u>Implementation:</u> September, 2009 and on-going through June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All resources will be aligned so that funding supports those areas integral to increasing student achievement. The establishment of the UFT Teachers Center will provide our staff with highly targeted professional development opportunities. Contact for Excellence (C4E) will be utilized, in parts, to provide tutoring opportunities in Math. In addition, Title I and Title III allocations will be utilized to provide after school support to students in Grades 3, 4 and 5. Specifically, Title I monies will be utilized to support the establishment of an after school program for those students who are in danger of not meeting standards in Math and/or ELA.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Interim assessments (monthly) will support classroom teachers and related service providers with data with which to monitor progress and plan instruction. Also, unit assessments will allow learning goals to be established and reconfigured to reflect individual student learning needs. Teacher made assessments, Acuity and Scantron data will also be utilized to assess progress and target areas of instructional need.

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 we will achieve a 5% decrease in the number of all tested students performing at Level 1 and a 5% increase in the number of all tested students performing at or above Level 3, as measured by student results on the 2010 New York State Fifth Grade Social Studies Assessment.</p>
<p>Action Plan Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Fourth grade students will receive targeted supports based on student need in the Science content area. These supports will include, but are not limited to: small group and one-on-one instruction, opportunities for cooperative and project-based learning. A partnership with City Parks, will support teachers in providing students with authentic scientific experiences. Also, Fourth Grade science curriculums will be aligned with State Standards, ensuring that all activities are purposeful and support skill acquisition. Content area libraries have been established in each classroom and writing throughout the content areas is supported by teacher planning that integrates Balanced Literacy skills into the Science unit of studies. <u>Responsible Personnel:</u> Literacy Coach, Assistant Principals, Principal, classroom teachers, related service providers. <u>Implementation:</u> September, 2009 and on-going through June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>All resources will be aligned to ensure that they are appointed where appropriate. The Contracts for Excellence (C4E) will be utilized, in part, to provide tutoring opportunities for those students struggling in the Science content areas. Title I funding will be used to support literacy development through an after school program. Strategies and skills learned through the introduction of leveled libraries to the classroom will support students in the Science content area. Student development of skills related to reading and understanding non-fiction texts will support growth in Science-related skills. This growth will be reflected in performance on the 4th Grade science exam. Also, the school's partnership with City Parks provides Fourth Grade teachers with professional development around supplemental curriculum materials.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Indicators of interim progress will include, but not be limited to: A review of student journals, science inquiry notebooks, teacher assessment of peer group discussions, teacher-student conferencing, teacher created assessments based upon NYS Standards.

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **Social Studies**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By 2010 we will achieve a 5% decrease in the number of all tested students performing at Level 1 and a 5% increase in the number of all tested students performing at or above Level 3, as measured by student results on the 2009 New York State Fifth Grade Social Studies Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Fifth grade students will receive targeted supports based on student need in the Social Studies content area. These supports will include, but are not limited to: small group and one-on-one instruction, opportunities for cooperative and project-based learning. Fourth Grade science curriculums will be aligned with State Standards, ensuring that all activities are purposeful and support skill acquisition. Content area libraries have been established in each classroom and writing throughout the content areas is supported by teacher planning that integrates Balanced Literacy skills into the Social Studies unit of studies. <u>Responsible Personnel:</u> Literacy Coach, Assistant Principals, Principal, classroom teachers, related service providers. <u>Implementation:</u> September, 2009 and on-going through June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>All resources will be aligned to ensure that they are appointed where appropriate. The Contracts for Excellence will be utilized, in part, to provide tutoring opportunities for those students struggling in the Social Studies content area. Title I funding will be used to support literacy development through an after school program. Strategies and skills learned through the introduction of leveled libraries to the classroom will support students in the Science content area. Student development of skills related to reading and understanding non-fiction texts will support growth in Social Studies-related skills. This growth will be reflected in performance on the 5th Grade Social Studies exam.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of interim progress will include, but not be limited to: A review of student journals, Social Studies notebooks, teacher assessment of peer group discussions, teacher-student conferencing, teacher-created assessments based upon NYS Standards.</p>

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parental engagement by 5% to support student achievement and enhance school/community relations.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The following strategies will be implemented to ensure that parent involvement increases that, in turn, student achievement and school/community relations are increased. Continuation of our full-time Parent Coordinator position will support parent-involvement. The school Family Room will continue to be located on the entry level floor of the building. By providing a space that is easily accessible and equipped with internet access and libraries in both English and Spanish, it is our expectation that parents will feel welcomed into the building. Our school’s family worker and attendance coordinator continue to send certificated to the homes of students who have good attendance in order to validate parents’ efforts. ESL and GED classes are made available to parents throughout the school year. Translation services are also provided to increase parent interaction with the school’s faculty and staff. Parents of ELL students are invited to attend regularly scheduled meetings. <u>Responsible Personnel:</u> Assistant Principals, Principal, classroom teachers, related service providers. <u>Implementation:</u> September, 2009 and on-going through June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>A portion of Title I monies and Contracts for Excellence (C4E) monies will be allocated to support parent workshops, provide incentives to students and parents, support parents in understanding teacher expectations for student performance. Workshops will be held throughout the year by the school’s literacy and math coaches targeting parents on various grade levels. These workshops will serve the purpose of introducing parents to the curriculum, familiarizing them with State Tests and standards along with placing an emphasis on the link between parent involvement and students achievement.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Indicators of parent involvement will be, but are not limited to: attendance at parent workshops, Parent-teacher conferences, and response to the Learning Environment Survey. Also, sign-in sheets at the front desk will provide an indication of the number of parents visiting the school. An account of the number of Learning Leader volunteers would also indicate increased parent involvement. An increase in the number of parents attending ESL and/or GED classes will also be used as a measure of parent participation in the school. The school's parent coordinator keeps weekly logs of contact with parents. Increases or decreases in the number of parent contacts (in person and by phone) will allow us to monitor parent engagement.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	12			
1	0	0	N/A	N/A	10			
2	0	0	N/A	N/A	0			
3	10	0	N/A	N/A	29			
4	10	0			2			
5	10	0			18			
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS in ELA is implemented through an intensive pull-out program for targeted students. The Buckle Down Reading Program, Connections for Comprehension and Spotlight on Paired Passages is utilized to support instruction. The Award Reading Program is being utilized to target our ELL and Special Education students as well as those who are not meeting proficiency levels in ELA during after school programming and during designated periods throughout the school day.
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	School counselors will provide guidance and crisis counseling services during the school day. These services will be provided as needed in English, Spanish and African dialects. Students receive support for social development. (I.E. personal issues including friends, family, school, current events, etc.)
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

The Language Allocation Policy Narrative 2009-2010

Part 1 School ELL Profile:

The Benjamin Franklin Elementary School’s Language Allocation Policy Team:

- ✓ Luis Torres – Principal
- ✓ Fernandra Harris – Assistant Principal
- ✓ Marion Heally – Math Coach
- ✓ Marilyn Simmons – Literacy Coach
- ✓ Ana Matos – Guidance Counselor
- ✓ Maribel Velez – Parent Coordinator
- ✓ Solange Figerado – ESL Service Provider
- ✓ Myra Camara - Parents
- ✓ Iris Medina – Teacher
- ✓ Jhoselyn Salcedo - Teacher
- ✓ Gladys Centeno - Teacher

