



**BENJAMIN FRANKLIN SCHOOL  
PUBLIC SCHOOL 55**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 09X055**

**ADDRESS: 450 SAINT PAUL'S PLACE BRONX, NEW YORK 10456**

**TELEPHONE: 718-681-6227**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

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

**SCHOOL TELEPHONE:** 718-681-6227      **FAX:** 718-681-7525

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Comfort Quarshie

**PRINCIPAL:** Luis Torres

**UFT CHAPTER LEADER:** Sharon Kitchings

**PARENTS' ASSOCIATION PRESIDENT:** Myra Camara

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
<b>Luis Torres</b>	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Chairperson or Designee	
Myra Camara	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Robin White</b>	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	
Comfort Quarshie	Member/Teacher (Chairperson)	
Marilyn Simmons	Member/Teacher	
Jasmine Perez	Member/Teacher	
Jennifer Teasley	Member/Parent	
Samantha Fonseca	Member/Parent	
Ronelda Jackson	Member/Parent	
Johnise Perry	Member/Parent	

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

\* Core (mandatory) SLT members.

### **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.

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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 701 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 055 Benjamin Franklin School				
<b>District:</b>	9	<b>DBN #:</b>	09x055	<b>School BEDS Code:</b>	320900010055

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	31	32	36		93.4	93.5			
Kindergarten	92	86	119						
Grade 1	155	104	108	<b>Student Stability: % of Enrollment</b>					
Grade 2	101	150	117	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	114	81	126		87.2	89.6			
Grade 4	107	105	91						
Grade 5	100	104	111	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		93.2	94.6	99.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		20	58			
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	703	664	709		26	9			
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	57	48	53	Principal Suspensions	4	4			
No. in Collaborative Team Teaching (CTT) Classes	22	20	22	Superintendent Suspensions	4	2			
Number all others	41	50	49						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	107	83	92	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	76	71	74	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	8	34	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	61	61	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	18	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	
	0	0					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.1	0.0	0.1	Percent more than two years teaching in this school	55.7	65.6	
Black or African American	44.1	44.9	44.0	Percent more than five years teaching anywhere	67.2	65.6	
Hispanic or Latino	55.2	54.5	55.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.3	0.3	Percent Masters Degree or higher	87.0	89.0	
White	0.3	0.3	0.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.9	
Multi-racial							
<b>Male</b>	54.5	55.1	52.9				
<b>Female</b>	45.5	44.9	47.1				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)		✓	

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓ <sup>sh</sup>	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	85.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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?
- 

PS 55 has been improving in student achievement even though the results for 2009-2010 State Assessments were not favorable. 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. **Furthermore, the NYCLB/SED/DOE status of PS55 is In Good Standing.**

### **I. 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.

**II. 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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- **English Language Arts: By June 2011, we will have a 5% increase in all students, including ELLs and Special Education, who achieve proficiency levels of 3 and 4 on the New York State English Language Arts Exam.**

Description: We expect to be able to support a 5% increase of our student population in Grades 3, 4 and 5 (including ELL and Special Education students) achieving proficiency levels of 3 and 4 on the New York State English Language Arts Exam by June 2011. 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 2011, we will have a 5% increase in all students, including ELLs and Special Education, who achieve proficiency levels of 3 and 4 on the New York State Math Exam.**

Description: We expect to be able to support a 5% increase of our student population in Grades 3, 4 and 5 (including ELL and Special Education students) achieving 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 2011, 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 2011 New York State Fourth Grade Science Assessment.**

Description: We expect to be able to decrease the percentage of 4<sup>th</sup> 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 2011 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 2011 New York State Fifth Grade Social Studies Assessment.**

Description: We expect to be able to decrease the percentage of 5<sup>th</sup> 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 2010-11 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, PLA, 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><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will have a 5% increase of all students, including ELLs and Special Education students, who will achieve proficiency Levels of 3 and 4 on the New York State English Language Arts Exam.</p>
<p><b>Action Plan</b> <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</p>

