



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE BENJAMIN FRANKLIN HEALTH AND SCIENCE ACADEMY, P.S.157

DBN (DISTRICT/ BOROUGH/ NUMBER): 14K157

PRINCIPAL: MARIBEL TORRES

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SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maribel Torres	*Principal	
Laura Peterson	*UFT Chapter Leader	
Elizabeth Rangel	*PTA President	
Juliana Notaro	Assistant Principal	
Sara Medina	Chairperson	
Tijuana Johnson	Secretary	
Susan Lee-Hettinger	Treasurer	
Laxhme Chandra	Parent	
Sheila Nunez	Parent	
Celsa Ramirez	Parent	
Guadalupe Romo	Parent	
Josefina Torres	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

To enhance instructional practices by providing differentiated academic tasks which will address the Common Core Learning Standards (CCLS) in Literacy on all grade levels.

Comprehensive needs assessment

Based on the students performance in ECLAS 2(K-3) and the New York State ELA (3-6), there is a need for rigorous differentiation of instruction in Reading and Writing on all grade levels.

Instructional strategies/activities

- a) Teachers in grades K to 3 and 6 will utilize research based resources from the Journeys Reading and Writing Program and grades 4 and 5 will use the resources from Story Town. Using the CCLS exemplars, teachers will incorporate rubrics, performance tasks, and standards to their daily lessons.
Strategies and Activities
 - a. Teachers will model and explain concepts and skills using many samples.
 - b. Use of Rubrics based on CCLS and students work expectations.
 - c. Teachers will provide with multiple means of representation, action and expression and engagement (UDL).
 - d. Use of Thinking Maps to clarify, expand and synthesize ideas.
 - e. Ongoing reading and writing assessment through Journeys and Story Town Benchmarks, Weekly and Theme Test.
 - f. Weekly Inquiry Meetings to review analyze and discuss differentiated instructional task in Reading and Writing based on data and student work.
 - g. Lunch and Learn opportunities for discussing strategies across the grades, inter-visitations, demo lessons and co-teaching.
 - h. Istation Technology-based Literacy Program.
- b) Classroom teachers and clusters will utilize Kaplan Resources to enhance students Knowledge of skills and concepts.
- c) Teachers revised and create Curriculum Maps and make up decisions regarding the use of academic assessments to determine the student mastery of the skill and strategy.
- d) By January 2012 all teachers will utilize assessments to revise and edit Curriculum Maps based on patterns and trends.
By June 2012 all classroom teachers will meet to review curriculum maps, discuss instructional practices and differentiate lessons and begin creating new curriculum Maps based on student work, feedback and assessment.

Strategies to increase parental involvement

Parent workshops will be provided three times during the year on the implementation of the CCLS. (October, January and May) Parents will be trained through the Learning Leaders Programs in order to help the teachers in the class with different task. A survey will be created to determine future workshops for parents based on students needs per grade.

Strategies for attracting Highly Qualified Teachers (HQT)

To attract Highly Qualified Teachers we will have representation on Hiring Fairs and College Fairs. An Interview Panel (Parents (PTA), Administration, Teachers and Coaches) is created to ensure that a possible hiring will benefit our students.

Coaches provide with opportunities for professional development and cohort planning throughout the year to review and modify curriculum so that is responsive to needs and interests.

Use professional development time to also focus on planning and implementing the Common Core Learning Standards.

Teachers will participate from Workshops provided by our School Network (412).

New teachers will be mentor by Highly Qualify Teachers from our school.

Service and program coordination

Programs use to support our goals include but are not limited to:

- After school programs for the arts
- Literacy and Math Coaches
- Wellness Program
- Intervention and Enrichment Programs
- Sports Programs

Budget and resources alignment

Provide funding for the purchase of instructional materials, per session activities, internal/external professional development and consultants.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To provide a rigorous Math curriculum by utilizing the Everyday Math Program (Grades K-5) and Impact Math (Grade 6) to develop differentiated instructional tasks that will address the Common Core Learning Standards (CCLS) on all grade levels.

Comprehensive needs assessment

- In looking at the data for grades 3-6, such as periodic assessments and the NY State Math Tests students needs range across the different academic standards with an emphasis on Number Sense and Operations. It also indicates that in grades 3-6 progress needs to be made in all areas of mathematics. Therefore, students in grades k-2 need to improve on their math fluency skills to develop the mathematical skills and concepts needed to think mathematically and solve problems as they grow across the grades.

Instructional strategies/activities

.To effectively implement a rigorous math curriculum that meet the diverse needs of our school we plan the following:

- Utilize in-house assessment data , unit assessments, periodic assessment and statewide tests to plan for individual student growth and to evaluate school-Wide, grade level and classroom trends that affect all our subgroups.
- Provide small group instruction for ELL's and other students who are identified as needed additional support in mathematics.
- Provide rigorous math workshops on the implementation of Common Core Learning Standards and the Universal Design for Learning(UDL)
- Provide rigorous math workshops on utilizing the Depth of Knowledge (DOK) levels as a teaching tool to question students when teaching mathematics.
- Our school created common prep time for all teachers on the same grade level (3-5 times weekly) in order to plan curriculum, analyze assessment trends, discuss strategies for differentiation and other inquiry practices.
- Teachers and staff participate in on-going Professional Development in mathematics with the support of our school network, coaches and other resources that reinforce the practice of the Common Core Learning Standards.
- Istation a technology based pilot program to support learning in mathematics

Strategies to increase parental involvement

Parent workshops will be provided three times during the year on the implementation of the CCLS. (October, January and May) Parents will be trained through the Learning Leaders Programs in order to help the teachers in the class with different task. A survey will be created to determine future workshops for parents based on students needs per grade.