Public School 55, Benjamin Franklin Elementary School, is a Pre-Kindergarten – Grade 5 elementary school located in the Morrisannia section of the Bronx. The total school population is 719 students of which 23.37% are designated as ELLs. The school currently has on staff:

- ✓ certified ESL teacher: Solange Figerado
- ✓ 7 certified bilingual teachers: P. Molano, Centeno, R. Mora, V. Hernandez, I. Medina, V. Mejia, J. Salcedo
- ✓ 0 certified NLA/EL teachers;
- ✓ 0 content area teachers with bilingual extensions;
- ✓ 0 special education teachers with bilingual extensions;
- ✓ 44 teachers serving the ELL population of students without ESL/Bilingual certification:

Part II ELL Identification Process:

PS 55 requires that all parents/guardians registering their children for the first time at in a New York City Public School fill out a Home Language Identification Survey (HLIS). A review of the HLIS will indicate what language is used in the child’s home. If the HLIS indicates that the child uses a language other than English to communicate in the home, the school makes the determination that the child may be eligible for ELL services. Eligible students are administered the Language Assessment Battery-Revised (LAB-R) by the school’s related service provider, Solange Figerado. Ms. Figerado is the pedagogue responsible for administering the HLIS and LAB-R. Ms. Figerado speaks both English and Spanish. The results of the LAB-R will indicate the child’s level of English Proficiency and will determine the child’s entitlement to English language development support services. If the LAB-R shows that the child uses Spanish in the home, he or she will be

administered the Spanish LAB to determine language dominance. As per parental preference, the child will either be placed in a Transitional Bilingual classroom or be designated to receive pull-out ESL services. This process must be completed within ten days of registration. All students who are designated as ELLs will take the New York State English Language Achievement Test (NYSESLAT) each year until they attain proficiency in English. The school's testing coordinator, Marion Heally, is responsible for ensuring that all students designated as ELLs who have not reached proficiency as measured by the NYSESLAT are tested annually. NYSESLAT data on ELL students is monitored continuously throughout the year to ensure that all students who are mandated to be tested are tested.

In order to ensure that parents/guardians of ELL students fully understand the programming options available for their child, the school holds orientation sessions for parents/guardians of newly enrolled ELLs within the first ten days after registration. Materials are distributed during these meetings detailing the programming options that the school offers (Transitional Bilingual Education or ESL pull-out services) as well as information about dual language programs. Translation services in Spanish and several African languages are available. At the meeting, parents/guardians receive the Parent Survey and Program Selection Form on which they will indicate the program that they are selecting for their child. Forms are returned to the school's assistant principal, Fernandra Harris. The default program as per Jose p is Transitional Bilingual Education. Students are eligible to be placed in TBE classrooms if their HLIS indicates that their home language is Spanish.

Trend Description:

After reviewing the Parent Survey and Program Selection Forms for the past few years, the LAP team has noticed that the trend in programming choices for parents/guardians has been the selection of TBE programs. The school's model is aligned with the majority of parent requests. In order to make sure that programming continues to be aligned with parent requests, the school monitors parent choice closely for any changes in the current trend. If parents/guardians request Dual Language programming for their child, the school refers families to local schools that can accommodate their request. Also, the school keeps a log of parent requests and places students on a waiting list for Dual language programs. If parents opt for an English-only classroom setting, students are designated for ESL pull-out services.

Benjamin Franklin Elementary School utilizes self-contained TBE and pull-out services as organizational models for its programming. The TBE and pull-out ESL program models are heterogeneous with mixed proficiency levels in each classroom/group and provide instruction in two languages: Spanish and English. The school offers 3 program models for instruction – Beginning, Intermediate and Advanced. The instructional model for each classroom is determined by the number of students who scored at each proficiency level on the NYSESLAT or LAB-R. TBE classrooms with a majority of students scoring at Beginning or Intermediate levels receive 360 minutes per unit per week of ESL instruction and 90 minutes per day of Native Language Arts instruction. TBE classrooms with a majority of students at the Advanced Level receive 180 minutes per unit per week of ESL instruction, 180 minutes per unit per week of ELA instruction and 45 minutes per day of Native Language Arts instruction. ELL students who receive pull-out ESL services adhere to this model as well. TBE classrooms follow one of the following models for dividing instructional time between Native Language and English instruction respectively: 60% - 40 % (Beginning), 50% - 50% (Intermediate), 25% - 75% (Advanced). Teachers in all TBE classrooms and those providing ESL related services continually assess student progress and shift instructional models according to student proficiency and individual instructional needs.

Benjamin Franklin Elementary School strives to support language development for all ELL students. All levels of English Language acquisition (Beginning, Intermediate and Advanced) are address during lessons though the use of graphic organizers, diagrams, lists and reading-level appropriate teacher-created charts. Thematic units are aided by the use of graphic organizers to make relationships between concepts visually explicit. Teachers routinely use visual cues (i.e. pictures) to facilitate student understanding of a lesson's content as well as classroom procedures. Teachers support students in consolidating text knowledge by teaching students to effectively summarize and paraphrase information. Teachers collaborate during grade team meetings to adjust instruction according to individual student proficiencies in the Reading & Writing and Listening & Speaking modalities. Lessons are differentiated to target both content and English Language objectives for ELL students. Teachers utilize listening centers within the classrooms to support language acquisition and provide opportunities for structured interactions between students as part of the guided practice portion of the workshop model. Students are supported in building automaticity and fluency through

independent, shared and guided reading and writing activities. Technology plays a sizable role in the learning experiences of ELL students. There are computers in every classroom. Through the school's technology program, students develop oral language around computer-based problems and engage in problem solving activities. Interactions with various computer-based programs support growth in all modalities: reading, writing, listening and speaking. Data on student progress is collected in all modalities is collected and used by classroom teachers to drive instruction daily.

Part II ELL Demographics:

The total school population is made up 719 students. Currently, out of the 168 ELL students our school has 128 newcomers (ELLs receiving service 0-3 years) and 40 ELLs receiving service 4-6 years. There are 21 ELL students designated for Special Education. The school has no SIFE students and no Long-Term ELLs (completed 6 years). The LAP team is in the process of developing a plan for SIFE and Long-Term ELL students. ELLs designated as newcomers follow program models of instruction based on the majority proficiency levels in their Transitional Bilingual classroom (i.e. 60%-40%/ 50%-50%/ 25%-75%). Instruction is differentiated within each classroom to meet the needs of all students. Students who are in English-only classrooms and receive ESL pull-out services are entitled to their mandated minutes of instruction as per CR Part 154. Similarly, ELLs receiving 4-6 years of service follow the same models of instruction. These students are targeted for intervention services by their classroom teachers. NYSESLAT data is reviewed in both Reading & Writing and Listening & Speaking modalities to assess areas of need. Instruction is differentiated to target individual student needs (i.e. teachers will differentiate content, process and product when delivering instruction). ELL students who are placed in Special Education classrooms and/or CTT classrooms are provided services according to their IEPs. Testing requirements are also determined by IEP. Students who reach proficiency on the NYSESLAT exam are entitled to two years of continued ELL support in the form of push in and/or pull out services. Instruction is designed to continue to develop students' English language skills. Newcomer students are supported through instruction during the 37 ½ minutes block in the areas of oral language development and literacy comprehension.