	<p>to focus their inquiry. It is expected that by focusing on the lowest 1/3 of the grade level in ELA 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, 2010 and on-going through June, 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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. Contacts 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><b>Indicators of Interim Progress and/or Accomplishment</b>  <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 2010-2011 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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase of all students, including ELLs and Special Education, who will achieve proficiency levels of 3 and 4 on the New York State Math Exam.</p>
<p><b>Action Plan</b> Include: actions/ strategies/ activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</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, 2010 and on-going through June 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</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 2010-2011 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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 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 2011 New York State Fifth Grade Social Studies Assessment.</p>
<p><b>Action Plan</b> 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, 2010 and on-going through June 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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 4<sup>th</sup> 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 2010-2011 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><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By 2011 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><b>Action Plan</b> <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><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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 5<sup>th</sup> Grade Social Studies exam.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <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 2010-2011 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><b>Annual Goal</b> <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><b>Action Plan</b> <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, 2010 and on-going through June 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>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.</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	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.
<b>Mathematics:</b>	All 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students receive 37 ½ minutes of math academic intervention services in the morning extended time periods (twice a week).
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	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. )
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist works in collaboration with the school-based support team to develop plans to meet the needs of the at-risk students. The school psychologist also works with teachers through the instructional support team to provide the teacher with strategies and instructional support to meet the needs of the at-risk students.
<b>At-risk Services Provided by the Social Worker:</b>	The school social worker works in collaboration with the school-based support team to develop plans to meet the needs of the at-risk students. The school social worker also works with teachers through the instructional support team to provide the teacher with strategies and instructional support to meet the needs of the at-risk students.
<b>At-risk Health-related Services:</b>	All at-risk Health-related Services are provided by the Montefiore Clinic.

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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**

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**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$819,401	\$284,450	\$1,103,851
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,829	\$1,332	\$9,161
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$104,120	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$104,120	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **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.

### 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	<b>1. To work with his/her child/children on schoolwork:</b> <ul style="list-style-type: none"> <li>• Read for 15 to 30 minutes per day to Kindergarten – 1<sup>st</sup> grade students.</li> <li>• Listen to grade 2-5 students read for 15 to 30 minutes per day.</li> <li>• Monitor the child's progress reading 30 books per year.</li> </ul>
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"> <li>To make sure that their child/children are picked up from school on time every day.</li> </ul>
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"> <li>Formal parent /teacher conferences twice a year</li> <li>Frequent reports to parents</li> <li>Individual progress reports where indicated</li> <li>A safe and secure procedure for parents making visits to the school</li> </ul>	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

### Section I: Schoolwide Program (SWP) Required Components

**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.

- 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.

- 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-site 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.**

**Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

**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.

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

## **APPENDIX 7: 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>

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### **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.)  
PS 55 has 31 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.  
These 31 students receive at-risk counseling. We monitor their attendance closely and work with parents to address attendance problems. If necessary, AIS services are provided.

### **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 your Children First Network.



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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 055 Benjamin Franklin					
<b>District:</b>	9	<b>DBN:</b>	09X055	<b>School</b>		320900010055

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	32	36	36		93.4	93.5	90.7
Kindergarten	86	119	92				
Grade 1	104	108	137	<b>Student Stability - % of Enrollment:</b>			
Grade 2	150	117	110	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	81	126	109		87.2	89.6	86.0
Grade 4	105	91	129				
Grade 5	104	111	79	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.2	99.1	95.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		20	58	63
Grade 12	0	0	0				
Ungraded	2	1	5	<b>Recent Immigrants - Total Number:</b>			
Total	664	709	697	(As of October 31)	2007-08	2008-09	2009-10
					26	9	25

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	48	53	61	Principal Suspensions	4	4	2
# in Collaborative Team Teaching (CTT) Classes	20	22	17	Superintendent Suspensions	4	2	7
Number all others	50	49	40				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	83	92	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	71	74	TBD
# ELLs with IEPs	8	34	TBD
Number of Teachers	61	61	61
Number of Administrators and Other Professionals	16	18	9
Number of Educational Paraprofessionals	6	6	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.7	67.2	88.5
				% more than 5 years teaching anywhere	67.2	65.6	83.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	89.0	86.9
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	100.0	97.9	100.0
Black or African American	44.9	44.0	47.2				
Hispanic or Latino	54.5	55.1	52.2				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.6				
White	0.3	0.1	0.0				
<b>Male</b>	55.1	52.9	53.5				
<b>Female</b>	44.9	47.1	46.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	34.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN</b>	District <b>09</b>	School Number <b>009</b>	School Name <b>Benjamin Franklin EL</b>
Principal <b>Luis Torres</b>		Assistant Principal <b>Fernandra Harris</b>	
Coach <b>ion Healy</b>		Coach <b>Marilyn Simmons</b>	
Teacher/Subject Area <b>Joselyn Salcedo</b> <b>bilingual</b>		Guidance Counselor <b>Ana Matos</b>	
Teacher/Subject Area <b>Iris Medina</b>		Parent <b>Myra Camara</b>	
Teacher/Subject Area <b>Gladys Centeno</b>		Parent Coordinator <b>Maribel Falu</b>	
Related Service Provider <b>Solange Figueiredo</b>		Other <b>Iris Medina</b>	
Network Leader <b>Jacqueline Gonzalez</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	701	Total Number of ELLs	131	ELLs as Share of Total Student Population (%)	18.69%
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**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 Figueredo. Ms. Figueredo is the pedagogue responsible for administering the HLIS and LAB-R. Ms. Figueredo 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 student does not pass the LAB-R, and he or she uses Spanish at 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 Healy, 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. 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. 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 .The TBE has an ESL component. 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 addressed during lessons through 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 III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	25	25	23	45	26	24								168
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-</b>	0	0	0	0	0	0								0