Strategies for attracting Highly Qualified Teachers (HQT)

To attract Highly Qualified Teachers we will have representation on Hiring Fairs and College Fairs. An Interview Panel (Parents (PTA), Administration, Teachers and Coaches) is created to ensure that a possible hiring will benefit our students.

Coaches provide with opportunities for professional development and cohort planning throughout the year to review and modify curriculum so that is responsive to needs and interests.

Use professional development time to also focus on planning and implementing the Common Core Learning Standards.

Teachers will participate from Workshops provided by our School Network (412).

New teachers will be mentor by Highly Qualify Teachers from our school.

Service and program coordination

Programs use to support our goals include but are not limited to:

- After school programs for the arts
- Literacy and Math Coaches
- Wellness Program
- Intervention and Enrichment Programs
- Sports Programs.

Budget and resources alignment

Provide funding for the purchase of instructional materials, per session activities, internal/external professional development and consultants.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To enhance instructional practices for English Language Learners (ELLs) and make gains in vocabulary development and Reading Comprehension

Comprehensive needs assessment

An analysis of data in ECLAS (K-3) and NYS ELA indicates that although there was a decline in students' performance and progress on the NYS ELA, those students identified as not meeting at/near grade level criteria were those identified as ELLs. The same is observed when analyzing the 2010 NYA Math Assessment. Although most students in general education setting demonstrated a decrease on scale score, their scores reflect meeting basic criteria as described on the new Common Core Learning Standards (CCLS).

Instructional strategies/activities

ESL teachers in grades K to 3 and 6 will utilize research based ELL resources from the Journey Reading and Writing Program and grades 4 and 5 will use the ELL resources from Story Town. The ELLs extra support is embedded in the programs and aligned with the teachers' lessons. This can provide the necessary framework for effective instruction in addition to applying ESL strategies, and accompanying tools, for learning that can be used across content areas to support the learning of ELLs. Many strategies that work well for struggling readers whose native language is English will also work well with students who are ELLs. Activating and building background knowledge, as well as explaining key concepts and vocabulary, are essential to support ELLs. The use of these among other ESL strategies are simple but highly effective tools for learning: structures overview, Thinking Maps, and think alouds. These tools incorporate instruction in both background knowledge and vocabulary development in order to make information more accessible to students.

Strategies to increase parental involvement

Parental involvement takes place in many different forms. In order to raise parents' participation, our school offers a variety of workshops on the following topics: curriculum, homework, NYSESLAT testing, computers, ESL/ BL programs, nutrition, ARIS and many others that will provide the necessary support all parents need. In addition, All year parents' orientations are held for parents of newly enrolled ELL's to ensure parents understanding of the programs and services available in school. All parents participate in publishing parties held by teachers in all grades. This allows for all parents to be up to dated of their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

To ensure our teachers are adequately prepared for our students, teachers' have the opportunity to participate of ongoing professional development at school and district level. New teachers are mentored by experienced teachers and coaches in the same field. They receive first hand support by modeling effective practices, assisting with developing lesson plans, observing their lessons and providing positive critical feedback to new teacher. Our veteran teachers may partake in professional development programs to enhance their own pedagogical skills to stay current on new strategies in their field.

Service and program coordination

The organizational models at P.S. 157 include Transitional Bilingual Education (TBE) and Freestanding ESL pull-out/Push-in class. In the ESL programs the students are grouped according to their level of language proficiency. All beginners and intermediate students' receive 360 minutes of instruction. Advanced students receive 180 minutes of instruction thru a TBE or ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting. The program models currently used for the TBE/ ESL programs are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the individual needs of the each student.

Budget and resources alignment

P.S. 157 after school program aims to meet the specific needs of each ELL's subgroup such as the SIFE, newcomers, long term students and special education students by focusing on their individual academic need and proficiency level. Based on data analysis, teachers will be able to recommend students to our Title III Saturday Academy Program. In order to provide a quality supplemental instructional program, using the Title III funds we will cover supervisor and teacher per diem in addition to the following materials to be purchased: Continental Press NYSESLAT Test Prep materials for grades K – 6 and general supplies for students.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To foster an awareness of a healthy lifestyle that will include good food choices and physical activity and combat the rising rate of childhood obesity, diabetes and asthma,

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our school was targeted as having a student population in need of exercise and healthy eating habits by the Department of health, four years ago. Receiving this information led us to forming a Wellness Council to meet the needs of our students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.

Students will participate in Mighty Milers, Yoga, and Tai Chi. Wellness Council will hold monthly meetings to promote good health practices throughout the entire school community. Sports and Dance will be offered to the students during the school day and after school. Health and medical professionals will visit the classes to discuss current health risks. Students in Grade 6 will visit Woodhull medical center three times a year to learn about career opportunities in health related fields.