ELL Program Breakdown/Students						
	K	1	2	3	4	5
Transitional Bilingual Education(Spanish)	25	25	23	45	26	24
Dual Language						
Freestanding ESL						
Self-Contained						
Pull-Out (English)	24 (Spanish =15, Other=9)	19 (Spanish=16, Other=3)	23 (Spanish 18, Other=5)	35 (Spanish=24, Other=11)	25 (Spanish=25)	19 (Spanish=18, Arabic=1)

The above graph denotes the number of students currently enrolled in the school's TBE program. There is one TBE class on each grade level. Also, the number of students serviced by Solange Figerado, the school's ESL service provider. Pull-out services are administered in English to heterogeneous groups of students. The above chart references the number of students in each language group in each grade that receives ESL pull-out services.

TBE Program Models by Grade:

Transitional Bilingual Program Models					
K	1	2	3	4	5
1 TBE classroom: 60% - 40%	1 TBE classroom: 60% - 40%	1 TBE classroom: 50% - 50%	1 TBE classroom: 60%-40%	1 TBE classroom: 25% - 75%	1 TBE classroom: 25% - 75%

The above chart denotes the program models for instruction currently utilized in each TBE class on each Grade level.

ELLs Years of Service and Programs:

Number of ELLs by Subgroups					
All ELLs	168	Newcomers(ELLs receiving service 0-3 years)	128	Special Education	21
SIFE	0	ELLs receiving services 4-6 years	40	Long-Term (completed 6 years)	0

ELLs by Subgroup:

	ELLs by Subgroups								
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (Completed 6 years)		
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education
TBE	128	0	10	40	0	1	0		
Dual Language									
ESL									

The above chart denotes the school's total ELL population. Also, the number of newcomers, students receiving service 4-6 years and Long-Term ELLs.

Benjamin Franklin School offers targeted intervention programs for ELLs in ELA and Math. An afterschool program has been designed specifically for ELL students in Grades 3 – 5 who are performing at Beginning or Intermediate levels as per the NYSESLAT or LAB-R. There is also an afterschool program for all ELL and non-ELL students in Grades 3 – 5 who are performing at Level 1 and Level 2 in ELA and/or in Math. The schools' extended morning program has allotted time for targeted small group instruction in both English and Spanish to ELL students.

The school is considering a variety of programs and improvements for this school year. ESL and non-ESL teachers will engage in targeted professional development sessions to facilitate a deeper understanding of the ESL standards. The school has received an ELL grant which it will use to purchase materials to

support ELL instruction. In particular, the school is focused on supporting ELL students as they transition from an elementary school setting to a middle school setting. Web-based literacy programs such as Award Reading and Achieve 3000 will be used to support upper grade students in the areas of developing basic literacy skills and building a familiarity with non-fiction text. Both programs utilize differentiated reading material to scaffold student understanding of text and test comprehension. ELL students receive scaffolded support in both English and their native language while learning the computer skills (e-mail, web-browsing, etc.) necessary for success in middle school.

ELLs are afforded equal access to all school programs. Currently, ELL students can attend either SCAN or School Professionals afterschool programs. These programs are in session for all students five days a week, Monday through Friday. Classes provide students with test prep for ELA and Math NYS exams. ELLs receive additional support while participating. This results from interactions during small group instruction. ELL students develop their language skills, in large part, through one-on-one and small group interactions during homework assistance sessions. In addition, there are a variety of instructional materials and programs used to support the instruction of ELLs during the school day including:

- ✓ Computers, smart-boards and over-head projectors;
- ✓ Literacy programming aligned with New York City's Balanced Literacy Program.
- ✓ Story Town and Wilson's Foundations Literacy Programs.
- ✓ English and Spanish classroom leveled libraries support differentiated classroom instruction. All ELL students are participants in Reading and Writing Workshop daily instruction within their classrooms;
- ✓ Dictionaries appropriate for ESL instruction;
- ✓ Authentic texts such as newspapers, National Geographic Magazine for kids, etc;
- ✓ NYSESLAT test prep materials;
- ✓ Chicago Math Program Everyday Math for mathematics instruction along with supplemental materials from Harcourt. All ELL students are participants in the Math program.
- ✓ Students have access to computers within their classroom and also within the school's computer lab. Technology is integrated into weekly lesson plans. With the addition of the computer-based Award Literacy program, ELL students will be given additional support through differentiated literacy development and language acquisition programming.
- ✓ All ELL and non-ELL students participate in Visual Arts instruction and Physical Education as supplemental programming.
- ✓ Lower grade students (K-2) participate in the Moving Smart Program which is offers instructional material in both English and Spanish.

Benjamin Franklin Elementary School has tentatively designated the following areas as possible professional development topics for all ELL personnel (i.e. Common branch teachers, Special Education personnel, guidance counselors, Speech service providers, Parent Coordinator, OT and PT service providers):

- Provide all faculty with an increasingly in-depth understanding of the ESL standards;
- Familiarize all faculty with the infrastructure of the NYSESLAT;
- Review Transitional Bilingual Education Instructional models (Beginner, Intermediate, Advanced)
- Familiarize faculty with instructional practices that support the development of language skills for social, academic and cross-cultural experiences;
- Support in differentiating instructional practices within the classroom to support ELL and non-ELL students.
- Review the components of Standards-based instructional practices;

- Utilize inquiry work to support differentiated instruction in TBE and English-only classrooms.
- Imbed strategies needed for success on the NYSESLAT exam into everyday instructional practices (i.e. curriculum planning)
- Strategies and structures for triangulating data specific to ELL students.

Professional Development Calendar for ELL personnel (Tentative)	
December	ESL standards: Overview/NYSESLAT Review: Infrastructure Inquiry Work: Supporting Differentiated Instruction in the Classroom/Imbedding Strategies needed for success on the NYSESLAT exam into everyday instructional practices
January	Transitional Bilingual Education Instructional Models (Beginning, Intermediate, Advanced): A Review
February	Instructional Practices Supporting the Development of Language Skills for Social, Academic, and Cross-Cultural Experiences for ELL students
March/April	Differentiating Instruction: ELL and non-ELL students
May	Standards-Based Instructional Practices
June	Strategies and Structure for Triangulating Data Specific to ELL students

Professional development days and faculty conferences are utilized to fulfill the minimum 7.5 hours of ELL training for all staff as per Jose p. Training is provided by faculty within the Transitional Bilingual Programs and related support staff. All staff will be familiarized with the NYSESLAT and highlight instructional practices that can be used to support ELL students within all classrooms.

Parent Involvement:

Parental involvement in the school building is supported by:

- Parent-Teacher Conferences;
- Monthly newsletters informing parents of upcoming activities in the school;
- Student assemblies and performances;
- Informational meetings for parents of students in Grades 3 – 5 regarding promotional criteria;
- Outreach programs run by the school’s Parent Coordinator;
- Parental Involvement on the School Leadership Team;
- Learning Leader Parent Volunteer Program

Benjamin Franklin Elementary School provides ESL instruction for ELL parents on Tuesday and Thursday evenings. The school’s Parent Coordinator works closely with parents and continually surveys parents throughout the school year. By providing parents with multiple opportunities to engage with faculty (i.e. student assemblies and performances, informational meetings) the school is able to address parent need. All communication with parents are sent out in both

English and Spanish through the use of DOE translation services. Interpreters for Spanish and several African dialects are available during parent meetings. Parents of ELL students are invited to attend meetings to review their ELL programming choices. Parents of ELL and non-ELL students are invited to attend workshops on navigating ARIS Parent-Link and workshops devoted to supporting their students at home. Assistant Principals overseeing Grades Pre-K – 1, Grades 2 – 3 and Grades 4 -5, hold meetings during the months of September and October to familiarize parents with curriculum and set expectations for the coming year.