<b>Contained</b>														
<b>Push-In</b>	0	0	0	0	0	0								0
<b>Total</b>	25	25	23	45	26	24	0	0	0	0	0	0	0	168

**B. ELL Years of Service and Programs**

<b>Number of ELLs by Subgroups</b>					
<b>All ELLs</b>	133	<b>Newcomers (ELLs receiving service 0-3 years)</b>	43	<b>Special Education</b>	24
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	46	<b>Long-Term (completed 6 years)</b>	0

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

	<b>ELLs by Subgroups</b>									<b>Total</b>
	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Term ELLs (completed 6 years)</b>			
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	
<b>TBE</b>	26	3	4	18	0	6	0	0	0	44
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	60	0	20	27	0	4	0	0	0	87
<b>Total</b>	86	3	24	45	0	10	0	0	0	131

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish				14	22	15								51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	14	22	15	0	0	0	0	0	0	0	51

<b>Dual Language (ELLs/EPs) K-8</b>											
<b>Number of ELLs by Grade in Each Language Group</b>											
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>	

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>											
<b>Number of ELLs by Grade in Each Language Group</b>											
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	17	10	4	5	6								52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	7	3	9	6	1								29

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	13	25	13	13	11	7	0	0	0	0	0	0	0	82

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

ELL Program Expectations:

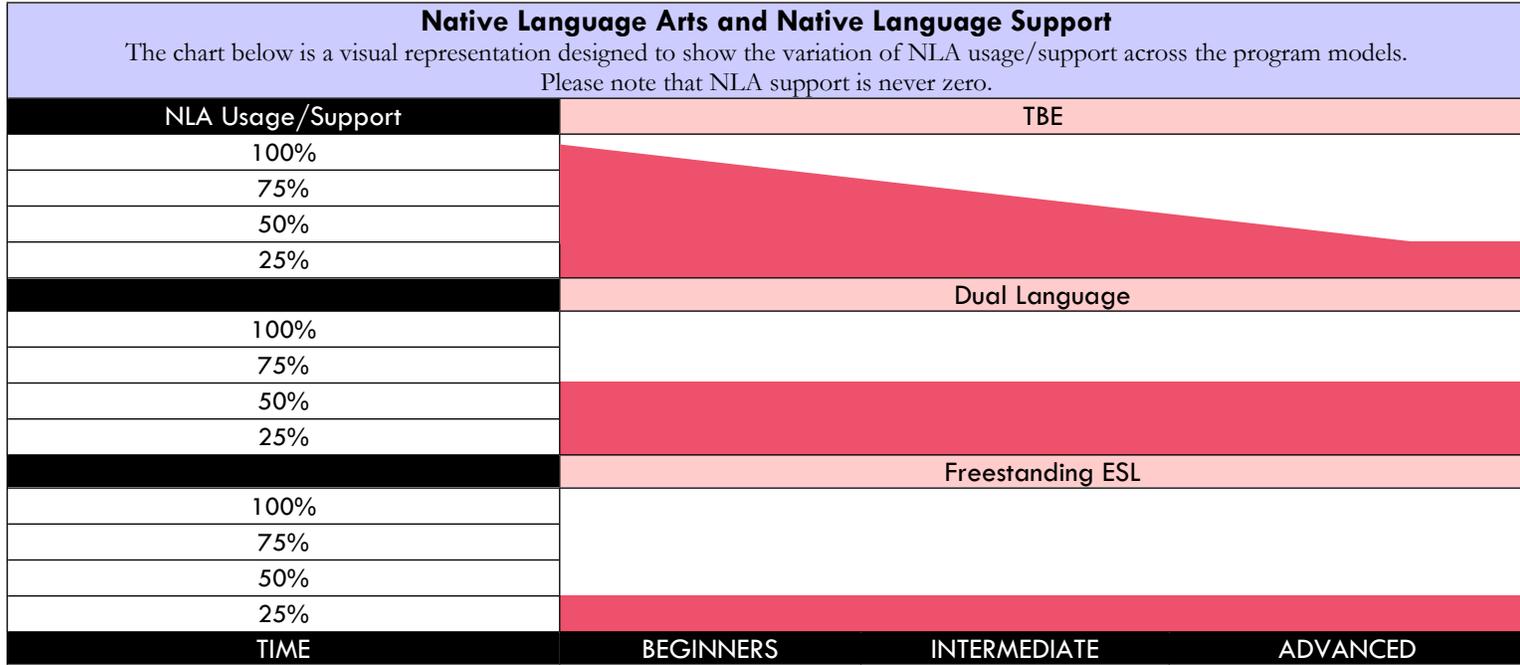
Students enrolled in TBE classrooms should transition to English-only classroom after three years or less in the program. Similarly, students who receive ESL support services, should attain English proficiency after three years of receiving pull-out support services. Students who fail to reach proficiency 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.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here Part II ELL Demographics:

The total school population is made up 701 students. Currently, out of the 131 ELL students our school has 43 newcomers (ELLs receiving service 0-3 years) and 46 ELLs receiving service 4-6 years. 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. Bilingual students who reach proficiency on the NYSESLAT exam are entitled to two years of continued TBE support. 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.