Starting in September, all health related regimes will be place up until the last day of school in June.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Wellness Workshops will be given to parents to explain all the activities that the school provides, Parents will have the opportunity to participate in the Cornell Cooperative Cooking classes, learning how to prepare meals in a healthier manner. Learning leaders will participate with our Mighty Milers as they run or walk adding miles to their database.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teachers will have the opportunity to learn about research based initiatives that help foster healthy life styles and beneficial eating habits. They will be included in all planning stages and learn about the School Health Index to implement various Programs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	28	25	N/A	N/A				
1	26	22	N/A	N/A				
2	37	37	N/A	N/A				
3	35	35	N/A	N/A				
4	38	38	38					
5	44	44		44				
6	34	34	34	34				
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	The school provides a 75 minute mandated block in Literacy for students in Grades K- 6 after school. Throughout the day, students receive intervention with pull out, push-in and group differentiation in their class. Some of the programs that are used are :Foundations, Leap Frog, Wilson , Harcourt Intervention, Kaplan Strategies, Passport/Voyager, Acuity, Story Town Intervention, I-Station.
Mathematics	The school provides a 75 minute Intervention block in math for Grades K-6. Some of the Math Programs that are used during this time are: Great Leaps, Acuity, Achieve-It , Kaplan Advantage and Mathematics May-May.
Science	Science is offered to our students in Grades 4-6 who are in danger of not meeting the NYS and CCL Standards in Science. Content Essential for Science, Scott Foresman Science, Test-Ready Science and Foss Kits are some of the Programs used during Science Intervention.
Social Studies	Social Studies is offered to our students in Grades 4-6 who are in danger of not meeting the NYS and CCL Standards in Social Studies. Measuring Up in Social Studies and Test Ready Social Studies are programs used during Intervention.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides students with COOL(Children Overcoming Obstacles Through Learning)which provides one to one and group academic counseling. It focuses on conflict resolution and anger management.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

PIP.2011-2012

P.S. 157 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

How School Will Implement Required Parental Involvement Policy Components

1. P.S. 157 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. Meaningfully involving parents in their children's education by providing workshops that enable all who are trained to develop the skills, knowledge and resources needed to maximize their abilities to successfully help their children at home. Through these initiatives, the school will increase parent involvement by 15% this coming year.
2. P.S. 157 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Conducting monthly workshops to provide parents with information on how to participate in Teacher-Parent Learning Partnerships. Parents will participate in workshops that show standards-aligned skills in literacy, math, social studies, art and technology alignment. The parent coordinator will take an active role in these workshops, working together with coaches and teachers.
3. P.S.157 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. The Parent Coordinator will work in collaboration with the faculty planning parent workshops. Parents will be offered information and skills to assist their children with homework. The school will provide parents with access to the computer room, along with the four (4) computers located in the Parent Coordinator's room, (from an ARIS Grant) and with the technical assistance to log on ARIS to check areas of improvement, strength and their children's scores online.
4. P.S. 157 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, by:
 - a. Joining their children in various classroom activities throughout the school year.
 - b. Conducting monthly meetings informing parents of progress in each program.
5. P.S. 157 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Teachers will keep a Parent Involvement Log, showing publishing parties, attendance and homework logs signed by parents. This log will be reviewed with parents, Leadership Team members, the Parent Coordinator and the Administration twice yearly.
 - b. The PTA, the Parent Coordinator and the Leadership Team will meet monthly to assess the Parent Involvement Programs and their success.

6. P.S. 157 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. Monthly parent workshops will provide parents with information on how to participate in Teacher-Parent Learning Partnerships. Parents will participate in workshops that show standards-aligned skills in literacy, math, social studies, art and technology.
 2. A Lending Library for parents will continue to expand in order to help parents to monitor their children's progress and become educated in solving everyday problems.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Continuing to provide home-school connection materials to all General Education, Special Education, Black, Hispanic ELL and English Proficient students to promote literacy practice at home, ensuring adequate yearly progress in reading, as evidenced by State and City standardized tests.
 - ii. Provide computers in the Parent Lending Library for their use.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Conducting workshops on Teacher-Parent Learning Partnerships.
 - ii. Relaying information to teachers through Professional Development meetings.
 - iii. Having staff attend orientation sessions geared for this purpose.
 - iv. Having staff-parent gatherings to foster school-home partnerships.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Publishing a quarterly newsletter.
 - ii. Personal and telephone contact.

- iii. Using resources in the Parent Lending Library.
- iv. Creating flyers for various events.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. Letters and agendas are organized and appropriately filed.
 - ii. All correspondence is reviewed and translated into different languages to ensure parent understanding.
 - iii. Translation and interpretation services are available to parents on one-on-ones, phone calls, meetings, and during other personal visitations to school.

School - Parent Compact 2011-2012

P.S. 157 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. The school will provide a curriculum for participating students that will meet the New York City Standards. The New Standards partnership resolved to abolish the practice of expecting less from poor and minority children and children whose first language is not English. Our goal is to bring all students to high levels of performance. We will offer our students a scientifically-designed reading program (Reading First) as well as a Balanced Literacy program. Our students will use Everyday Math to improve their problem-solving skills and mathematical reasoning. The performance standards will be monitored and assessed. Our goal is to produce students who become productive members of society by increasing their thinking and reasoning skills.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. Parent-teacher conferences are held in November and March. During these conferences, parents have the opportunity to review all of their children's grades and to examine class work and projects. Teachers can make suggestions for extra assistance to be given in the home and in school. The parents will be given explanations of marks and how the rubrics are designed. Parents should have questions and notes ready to discuss with the teacher. They should use these days to meet with the Administration about any of their concerns.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Parents will have the opportunity to review their children's progress formally.