Part IV: Assessment Analysis:

Assessment Analysis: Overall NYSESLAT Proficiency (LAB-R for new admits):

Overall NYSESLAT Proficiency						
	K	1	2	3	4	5
Beginner	12	19	6	9	4	3
Intermediate	0	3	10	26	4	9
Advanced	13	2	4	9	16	10

The above chart denotes the number of ELLs on each grade level that scored at Beginner, Intermediate or Advanced on the 2009 NYSESLAT

NYSESLAT Modality Analysis							
Modality Aggregate	Proficiency Level	K	1	2	3	4	5
Listening/Speaking	B		1	1	0	0	1
	I		4	0	2	0	0
	A		4	7	11	3	4
	P		4	5	21	14	13
Reading/Writing	B		12	2	9	1	2
	I		2	9	22	3	6
	A		0	2	6	14	8
	P		0	0	0	0	0

The above chart denotes the number of students who scored at the Beginning, Intermediate, Advanced or Proficient level in each modality (Listening & Speaking and Reading & Writing)

New York State Assessments: NYS ELA, NYS Math, NYS Science, NYS Social Studies																																
	ELA				Math								Science								Social Studies											
	1	2	3	4	1		2		3		4		1		2		3		4		1		2		3		4					
3	0	12	11	0	E	NL	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N	E	N				
					0	0	0	0	19	2	1	1	1	2	9	1	7	0	0	0												
4	3	13	7	0	2	0	4	0	15	3	4	2																				
5	1	18	8	0	2	0	3	1	18	0	6	0													1	0	5	0	1	5	3	2

The above chart denotes the number of ELLs currently in each grade (3-5) who scored at Level 1, Level 2, Level 3 or Level 4 on the NYS ELA, NYS Math, NYS Social Studies and NYS Science exam in 2009. Also, the chart displays the number of students scoring at each proficiency level in Math, Social Studies and Science that took the test in Spanish.
 E=English
 NL=Native Language (Spanish)

Analysis:

Benjamin Franklin Elementary School uses a variety of assessment tools to monitor student progress and inform instruction. Currently the school uses ECLAS-2 and EL SOL assessment tools to assess the early literacy skills of its ELLs. A review of current assessment data in grades K – 3 reveals that students are still struggling with some aspects of phonemic awareness. Specifically, students are unable to master syllable clapping, initial and final consonant, blending and segmenting. Also, students struggle with mastering certain aspects of phonics – spelling patterns, decoding and word structure. Grade level inquiry teams will focus on developing instructional practices to target these early literacy skills through. The computer based Award Reading literacy program, Story Town and Foundations will be used to support instruction in these areas.

In reviewing data patterns across proficiency levels on the LAB-R and NYSESLAT, it is apparent that of students who enter TBE programs, a majority are unable to attain proficiency in English within three years. While 57 students currently in Grades 1 – 5 to who took the NYSESLAT in 2009 were able to attain proficiency in Listening & Speaking, none of the students who were administered the NYSESLAT in 2009 were able to attain proficiency in Reading & Writing. A majority of students currently in Grades 1-5 for whom scores were available (42%) performed at the Intermediate level in Reading & Writing. In comparison, ELL students who took the NYS Math, NYS Social Studies and NYS Science exams in English as opposed to Spanish (native language) were found to have no significant advantage (as evidenced by test scores) over their counterparts who took the test in English.

In reviewing the data, the LAP team has made recommendations to proceed in the following ways: Across all grade levels, attention must be paid to opportunities to expose students to a variety of reading materials (particularly non-fiction texts) at independent and guided levels. Students must be provided with exposure to a variety of writing genres. The NYSESLAT will be reviewed by ELL and non-ELL teachers along with the current Reading and Writing curriculum to look for

specific ways to support ELL students during instruction. Teachers must become familiar with the instructional framework and background that goes along with the NYSESLAT format and to embed them into daily instructional practice across all grade levels.

Student assessment data is kept readily available for all staff to review. Instruction is planned directly from periodic assessment results. Instruction is tailored to support the learning needs of individual students. Differentiated instruction is evidenced through lesson planning and tailored assessments. Curriculum is regularly updated to reflect current learning needs. Assessment results are communicated to parents regularly along with strategies and skills that the parents/guardians can use at home to support their child. Oral language is scaffolded through the use of accountable talk and group project based learning.

Students in TBE classrooms and those receiving ESL pull-out services need support in reaching proficiency in the Reading & Writing modalities. In order to support students in developing the skills and strategies to excel, classroom teachers and related service providers will focus on using native language as a support for English language development. For students whose native language is dominant, lead instruction will be delivered in that language. Follow up and small group work will be conducted in English as a support. Native language supports will be made available to students in the form of Spanish and English leveled libraries, dual – labeling of materials, and word walls in both languages. Teachers will be provided with opportunities to share best practices across grades in order to build capacity within the ELL program. Data will be aligned to instruction.

ELL Program Expectations:

Students enrolled in TBE classrooms should transition to English-only classroom after three years or less in the program. Similarly, students who receive ESL support services, should attain English proficiency after three years of receiving pull-out support services. Students who fail to reach proficiency after three years of service, receive targeted intervention in the areas of reading, writing, listening and speaking as per a review and analysis of NYSESLAT modalities. Students are frequently assessed in each modality throughout the year to assess progress. Student proficiency levels should increase in targeted areas. ELL students should demonstrate as growth of at least 1 proficiency level per year or make significant progress within a proficiency level over the course of a year.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 3 **Number of Students to be Served:** 50 LEP 0 Non-LEP

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

In order to provide supplemental instruction for our 3 – 5 ELL/LEP students, PS 55 will implement an afterschool program two days a week. This program will utilize the computer software-based literacy program, Award Reading, as a basis for instruction. Award Reading is as comprehensive program for teaching and assessing literacy. The development of the Award program is based on current scientific evidence-based literacy research and best practices. The program meets the requirements of NCLB and Reading First. Teacher planning using Award Reading and curriculum will support students in meeting the listening, speaking, reading and writing performance standards for their grade. Our after school program will provide instructional opportunities for students outside of those offered during the regular school day. The Award Reading program promotes the integration of reading, writing, listening and speaking skills by increasing student awareness of how language works and its relationship to ideas. Students identified for participation in the afterschool ELL program have been identified as in need for support in all skill areas. Award is a reading program that fully integrates technology and print to accelerate reading achievement for students on all grade levels. The program is computer-based and utilizes differentiated narrative and non-fiction texts to target students at their individual reading levels. Students participating in the program will be given the opportunity to engage with hundreds of engaging and thought-provoking fiction and non-fiction electronic and print texts connected to content area material. Award scaffolds instruction for students developing English Language proficiency. The program supports students who continue to struggle with the five key areas recognized for success in reading proficiency: phonemic awareness, phonics, vocabulary, fluency and comprehension. Beyond developing basic reading skills, students are supported in developing complementary skill areas: writing, research and inquiry, technology, oral language and visual literacy. Teachers have the ability to continually assess student progress and plan according to individual student need. Award provides embedded, ongoing assessment that teachers use to design and implement successful reading lessons for students. Individual student profiles are compiled as students progress through the program. In particular, utilizing the non-fiction components of the program, students will be provided with the opportunity to set a schema, read for information, demonstrate mastery, construct meaning and form an opinion. For students who are working below grade level, this differentiated approach to independent work supports students success during the whole-class components of the lessons. The program materials will consist of Award Reading software and licensing. Afterschool

sessions will be made available to ELL students in 3rd – 5th grade who have scored at the Beginning or Intermediate Level of ESL as per the NYSESLAT and/or LAB-R. The program will have a total of approximately 50 students.