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 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

B 1 1 0 0 1

I 4 0 2 0 0

A 4 7 11 3 4

Listening/Speaking

P 4 5 21 14 13

B 12 2 9 1 2

I 2 9 22 3 6

A 0 2 6 14 8

Reading/Writing

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 1 2 3 4 1 2 3 4 1 2 3 4 3

0 12 11 0

E NL E NL

E NL

E NL

E NL

E NL

E NL

E NL

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 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 were 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 were unable to attain proficiency in English within three years. While 57 students currently in Grades 1 – 5 who took the NYSESLAT in 2009 were able to attain proficiency in Listening & Speaking, some 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 2010-2011

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 a 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 nonfiction 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 2010 and will end on April 2011;
- 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 students specific learning needs;

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here  
NA- NO Dual Language Program in the school.

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

- 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 asses 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:

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

Purchased services

- High quality staff and  
curriculum development

contracts.

N/A

Supplies and materials

- Must be supplemental.
- Additional curricula, instructional materials.
- Must be clearly listed.

N/A

Travel N/A

Other

TOTAL • 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

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement in the school building is supported • 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 V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	19	6	9	4	3								53
Intermediate(I)	0	3	10	26	4	9								52
Advanced (A)	13	2	4	9	16	10								54
Total	25	24	20	44	24	22	0	0	0	0	0	0	0	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	1	0	0	1							
	I	0	4	0	2	0	0							
	A	0	4	7	11	3	4							
	P	0	4	5	21	14	13							
READING/ WRITING	B	0	12	2	9	1	2							
	I	0	2	9	22	3	6							
	A	0	0	2	6	14	8							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	12	11	0	23
4	3	13	7	0	23

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	1	18	8	0	27
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	19	2	1	1	23
4	2	0	4	0	15	3	4	2	30
5	2	0	3	1	18	0	6	0	30
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

blending and segmenting. Also, students struggle with mastering certain aspects of phonics –

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

## Part VI: LAP Assurances

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 055 Benjamin Franklin						
<b>District:</b>	9	<b>DBN:</b>	09X05	<b>School</b>		320900010055	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	32	36	36		93.4	93.5	90.7
Kindergarten	86	119	92	<b>Student Stability - % of Enrollment:</b>			
Grade 1	104	108	137	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	150	117	110		87.2	89.6	86.0
Grade 3	81	126	109	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	105	91	129	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	104	111	79		93.2	99.1	95.5
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		20	58	63
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		26	9	25
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	2	1	5	<b>Suspensions (OSYD Reporting) - Total Number:</b>	2007-	2008-	2009-
Total	664	709	697	<i>(As of June 30)</i>	2007-	2008-	2009-
					4	4	2
				Superintendent Suspensions	4	2	7
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>	2007-	2008-	2009-
# in Transitional Bilingual Classes	83	92	TBD	<i>(As of October 31)</i>	61	61	61
# in Dual Lang.	0	0	TBD	Number of Teachers	61	61	61
# receiving ESL services only	71	74	TBD	Number of Administrators and Other Professionals	16	18	9
# ELLs with IEPs	8	34	TBD	Number of Educational Paraprofessionals	6	6	9
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.7	67.2	88.5
				% more than 5 years teaching anywhere	67.2	65.6	83.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		87.0	89.0	86.9
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	100.0	97.9	100.0
Black or African American	44.9	44.0	47.2				
Hispanic or Latino	54.5	55.1	52.2				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.6				
White	0.3	0.1	0.0				
<b>Male</b>	55.1	52.9	53.5				
<b>Female</b>	44.9	47.1	46.5				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced					v	

**Individual Subject/Area AYP Outcomes:**

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-					
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	34.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.5	Quality Statement 4: Align Capacity Building to Goals					
(Comprises 25% of the		Quality Statement 5: Monitor and Revise					
Student Progress:	22.7						
(Comprises 60% of the							
Additional Credit:	3.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**09x055**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$782,900	\$261,895	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7829		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,145	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$78,290	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
  
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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.
  
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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$782,900		
Title I, Part A (ARRA)	Federal	✓			\$261,895		
Title II, Part A	Federal	✓			\$152,602		

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			\$140,480		
Tax Levy	Local	✓			\$3,504,843		