- b. The two parent-teacher conferences are scheduled for November and March.
 - c. Parents will have access to their children's work online. The online results of the Princeton Review are scheduled for October, December and March.
 - d. All individualized student reports will be sent home to parents, indicating their children's test results on City and State standardized tests. The Grow Report can also be accessed online and will supply all pertinent data from tests.
 - e. Parents also will receive their children's OSIS number and PASSWORD to access their children's scores online through ARIS.
 - f. In addition, the Parent Coordinator offers ongoing parent workshops providing parents with technical assistance to logon ARIS.
 - g. Parents can arrange to meet with teachers to discuss their children's academic standing at a convenient time.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Teachers are available to discuss their children's academic profile and conduct in school. Meetings may be arranged at a time that is convenient for both the teacher and the parent. The school offers two formal opportunities for parents to meet with teachers, in November and in March. The Administration will always arrange for these important conferences.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Parents can observe classroom activities on Open House days, Publishing Parties and other formal occasions. Parents can also become certified Learning Leaders and be assistants in classrooms, which offers an excellent opportunity to learn about school curriculum, learning standards and policies. Finally, a private observation may be arranged if certain issues must be addressed. These meetings will be set up by the Administration.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with

disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensuring that my child is on time and prepared every day for school.
- Monitoring attendance.
- Talking with my child about his/her activities every day.
- Providing an environment conducive to studying.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Participating in school activities on a regular basis.
- Reading together with my child every day
- Providing my child with a library card.
- Promoting positive use of my child's extracurricular time.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.
- Expressing high expectations and offering praise and encouragement for achievement.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K157 **School Name:** The Benjamin Franklin School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. P.S. 157 was identified as SINI based on the needs for the ELL's in both Literacy and Mathematics. According to the NYS findings our school ELL's did not meet AYP on Math and literacy on 2009- 2010 school year or on 2010-2011 school year. The results by proficiency status for ELL's indicates the following: In Math during 2009-2010; 21.2 % scored at level 1, 61.5% scored at level 2 and only 17.3% scored at levels 3 and 4. In 2010-2011, 32.6 scored at level 1, 44.2% scored at level 2 and only 23.3% scored at levels 3 and 4. In literacy during 2009-2010 school year the ELL's scored the following: 43% level 1, 41% scored a level 2 and 16% scored at level 3. In 2010-2011, 46% scored level 1, 35% scored level 2 and 19% scored at level 1. Indicating that there was no significant progress for the ELL's in two consecutive years.

2. Also based on the recommendations of our SQR, P.S. 157 will:

- Refine efforts to gather and analyze a wide range of student work including summative and formative data to track progress and adjust practices to improve learning.
- Strengthen and expand the work of teacher teams engaged in inquiry to improve teacher practices and increase learning outcomes.
- Expand professional learning opportunities for staff to increase adult learning across all classrooms and meet more rigorous standards to improve student work products.
- Enhance systems to evaluate assessment practices, the use of data to increase professional collaboration to make necessary adjustments to increase learning outcomes.

3. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The intervention the school will implement includes but is not limited to:

- Provide small group instruction for the ELL's and the other students who are identified as needed additional support in ELA and Math.
 - Common Prep time is scheduled for all teachers on the same grade level 3-5 times weekly in order to plan curriculum, analyze assessment trends, discuss strategies for differentiation and other inquiry practices.
 - Teachers will meet to form study groups based on the professional Development given by the *Educational Consortium, LLC "The Language Acquisition Specialist"* and using the books provided.
 - Additional intervention block during the day based on inquiry practices and multiple sources of data to support and improve learning of all ELL's. Specifically based on findings from our Professional Development Workshops.
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement. P.s. 157 will use 10 percent of the Title I Funds for professional development that will:

- Allow the teachers to gather and analyze a wide range of student work including summative and formative data to track progress and adjust practices to improve learning.
- Provide teachers with opportunities to strengthen and expand the work of teacher teams engaged in inquiry to improve teacher practices and increase learning outcomes
- Expand professional learning opportunities for staff to increase adult learning across all classrooms and meet more rigorous standards to improve student work products.

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

The teacher mentoring program includes support in all content areas by a veteran teacher/coach including but not limited to:

- Engaging and supporting all students in learning
- Creating and maintaining an effective environment
- Understanding and organizing subject matter
- Planning instruction and designing learning experiences
- Assessing student learning

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.

P.S. 157 will notify parents about our schools identification for improvement in a letter form in English and Spanish. Workshops and meetings will be provided with a translator to clarify and address our school plan for improvement along with phone calls if needed.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 412	District 14	Borough Brooklyn	School Number 157
School Name Benjamin Franklin			

B. Language Allocation Policy Team Composition [?](#)

Principal Maribel Torres	Assistant Principal Juliana Notaro
Coach Laura Morales	Coach Sara Medina
ESL Teacher Connie A. Cruz	Guidance Counselor Miriam Garcia
Teacher/Subject Area Laura Aguero-Dupla	Parent Elizabeth Rangel
Teacher/Subject Area type here	Parent Coordinator Christian Rodriguez
Related Service Provider Rebecca Collado	Other type here
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	8	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	427	Total Number of ELLs	129	ELLs as share of total student population (%)	30.21%
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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. 

Paste response to questions 1-6 here

The identification process for our English Language Learners (ELL's) begins during the initial student enrollment. The Pupil Accounting Specialist screens and orally performs an informal interview in English and in their native language when necessary, with collaboration of other school personnel such as, the Parent Coordinator. As part of the informal assessment, the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS) form is administered to the child's parent to identify if the child is an ELL. During this informal interview when the home language and/or the student's only language are identified as English, the student is classified as an English Proficient student and enters the general education program.

After carefully analyzing the Home Language Questionnaire, if the home language of the student is not English an informal interview in the student's Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-revised (LAB-R).