The Award Reading Program components consist of the following:

- Interactive computer-based literacy programming/student books
- Teacher resource print, computer-based and web-based materials
- Professional development sessions

NCLB requires proficiency in reading and math for all students, including those whose native language is not English. Award Reading will be utilized, specifically, to address the needs of PS 55's ELL population. Award Reading will serve as a supplemental instructional program that supports the daily Transitional Bilingual (TBE) Program that the majority of our ELL students engage in daily. The programs focus on reading, writing, listening and speaking in response to fiction and non-fiction texts and supports students through differentiated reading tasks as they prepare for the state ELA and NYSESLAT exams.

The After-School Program will run as follows:

- The program will be implemented on Mondays and Tuesdays. It will begin on December 1, 2009 and will end on April 6, 2010;
- The program will run from 3:00pm until 5:00pm each Monday and Tuesday for a total of 2 hours on each day;
- There will be 1 class for Beginners and 2 classes for Intermediate students;
- Teachers will work with students using the computer-based literacy program, Award Reading which will allow teachers to instruct students using reading-level appropriate content that is customized to each student's specific learning needs;
- Professional development sessions will take place on Saturdays so as not to disrupt instruction.

The program will support students in learning the English language and in meeting the New York State Learning Standards.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The professional development activities for staff participating in the ELL Afterschool Program will take place during the course of the program.

Professional development for Award Reading will be customized to meet the needs of the school's ELL demographic and needs. Courses will provide teachers with the opportunity to discuss instruction, review assessments and discuss ways to adapt instruction and assess progress.

The course provides teachers with a comprehensive overview of methods to accelerate learning and literacy acquisition in Grades 3-5. Some of the topics covered in the professional development component will be:

- Facilitating the successful launch of Award Reading for new users;
- Engagement with a detailed exploration of the Award Program;
- Successfully integrating instructional technology and print to accelerate reading achievement;

- Integrating technology successfully into shared, small group and independent reading experiences;
- Providing comprehensive skill development with practice and application through teaching texts and technology;
- Ways to make assessment an integral part of the afterschool reading program and utilizing it as a positive force in the teaching and learning process.

Form TIII – A (1)(b)

School: PS 55 Benjamin Franklin School **BEDS Code:** 09X095

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: 26,617.96		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10,177.56	Instructional staff per session (3 teachers; 2 days a week)
Purchased services - High quality staff and curriculum development contracts.	N/A	(Included with the purchasing of Award Reading materials)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	
Educational Software (Object Code 199)	4,600.00 5,900.00 4,740.40 400.00 400.00 400.00	2 Sets Kindergarten Complete Program 2 Sets Grade 1 Complete Program 2 Sets Grade 3 Complete Program Kindergarten Networking 5 computers Grade 2 Licensing Program for 5 computers Grade 3 Licensing Program for 5 computers

Travel	N/A	
Other	142.04	Student notebooks, pencils, construction paper, chart tablets, crayons, etc
TOTAL \$26,617.96		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Benjamin Franklin Elementary School (BFES), P.S. 55, is located in one of the poorest congressional districts in the United States, the Morrisania section of the Bronx in New York City. The total school population is 664 students of which 54% are Hispanic, and 46% are black. The population is comprised of 580 general education students and 84 special education students. All of its culturally diverse students served live within the school's attendance zone. The community is home to many new immigrants from Africa, the Caribbean, Central America and Mexico. Our school receives an increasing number of ELLs (English Language Learners) each year. The school building is one of the older traditionally built schools and will be one hundred years old in seven years. We are located in the middle of two very large housing complexes with over 97% of our families qualifying for Free Lunch. The school is an integral part of the community as it provides the community with morning tutoring, after-school programs, weekend programs, as well as, a fully functioning medical clinic through Montefiore Hospital. BFES also serve as the location for Mott Hall III, an intermediate charter school occupying the fifth and sixth floor of our building. This enables it to be a self-contained environment. This is a replication model of one of the highest performing middle schools in the city for students performing at level three or above on NYS standardized exams.

Our Parent Coordinator has helped to increase parent involvement at our school. Although we have gained additional participation, we must continue to plan strategic ways to further improve our parent involvement rates. Parents participate in the Learning-Leaders Parent Volunteer Program. We have an active Parent Room. Our school holds several events monthly to celebrate and inform our parent community. We realize that it is the home-school partnership that is essential to improve achievement. We have a unique program that focuses on our African population. The program is based on a family literacy approach. While the parents attend ESL classes, the children are receiving instruction as well.

BFES enjoy collaborations with several community-based organizations, including SCAN NY, the After-school Corporation, Montefiore Health Center- an on-site clinic, Steiner Sports, and School Professionals. Families have direct access to primary health care, dental screening services and counseling.

Direct contact between parents, the PTA and the Parent Coordinator is ongoing between our ELL (English Language Learners) population. After filling out the Home Language Form, all parents of English Language Learners are briefed concerning their rights to Bilingual and ESL services. For newly arrived students, Benjamin Franklin Elementary School is committed to supporting the students' cultures; exposing them to their new environment and helping them assimilate into a new culture at BFES. This is achieved through classroom lessons, trips and real world experiences, for example, through social issues taught in social studies classes. Furthermore, as new ELLs are enrolled, our Parent Coordinator holds orientation sessions for their parents regarding our services.

All bulletins and parent letters are provided in English and Spanish (African Parents are provided with oral translation when needed from a member of our staff that speaks five African-language dialects). BFES involves parents and community members as they are an integral and essential part of the school. As such, the PTA and Parent Coordinator assist in the orientation of new families by facilitating translation and connection to community services. Our staff member provide the same orientation for our African-language speakers. In addition, we hold bi-annual ELL conferences for parents to share information regarding bilingual/ESL program objectives, materials, standards and assessments.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents continue to express to the PTA's executive board, the need for periodic updates on school development, programs, and students' services. This has resulted in a monthly Parent Newsletter that is mailed out. At the beginning of the school year, parents also receive a Parent Newsletter and it is mailed out to them in Spanish and English. BFES PTA also sends home with students a monthly calendar where parents can easily read school-wide activities, parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. We continue to be challenged with lack of parental involvement in school activities and in some instances, requesting face-to-face meetings. When that occurs, we have a family worker and a SAPIS worker who makes home-visits. We learned that letters sent home has been more effective when coupled with phone calls or home-visits. However, home communication will serve their purposes best when sent in multiple languages in order to engage a broad range of families. We a school secretary and Parent Coordinator that translate communications in Spanish; however, the newly arrived African population speak dialects that have no written format and the only way translation can occur is orally. BFES hired a SAPIS worker who speaks five African language dialects and he provides these translations to the African parents at the monthly meetings.