The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days. Student's that score at Beginning, Intermediate or Advanced Level are considered Limited English Proficient (LEP) and will be placed in their appropriate program setting. If the student scores above the Proficient Level, the student is considered as English Proficient and enters the general education program. All LEP students are evaluated annually with the New York State English as a Second Language Achievement Test (NYSESLAT). Student's that score at Beginning, Intermediate or Advanced Level will continue receiving services until they reach the Proficiency Level. Once a student scores proficient if they're in a bilingual class they will be placed in a general education class. If they're in a general education class and receive ESL services, the ESL services will be terminated general education program.

Parent Orientations are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education. Each parent will observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child's program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enroll students are tested. Two sessions per day are scheduled to ensure all parents have the opportunity to participate.

The entitlement letters are sent home with every ELL student and the Parent Survey and Program Selection Form is completed at end of the program orientations to ensure they are fully completed. If a parent/guardian did not participate in the school orientation, a one-to-one meeting is scheduled to assure the parent is well informed of the ELL programs available in our school. As a very last resource, the Parent Survey and Program Selection Forms will be sent home with the student with a due date to be returned. Our goal is to provide ELL parents with the opportunity to make an informed decision when choosing a program for their child. Parents are advised that they can request for their child to go to another school that provides the program we may not offer. Once parents chose their program of preference students are placed according to their selection within 10 days of enrollment. All communication and/or consultation with a parent or guardian are sent home in English and their Native Language.

Our data indicates that ESL program is primarily the parents first choice with Bilingual program as a secondary of choice to our parents.

At P.S. 157 the current program for ELL's are Freestanding English as a Second Language (ESL) and Transitional Bilingual instruction in accordance with the students needs and aligned with parents requests.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>			15	16										31
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	28	10	7	6	16	15	16							98
Total	28	10	22	22	16	15	16	0	0	0	0	0	0	129

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	31
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	30		8	1		1				31

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	64		9	33	1	11	1			98
Total	94	0	17	34	1	12	1	0	0	129

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			15	16										31
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
TOTAL	0	0	15	16	0	31								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	10	7	6	16	15	15							97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	28	10	7	6	16	15	16	0	0	0	0	0	0	98

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7

The organizational models at P.S. 157 include Transitional Bilingual Education (TBE) and Freestanding ESL pull-out and Push-in classes. In the ESL programs the students are grouped according to their level of language proficiency. All beginners and intermediate students' receive 360 minutes of instruction. Advanced students receive 180 minutes of instruction thru a pull-out/push in ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting.

The program models currently used for the ESL program are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the individual needs of the each student.

In organizing and ensuring that the mandated time of instructional minutes are provided for our ELL's, all staff members meet and agree on a schedule that allows for compliance of all current programs in place. Therefore, all beginners and intermediate students' receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. All ELL's receive 180 minutes of ELA thru the daily 90 minute literacy block transition.

All ELL's in TBE receive 50 minute of instruction in their Native Language(Spanish) thru a content area other than Language Arts. In the Freestanding ESL programs, content areas are mainly delivered in English by using ESL methodology and instructional strategies. Some teaching strategies require the use of visuals, real objects, and gestures when teaching to provide clues to meaning. Concrete objects, pictures, and body movement will engage students, help them make connections and recall language that they are heard and learned. The Journeys Program from ESL componenet is used for grades K-3 and Story Town ESL Component is used for grades 4-6. Other teaching methods involve individualizing, adapting or modifying class work to meet the learning needs of the students among many other techniques used to make instruction comprehensible to the students.

Effective planning and peer collaboration are used to reflect on and assess students learning. All lessons are aligned with standards and all teachers plan for pedagogy to meet the needs of the ELL's.

Our TBE program focuses on the content areas by providing instruction in two languages English and Spanish. Initially our lower grades consist of predominantly beginners, the instructional time includes 60% of instruction in their Native Language and 40% in English. Instruction in their native language is decreased as they progress in fluency and language development. The TBE classes on all other grades have more of a heterogeneous grouping structure based on their levels of proficiency. Teachers' work by differentiating and/or using scaffolding methodologies during instruction for Ell's to attain English proficiency. The strategies used from the workshop models

A. Programming and Scheduling Information

are employed for language acquisition. The bilingual classrooms also provide a print rich environment, with picture cards, word walls and leveled classroom libraries in English and Spanish.

All our ELL's are evaluated in their native language as part of the initial evaluation by using the Spanish Lab-R. P. S. 157 is currently in the process expanding up to eighth grade therefore, we will evaluate if we open a bilingual class in the upper grade they will be evaluated using the ELE.

Our ELL subgroups are targeted by focusing on their academic needs. The SIFE students' receive the maximum units of support and academic rigor. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services. Differentiated instruction is in place throughout the day to meet the diverse needs of our ELL's. Sheltered instruction with ESL strategies is used to make content more accessible and comprehensible to these students. Native language support is offered thru the use of bilingual dictionaries, materials in their native language and strategic linguistic grouping. Teachers use various tasks and activities to build on student's background and prior knowledge. The use of a variety of techniques to make concepts clear and meaningful to the students is a strategy applied by all teachers to promote and maximize students learning.

The newly enrolled ELL's total amount of instructional time is based on their individual proficiency level. The new incoming ELL's are targeted by providing meaningful and authentic activities with language practice opportunities. The instructional plan to prepare these students for the NYS English Language Arts Test is implemented during the daily 90 minute block of literacy instruction. In grades K-3 ELL's are provided with the mandated minutes of ESL instruction through the Reading First program which is aligned to the ELA standards.

The ELL's with 4 to 6 years of service receive the mandated time of support units and are grouped by levels while differentiating according to their language specific need. Instruction focuses on students' growth and individual success as indicated in the state tests, periodic assessments and class work. Assessment and goal setting is aligned with instruction for all student needs to reach and maximize their learning potential.

Our ELL's with special needs receive the mandated time of support units and are grouped by levels according to their language specific needs as established in their IEP. Our long term goal for ELLs students that have not mastered the proficiency level within the desirable timeframe, these students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services. After the intervention blocks, as per agreed with the caretakers additional work will be sent home with the student to reinforce skills taught.

All our ELL's including: newcomers, students receiving 4-6 years of service and ELL's identified as having special needs participate in an extended day program where they receive additional instructional support twice a week for 75 minutes. Ticket to Read, Journey's Intervention Teacher's Guide and Voyager Learning System is the program in place for these services. All ELL's partake in the Title III after school test preparation program in reading, writing and mathematics. Additional support is provided to students who have to take the NYSESLAT in an after school program.

In a classroom where a variety of instructional strategies are present every day, students are deeply engaged, challenged, and learn at high levels. The teachers in these classrooms see the benefits of using these strategies to put their students in charge of their own learning. A variety of instructional strategies are present every day for all our students including ELL's-SWDs, students are deeply engaged, challenged, and learn at high levels such as taping into students prior knowledge, thinking maps or graphic organizers, Modeling among other strategies are used with appropriate grade level materials to provide access to academic content areas and accelerate English Language development. The diverse need of our ELL-SWDs are met by carefully scheduling their individual needs to a flexible program within a ICT or self-contained classroom as recommended by the IEP team.

Courses Taught in Languages Other than English ⓘ

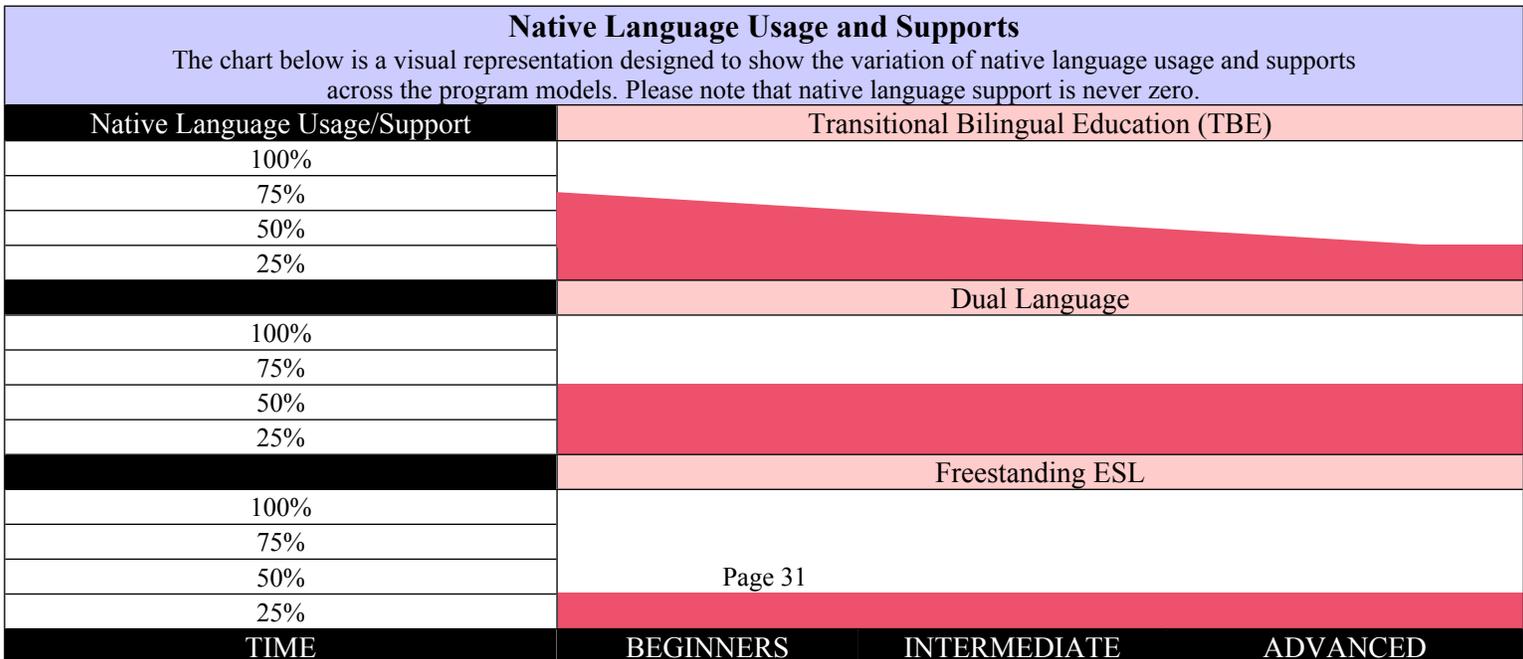
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

As previously mentioned, all ELL's receive academic intervention services in all content areas. Twice a week our ELL's participate on a 75 minute intervention block. LEP students benefit from the Voyager Passport extended day or Harcourt Intervention Kit that includes explicit introduction of skills, ample practice opportunities, and corrective feedback. All intervention programs are offered in English only. Our plan to support all ELL's reaching proficiency on the NYSESLAT includes but not limited to using strategic differentiation methods according to the area of need (Listening/Speaking or Reading/Writing) most of our students reaching proficiency need extra support in reading and writing. The core program used to instruct these students is Journey's and Story Town using ELL Extra Support Kit that is aligned with the curriculum in place in the monolingual classroom. In addition, these students participate in small group instruction through the extended day program and the possibility to participate in our Title III after-school program.