Oral Interpretation Needs Assessment:

At the beginning of the school year and the second PTA meetings, many families attended the meetings but over the course of the year the number decreased steadily. There were many African Parents that wanted to attend the meeting but because of language and cultural barriers, were not able to participate in the discussions. BFES then arranged to have separate meetings for our African parents in their many dialects translated by a SAPIS worker. Also, during Parent-Teachers conferences, teachers' communication was limited to having students interpret and translate in the upper grades and in the lower grades, Spanish-speaking staff translated for teachers. The African- speaking parents had to wait for the SAPIS worker to translate for them when the families did not have a translator. We are working hard to ensure that all of our parents receive consistent interpretation services to increase their participation rate in our school and recruit every parent to become a partner in their children education.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The following are recurring documents that require translation into Spanish and Oral translation into five African dialects:

- Monthly PTA invitation and agenda
 - Parent newsletter
 - School Monthly Calendar
 - Letters requesting for meetings with families
 - Per-session for school secretary and teachers to translate Spanish letters
 - Translate the Parent/Student Handbook into Spanish
 - Postage
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- During parent meetings, BFES will provide break out rooms for Spanish and African-dialects' speaking parents
 - Per-session for African-dialect Speaking SAPIS worker for oral translation to parents during after-school and weekend meetings
 - Staff members will attend meetings and work per-session in order to translate student information into Spanish
 - Paraprofessionals and school Aides will work per-session on Open School Night to translate for parents
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Benjamin Franklin Elementary School will inform parents in the student handbook of their translation and interpretation rights at meetings, workshops, school events, and in verbal and written communication.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	65,000		
2. Enter the anticipated 1% set-aside for Parent Involvement:	650		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		650	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,250		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,250	
6. Enter the anticipated 10% set-aside for Professional Development:	6,500		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,500	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Benjamin Franklin School-Parent Involvement Policy

- I. The Benjamin Franklin Elementary School (Public School 55) in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Public School 55’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the Benjamin Franklin Elementary School Parent Involvement Policy, Public School 55’s PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, Public School 55 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- Provide these workshops may include topics related to parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

The Benjamin Franklin Elementary School will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 55 School-Parent Compact

The school and parents working cooperatively to provide for the successful education of the children hereby agree:

The School Agrees:	The Parent/Guardian Agrees:
1. To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved	1. To work with his/her child/children on schoolwork: <ul style="list-style-type: none"> • Read for 15 to 30 minutes per day to Kindergarten – 1st grade students. • Listen to grade 2-5 students read for 15 to 30 minutes per day. • Monitor the child's progress reading 30 books per year.
2. To offer a flexible number of meetings and parent workshops at various times	2. To make sure that their child/children carefully do homework every day
3. To provide parents with timely information about <u>all</u> programs	3. To make sure their child/children arrive at school ON TIME everyday <ul style="list-style-type: none"> • To make sure that their child/children are picked up from school on time every day.
4. To provide parents with information about the performance of their children on standardized tests	4. To monitor their children's attendance and ALWAYS send a note explaining absence
5. To provide high quality curriculum and instruction to help our students meet New York State's Learning Standards	5. To share the responsibility for improved student achievement
6. To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> • Formal parent /teacher conferences twice a year • Frequent reports to parents • Individual progress reports where indicated • A safe and secure procedure for parents making visits to the school 	6. To communicate with their child's/children's teachers about their educational needs
7. To provide workshops for parents	7. To attend school conferences and workshops
	8. To volunteer when needed
Principal	Parent
Teacher	Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. **A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.**

An array of student data will be collected including, but not limited to, formative classroom assessments in Math, Reading, Writing and E-CLASS 2 data. Data will be analyzed with a focus on developing intervention plans to support students who are failing to meet state standards for performance as well as those who are meeting and exceeding standards. Grade-level inquiry teams have been formed with a focus on identifying students performing in the lowest 1/3 of each grade level in ELA. Target population students will receive targeted small group instruction. Inquiry work will be shared across grade levels and with the school community in an effort to highlight effective practices. Differentiated instruction within the classroom will be a focus of ongoing professional development in an effort to better prepare teachers to effectively meet the needs of all students.

2. **Schoolwide reform strategies that:**

a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

Our school-wide reform strategies are as follows:

- ✓ Extended morning sessions (37.5 minutes) will be utilized to provide students with targeted small group instruction that addresses their individual learning needs.
- ✓ Implementation of an after school program for students in grades 3, 4, and 5 who are at risk of not meeting state academic content standards in ELA and/or Math and ELL students who are at risk of not meeting state academic content standards in ELA and/or Math. Support will be provided utilizing a number of resources including the computer-based Award Reading Program, Connections for Comprehension, Spotlight on Paired Passages and Buckle Down Reading program.
- ✓ At-risk Intervention services will be provided in Math to students in grades 3, 4 and 5 who are at risk of not meeting state academic content standards.
- ✓ Counseling services are provided for all students who require additional support in this area.
- ✓ After school services provided by School Professionals and Scan.
- ✓ Integration of Technology, Art and extra-curricular activities support increased student engagement.

- ✓ Promoting parental involvement through assemblies, GED and English classes, ARIS training allows parents to better serve as educational advocates for their children.

3. Instruction by highly qualified staff.

All new teachers receive mentors as well as support from administration and coaches in Literacy and Math. The school utilizes its two lead teachers to provide additional support and coaching to those new to their grade level. With the addition of the UFT Teachers Center, there are increased opportunities for targeted professional development. Grade-level meetings are held weekly and grade-level inquiry work is used to promote teacher collaboration and the sharing of effective practices. Consistent and targeted professional development continues to ensure that curriculum is aligned with State Standards and that teachers are well versed in innovative ways to deliver differentiated instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The schedule has been adjusted to allow for all grade levels to meet once a week for a common planning period. Teachers will focus conversation on the quality of instruction, and inquiry work in order to continue to make informed decisions regarding effective practices and the development of differentiated instructional practices across all grade levels. On-going, targeted professional development will help support teachers and paraprofessionals in the delivery of instruction. On-sight professional developments will be provided by in-school staff as well as staff from ICI. By focusing professional development on identified areas of specific need for individual staff members, the school is working to ensure that teachers, principals, and paraprofessional are able to enable all children in the School-wide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Teachers consistently receive targeted and timely professional development with the goal of continually improving instruction across all grade levels. Highly qualified teachers continually receive support in areas of need. These practices assist in attracting highly qualified teachers to this high need school.