For this school year, all students including our ELL's will benefit from an online enrichment program called Ticket to Read and I Station with is an interactive literacy and Math software. Once a week students participate in this interactive online program to reinforce their reading and writing skills.

Fortunately, this school year, none of our programs or services will be discontinued for ELL's. Our school programs are offered to all students. There is equal access opportunity to our programs. We offer an extended school day as previously mentioned including twice a week for all students and supplemental after school services are offered to target those skills that need extra support.

The instructional materials for ELL's are: Journey's ELL component, and Story Town ELL components for both programs ELS and Bilingual including regular education classes, Ticket to Read and I Station as a technology resource and Voyager Learning System to support students during the extended day program.

Native language support is delivered thru a 50 minute content area class for Transitional Bilingual Education (TBE) classes. Lessons in both languages maximize the academic and linguistic development and transfer of skills in both languages. The ESL teacher supports Native language Arts thru variation of techniques used to build on students prior knowledge acquisition in addition to Spanish libraries and resource books. All required services and resources correspond and supports our ELL's according to their grade level and age.

During the registration process the school assists possible newly enrolled ELLs by guiding them through the registration process with the support of our multi-cultural and multi-lingual staff.

Due to our school's composition, we do not offer language electives to our students.

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

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

All P.S. 157 receive ongoing professional development in language acquisition that reflects the needs of our school. Skills such as: scaffolding instruction, applying CCSS for ELL's, transferring native language skills, and differentiating lessons based on student data. All Bilingual teachers are given the opportunity through professional development to collaborate with one another and with the ELL coordinator. Professional Development includes:

Teachers may participate from professional development and support offered by our network. Professional development is also offered and coordinated by our Literacy, Math coaches and ESL Coordinator.

o A two period professional development workshop will be provided for teacher who have ELL's in their classrooms targeting Project Base

Learning. This unique professional development opportunity builds teacher capacity as participants experience firsthand the process of planning, working in a collaborative group with peers, and learning in a project-based setting.

o Professional development will be continuous throughout the year in data analysis utilizing Acuity and ARIS to differentiate instruction, and identify levels of proficiency for ELL's.

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?

Paste response to questions 1-4 here

Parental involvement takes place in many different forms. In order to raise parents' participation, our school offers a variety of workshops on the following topics: curriculum, homework, testing, computers, ESL and nutrition, ARIS and many others that will provide the necessary support all parents need. In addition, at the beginning of the school year, parents' orientations are held for parents of newly enrolled ELL's to ensure parents understanding of the programs and services available in school. All parents participate in publishing parties held by teacher in all grades. This allows for all parents to be updated of their child's education.

P.S. 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. These Community Based Organizations mostly sponsor our parents workshops. Our school is partner with Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents. Also the Woodhall Hospital offers our parents and families with asma prevention and smoking sesantation workshops. Fidelis provides our parents and families with health insurance.

The parents' needs are evaluated and meet by the use of surveys to inform the school on parents' needs and preferences. These surveys include choices for workshop topics, best time for presentations and meetings.

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)	11	6	3	6	1	2	1							30
Intermediate(I)		3	4	8	7	6	7							35
Advanced (A)	17	1	15	8	8	7	8							64
Total	28	10	22	22	16	15	16	0	0	0	0	0	0	129

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	1										
	I	3	6	3	1	2	4							
	A	4	16	12	6	6	7							
	P		1	4	6	8	3							
READING/ WRITING	B	5	5	3										
	I	2	3	7	4	6	5							
	A		2	9	7	6	5							
	P		13	1	2	4	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	2	3	0	12
5	6	5	1	0	12
6	9	4	0	0	13
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
4	5		7		3				15
5	6		3		5				14
6	7		8		0		0		15
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Benjamin Franklin		School DBN: 14...	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maribel Torres	Principal		11/29/11
Julian Nota	Assistant Principal		11/29/11
Christian Rodriguez	Parent Coordinator		11/29/11
Connie A. Cruz	ESL Teacher		11/29/11
Elizabeth Rangel	Parent		11/29/11
Laura Agüero-Dupla	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		11/29/11
Laura Morales	Coach		11/29/11
Sara Medina	Coach		11/29/11
Miriam Garcia	Guidance Counselor		11/29/11
Ada Orlando	Network Leader		11/29/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K157** School Name: **Benjamin Franklin**

Cluster: **4** Network: **N307**

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

Part A: Needs Assessment Findings

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

- Parent surveys and questionnaires solicited periodically at PTA meetings by Parent Coordinator, in conjunction with PTA Leadership.
- Review of Home Language Survey Information sheets in September, 2011.
- Personal conversations, both in person and via telephone, between Parent Coordinator and PTA members.

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.

- Spanish language represents more than 85% of all Home Languages at P.S. 157.
- Spanish-speaking administrators, teachers and Parent Coordinator effectively address this need.
- Findings were announced at PTA meetings and also at the first meeting for parents of English Language Learners. Additionally school staff members are also informed.

Part B: Strategies and Activities

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

- All school letters, including letters from classroom teachers, will be translated into Spanish by the Parent Coordinator.
- During regular school days, other languages interpretation services are provided via the Interpretation Units as needed and/or upon parent request.

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-teacher conferences, teachers who do not speak Spanish are provided with an out-of-classroom teacher or paraprofessional who serves as an interpreter.
- Teachers are highly encouraged to use the Interpretation Unit for over the phone interpretation during Parent-Teacher Conferences.
- Oral interpretation services are also provided by a professional during events such as PTA meetings, Parent Workshops, School Leadership Meetings, and Parent Orientation.