6. Strategies to increase parental involvement through means such as family literacy services.

The PTA is highly involved in the school decision making process and works collaboratively with administration and staff to increase parent outreach. Parent workshops, parent English language instruction classes and monthly meetings seek to make parents actively engaged in the school community. Parents are invited to various activities, assemblies, holiday celebrations and graduation events. The school makes itself available to assist parents who in need of resources.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school has two Universal Pre-K classrooms in the building. Instruction is delivered daily during regular school hours and is geared towards preparing students to enter full-day kindergarten programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The schedule has been adjusted to allow for all grade levels to meet once a week for a common planning period. Teachers will focus conversation on the quality of instruction, and inquiry work in order to continue to make informed decisions regarding best practices and the development differentiated instructional practices across all grade levels.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The school supports teachers in differentiating their instructional practices to meet the needs of all students. Use of Foundations and Wilson Reading Program help to support struggling readers. Consist math assessments help teachers collect data to asses and support targeted instruction within the classrooms. Teachers are trained in using ARIS, Acuity and Base-line math assessments to identify students in need of support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Restructuring Advanced – Focused
English Language Arts (ELA) **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

The specific academic issues that caused the school to be identified as Restructuring Advanced – Focused, was the failure to meet the AYP for 3rd, 4th and 5th grade students in English Language Arts (ELA). The school has found that students who failed to meet standards, overwhelmingly, struggled with reading comprehension. Also, our large population of English Language Learners (ELLs) continue to struggle with language acquisition. This is reflected in their inability to reach proficiency in Reading and Writing modalities on the NYSESLAT.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

The school will implement the following interventions to support improved academic achievement in the sub-group and subject area for which the school was identified:

- ✓ Classroom teachers and related service providers for all students will engage in intensive professional development around strategies to best support instruction specifically for ELL and non-ELL students in ELA.
- ✓ An after school program has been developed to specifically target ELL students on the 3rd, 4th and 5th grade levels. The computer-based, Award Reading, program has been purchased to support literacy development.
- ✓ Morning extended day (37.5 minutes) sessions will be utilized for targeted small group instruction in ELA skills and strategies.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the

¹ School Under Registration Review (SURR)

academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to provide high quality professional development for the staff. Curriculum materials purchased to support teachers in targeting at-risk students and promoting small group, targeted instruction will be the focus of a majority of the professional development session.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At the beginning of each school year, all first year teachers are assigned as a mentor a veteran teacher. Additional support is provided by the school's literacy and math coaches. All teachers are supported by the process of grade-level inquiry work on each grade level.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified about the school's identification for school improvement by sending out a letter detailing the process in both English and Spanish. Translation services are available for parents who speak a range of African languages. In this way, the school ensures that parents are notified in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

IA. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written

curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's ELA instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students. We examined our ELA curriculum and its alignment to state standards as well as its vertical and horizontal alignment between grade-level classroom and across grades in the school building. Findings were documented and shared with staff at grade-level meetings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA curriculum for grades K – 5 has been developed by a planning committee of teachers and coaches. In planning, the committee seeks to ensure that, at each grade level, the content taught (as outlined by the state standards) links with an array of resources from which teachers may choose in teaching the content. A pacing calendar is developed annually with a timeframe for covering each unit of study. Included in this document are clearly presented expectations for student outcomes. Teachers are well aware of that students should be able to know as a result of the mastered curriculum and are able to differentiate instruction in order to meet the specific learning needs of each individual student. In regards to the specific ELA alignment issues noted, the school focused particular attention on the following areas:

✓ Gaps in the Written Curriculum :

In order to ensure that no gaps exist in the written curriculum, classroom teachers (with the assistance of the school's Literacy Coach and Assistant Principals) plan using student data. Data sources include (but are not limited to) on-demand base-line writing assessment pieces, TC reading assessments, running records, Readers and Writers workshop products, state ELA and ACUITY item analysis data, as well as student conference logs. Individual student assessment binders are kept on-hand for each child and are utilized for planning effective, differentiated instruction that meets the specific learning needs of each student. Curriculum is aligned to state standards and planning of specific units of study are supported by an assessment of not only the skills that

are to be address in each unit, but a review of the skills to be mastered by the unit's completion. Planning of written curriculum is subject to revision based upon assessment data that indicates level of student progress and mastery of specific skills and strategies.

✓ Curriculum Maps:

In order to ensure that taught curriculum is aligned to state standards, curriculum maps are differentiated by grade. Teachers plan using data. Data sources include (but are not limited to) on -demand base-line writing assessment pieces, TC reading assessments, running records, Readers and Writers workshop products, state ELA and ACUITY item analysis data, as well as student conference logs. Individual student assessment binders are kept on-hand for each child and are utilized for planning effective, differentiated instruction that meets the specific learning needs of each student. With a large population of ELL students in each classroom as well as a transitional bilingual classroom on each grade level, there is a high emphasis placed on listen and speaking as well as on writing across all grade levels. In order to ensure that mapping is not done at a 'topical level' and succeeds in 'drilling down to an expected level of cognitive demand,' classroom teachers across multiple grade levels are involved in the writing of ELA curriculum. Working with knowledge of what students should know and be able to do at the end of each grade level, the process ensures that there is vertical as well as horizontal alignment in the development of the school's curriculum maps.

✓ Taught Curriculum:

The Balanced Literacy model is utilized across all grade levels in the delivery of Reading and Writing instruction. The Balanced Literacy approach to instruction ensures that students receive grade-level appropriate direct instruction and are supported in their independent work by structured conferencing and small group instruction that targets the specific learning needs of each student. Units of study are genre-specific. Teachers on all grade levels strive to integrate technology and the arts into daily lessons to support student interest. Instruction is differentiated according to student academic need. With a large population of ELL students in each classroom as well as a transitional bilingual classroom on each grade level, there is a high emphasis placed on listen and speaking as well as on writing across all grade levels. Instruction is scaffolded. On-going professional development in differentiated instruction and scaffolding techniques (including those targeting ELL students in particular) are provided to staff. With the addition of the UFT Teachers center on-site, teachers have greater access to materials that will continue to support them in aligning taught curriculum to state standards and targeting individual student needs.

✓ ELA Materials:

The school has utilized a wide-array of funding sources in order to ensure that classrooms on all grade levels are equipped with instructional materials that meet the needs of all learners – particularly ELLs, students with disabilities and struggling readers. Classroom teachers are consulted when purchasing independent reading material for classroom libraries in order to ensure that there is a wide variety of books for students to choose from that both tie into individual student background knowledge and are culturally relevant given the school's large ELL population and growing African population. Title I funding has been used to support the purchasing of additional resources to support the growth of these classroom libraries. Also, with the establishment of the UFT Teachers Center on-site, teachers have access to a wide array of professional materials that suggest creative ways in which to utilize ELA materials within the classroom. In the development of an after school program for 3rd, 4th and 5th grade students at risk of no meeting standards in ELA, the following materials have been purchased to support instruction – Connections for Comprehension, Spotlight on Paired Passages and Buckle Down Reading. The computer-based Award Reading program has also been purchased to support ELL students on all grade levels with developing the skills and strategies that they need to progress toward performance standards in ELA.

✓ English Language Learners:

A review of our transitional bilingual program for ELL students and pull-out service, indicate a need to review student performance data on the NYSESLAT and LAB-R. Students currently enrolled in transitional bilingual classrooms across all grade levels are grouped according to performance level (beginner, intermediate and proficient). Models of instruction as based upon classroom majority performance level and differentiated and small group targeted instruction is utilized to ensure that the needs of all students are being met. Common planning periods for teachers teaching in transitional bilingual education classrooms as well as ESL service providers meet for a common planning period once a month to review student data and discuss

effective classroom practices. Instructional support is provided by our school's SSO (ICI). The focus of this year's professional development series is on scaffolding techniques within bilingual classrooms and in support of ELL students in monolingual classrooms.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of our school's math curriculum and instruction as each aligns to state standards, reveals that classroom teachers (with the support of our school's Math coach and Assistant Principals) have been successful in utilizing Everyday Mathematics as well as supplemental materials from a variety of programs to support student understanding and engagement. Understanding that New York State assessments measure conceptual understanding, procedural fluency and problem solving, implementation of our math curriculum adequately prepares all of our teacher and students students on grade levels K – 5 to understand what students should know and be able to do as a result of their engagement in the study of mathematics.

In regards to specific Math alignment issues, the school focused particular attention on reviewing the following areas:

✓ Review of key district document for mathematics:

Our school utilizes Everyday Mathematics as an instructional tool in grades K – 5. In noting that Everyday Mathematics is aligned with the New York State content strands in the elementary grades, the school feels confident in its continued use.

✓ SEC data for mathematics curriculum alignment:

In order to ensure that our school's math curriculum aligns with state standards and that there is depth in what is being taught in all classrooms across grade levels, a pacing calendar is employed. The pacing calendar highlights specific state standards covered each unit of study. In addition, it underscores specific skills and strategies that are to be covered over the course of a unit of study as well as performance indicators for those skills and strategies. Students are assessed throughout a unit in order to ensure that instruction is meeting the needs of diverse learners. Differentiated as well as small group targeted instruction is utilized within the math classroom on all grade levels in order to ensure that individual student needs are met. Math Steps is utilized as a supplement to Everyday Math program instruction. Student assessment data is utilized in the continuous revision of the school's pacing calendar for Math Instruction.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to

use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school’s instructional program. In order to conduct this review, the team analyzed data related to our school’s written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Classrooms observations of ELA instruction at PS 55 indicate that direct instruction and individual seatwork are not the predominant instructional strategies utilized by teachers. Differentiated instruction has been a focus of the school’s ongoing professional development for all staff and this is evidenced in daily practice. Monitoring of effective use of differentiated instruction is accomplished through formal and informal teacher observations by administration. The establishment of grade-level inquiry teams highlight the school’s focus on providing differentiated and targeted small group instruction to struggling students with the intent of accommodating individual learning needs.

The Balanced Literacy model is utilized in daily ELA instruction. Teachers deliver direct instruction during the mini-lesson portion of their Reading and Writing lessons. This direct instruction is followed by opportunities for students to engage in partner and small group work as part of guided practice. Acquisition of key

Reading and Writing skills and strategies are supported by independent practice. Teacher conferencing and guided reading and writing sessions support independent practice by allowing students to obtain individual targeted feedback on their work and next steps to support growth. Limited direct instruction supports classrooms that rely most heavily on partner and group work to support growth.

Since ELA curriculum in both reading and writing have been developed using multiple sources of student performance data, teachers are able to more effectively differentiate instruction to meet the needs of all learners. In turn, whole group instruction is consistently followed by small group and one on one instruction to support varied levels of understanding and engagement.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school’s instructional program. In order to conduct this review, the team analyzed data related to our school’s written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations of math instruction at PS 55 indicate high levels of student engagement in math lessons. A wide array of student independent and small group activities have been consistently observed in math classrooms across all grade levels. These activities included the use of varied math manipulatives and integrated technology. Independent seat work is not the norm. Instead, hands-on learning is favored as a means by which to build student engagement in math instruction and problem solving. Planning in the Math classroom is directed by student assessment and performance data. In this way, instruction is highly differentiated to meet the distinct learning needs of each student. Differentiated instruction in the math classroom requires teachers to be well versed in utilizing a variety of manipulative-based models of instruction during whole group and individual lessons.

The school's technology lab is utilized regularly by classrooms across all grade levels to support and supplement math instruction. Also, each classroom is equipped with computers for use during math instructional periods. Teachers share best practices for effective use of technology within the math instructional periods during weekly grade-level meetings.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 55 does not have a high teacher turnover rate. In turn, our school does not accommodate a high percentage of new and transfer teachers each year. An overwhelming majority of our staff are veteran teachers with high levels of experience.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional development opportunities for teachers of transitional bilingual classrooms as well as related service providers for ELL students have engaged in a series of professional development sessions designed specifically to enhance their understanding of effective practices for instructing ELL students in ELA and Math as well as in other content areas. These sessions have been provided on-site as well as through the school's SSO (ICI). The current professional development focus is on scaffolding instructions for ELL students. Teachers are alerted of these professional development opportunities and evidence of best practices are

targeted for review during formal and informal observations. The school has a Language Allocation Policy that it utilizes to review current practices regarding program delivery for ELL students. A review of NYSESLAT and LAB-R data has prompted the school to schedule a common planning period for transitional bilingual teachers across all grade levels as well as ELL service providers so as to present increased opportunities to professional development for ELL instructors.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school’s instructional program. In order to conduct this review, the team analyzed data related to our school’s written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

After conducting a review of ELL programming, data usage and monitoring, the school noted its continuing usage of data in making decisions regarding ELL programming and instruction. Testing data (NYSESLAT, LAB-R, NYS ELA test results, NYS Math test result, NYS Social Studies test results, NYS Science test results) are utilized in supporting teachers in the development of differentiated instructional practices within transitional bilingual classrooms and in monolingual classrooms that have enrolled ELLs. Also, NYSESLAT and LAB-R assessment data continues to be utilized in assigning ELL students to classrooms and in determining program models for instruction within transitional bilingual classrooms. Common planning periods for teachers in transitional bilingual classrooms have been established to help support the continued development of data usage in planning instruction. Timely disaggregation of data by proficiency level, number of years in the United States, and program type of ELL student allows teachers to plan targeted instruction for the students in their classrooms.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Upon review of the report, the school determined that there is a need to increase professional development opportunities for special education and general education teachers in the area of understanding the instructional implications of IEPs for their students with disabilities. Professional development must support a more in depth understanding of accommodations and modifications that would help support the students with disabilities in their classrooms. Professional development would also be integral in making teachers more knowledgeable regarding behavioral support plans for these students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Moving forward, the school will continue to seek the support of its SSO, ICI, in providing both special and general education teachers with professional development opportunities regarding reading and developing an increased familiarity with using IEPs to inform instruction. Also, the school's Literacy and Math coach will assist in providing targeted coaching in differentiated instruction to teachers in the ELA and Math content areas. Administration will aid both special and general education teachers in utilizing IEPs to develop individualized behavior modification plans. The school will continue to utilize its IST team as a way to familiarize faculty members (including guidance and social work staff) with individual students with IEPs.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 55 has created an instructional team. The team includes the principal, assistant principals, and literacy and math coaches. The team reviewed the findings identified in the Curriculum Audit Report and utilized those findings to support a comprehensive review of our school's instructional program. In order to conduct this review, the team analyzed data related to our school's written curriculum, curriculum maps, taught curriculum, ELA and Math materials, as well as data related specifically to the performance and progress of our English Language Learners and Special Education Students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In conducting a review of the student IEPs, it was noted that IEP's for students do clearly specify testing accommodations and/or modification *and* classroom environment accommodations and/or modifications for students with disabilities. There appears to be an alignment between the goals, objectives and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. IEPs regularly include behavioral plans – including behavioral goals and objectives – even for students with documented behavioral issues and concerns.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

- 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.)**

There are currently 24 students in Temporary Housing who are currently attending PS 55.

- 2. Please describe the services you are planning to provide to the STH population.**

The following services are provided to the STH population at PS 55:

- ✓ Students are provided with uniforms and necessary school supplies to ensure that they are prepared daily for instruction.
- ✓ An after school program has been instituted for those students in Grades 3, 4, and 5 who are at-risk of not meeting state standards in ELA and/or Math. Small group, targeted instruction is provided.
- ✓ After school programs (School Professionals and SCAN) operate five days a week and provide students with small group instruction, extra-curricular activities as well as snack and dinner.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in the borough Integrated Service Center (ISC) or Children First Network.