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>.

- P.S. 157 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services
- P.S. 157 will post in a conspicuous location at or near the primary school entrance a sign in Department of Education covered languages indicating the room where a copy of such written notification can be obtained.
- P.S. 157's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- P.S. 157 will obtain from the Translation and Interpretation Unit a translation into Spanish or any language other than English of the signage and forms required pursuant to Chancellor's Regulations A-663, and will post and provide such forms in accordance with said Regulations.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 157	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

P.S. 157 after school program aims to meet the specific needs of each ELL's subgroup such as the SIFE, newcomers, long term students and special education students by focusing on their individual academic need and proficiency level. Our plan is to support all ELL's to reach proficiency scores on the NYSESLAT thru the use of but not limited to using strategic differentiation according to their area of need Listening/Speaking or Reading /Writing. According to the results of the 2010 Fall NYSESLAT test the majority our students' reaching proficiency need extra support in the modalities of reading and writing. P.S. 157 is using the data obtained from the 2010-11 NYSESLAT test to determine the linguistic weakness of each ELL. Based on data analysis, teachers will be able to recommend students to our Title III Saturday Academy Program. Utilizing the data analysis bilingual teachers, general education teachers and the ESL teacher will work together to target specific skills during school literacy instruction and after school instruction. The implications for instruction are as follows:

- The Title III Saturday Academy program will run from January , 2012 to May 5, 2012, (17 sessions). There will be 2 regular education teachers and 6 ESL/BL teachers working for this program with 20 - 25 students per group. All teachers will be certified in either in regular education, bilingual education and/or ESL. ESL teachers will team teach with regular education teachers with scheduled intervals for each group serviced.
- The language of instruction for our Title III program will be English.
- The Title III Saturday Academy program will also use scaffolding strategies in literacy and all other content areas. The strategies from the Workshop Model will also be employed for language acquisition. The classroom environment will be print-rich, with picture cards, word walls, leveled classroom libraries in English and Spanish, listening centers, strategy charts and graphic organizers related to current units will also be present.

A licensed supervisor will also be funded to implement, coordinate, and monitor the Saturday Academy Title III program. The supervisor will observe instruction, provide support to participating staff/students, and monitor student and teacher attendance, articulate between the official classroom teachers and After School Program teachers and secure appropriate instructional and assessment materials. The supervisor will ensure safety of the students and the staff.

In order to provide a quality supplemental instructional program, the following materials will be purchased using the Title III funds:

Part B: Direct Instruction Supplemental Program Information

- Continental Press (NYSESLAT Test Prep Materials For Grades K - 6)
- General Supplies for students (chart paper, folders, pens, pencils, notebooks, copy paper, etc.)

Part C: Professional Development

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

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

Begin description here:

This unique professional development opportunity builds teacher capacity as participants experience firsthand the process of planning, working in a collaborative group with peers, and learning in a project-based setting. Project Based Learning (PBL) is an inquiry based process for teaching and learning. In PBL, our ELL students focus on a complex question or problem, then answer the question or solve the problem through a collaborative process of investigation over an extended period of time. Projects often are used to investigate authentic issues and topics found outside of school. During the inquiry process, ELLs learn content, information, and facts necessary to draw conclusions about the question. Students also learn valuable skills and habits of mind during the process.

All of P.S. 157's Bilingual and ESL teachers are fully certified, and receive ongoing professional development in language acquisition that reflect the needs of our school , scaffolding instruction, transferring native language skills to English, and Balanced Literacy support. Bilingual teachers are given opportunities in professional development to collaborate with one another and with the ELL coordinator. Professional Development includes:

A two-hour workshop will be used as a support and guide for professional development on PBL.

The focus for these workshops will include: How to incorporate the learning of specified subject-matter concepts and standards through PBL. Projects begin with curriculum standards and use aligned assessments to determine what students have learned. Projects are then designed around a Driving Question that knits together intended outcomes and project activities.

Professional development will be provided to teachers to analyze data, learn how to access Acuity to review item analysis and sequential steps and in ARIS to differentiate instruction and identify performance of levels of ELLs within PBL. This also involves data analysis, instructional planning and cross-content planning for ELLs while maintaining an effective push-in model. The ESL teacher will lead the workshops along with the ESL representative from our CLSO network. The workshop will be offered to all teachers of the ESL and Bilingual department, grades 1-6, and will also be available to other teachers of ELLs who show interest in collaborating with the project for the benefit of their entire class. Substitute teachers will be hired for the allocated time so that teachers can attend the Professional

Part C: Professional Development

Development workshops.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental involvement takes place in many different forms. In order to raise parents' participation, our school offers a variety of workshops on the following topics: curriculum, homework, testing, computers, NYSRESLAT, ESL/BL programs, nutrition, ARIS and many others that will provide the necessary support all parents need. In addition, at the beginning of the school year, parents' orientations are held for parents of newly enrolled ELL's to ensure parents understanding of the programs and services available in school. All parents participate in publishing parties held by teacher in all grades. This allows for all parents to be updated of their child's education.

P.S. 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. These Community Based Organizations mostly sponsor our parents workshops. Our school is partner with Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents. Also the Woodhall Hospital offers our parents and families with asma prevention and smoking sesantation workshops. Fidelis provides our parents and families with health insurance.

The parents' needs are evaluated and meet by the use of surveys to inform the school on parents' needs and preferences. These surveys include choices for workshop topics, best time for presentations and meetings.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		