



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BENJAMIN FRANKLIN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X055

PRINCIPAL: LUIS ELADIO TORRES

EMAIL: LTORRES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Luis Eladio Torres	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Leader or Designee	
Lavinia Colon	*PA/PTA President or Designated Co-President	
Robin White	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Joan Aziz	Member/	
Jasmin Perez	Member/	
Marilyn Simmons	Member/	
Quarshie Comfort	Member/	
Esperanza Vasquez	Member/	
Ebony White	Member/	
Shechana Anthony	Member/	
Samatha Fonseca	Member/	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, the percentage of students at or above grade level in English Language Arts:

- in grades 1-3 will increase 15% from a population of 350 students as determined by the end of year running records and/or the Fountas and Pinnell benchmark assessments.
- in grades 4-5 will increase 15% from a population of 234 students as determined by the 2012 NYS ELA exam.

Comprehensive needs assessment

- Based on the 2010-2011 NYS report card we met one out of six achievement targets for English Language Arts (ELA).

Instructional strategies/activities

- RTI team identification, prescription and support.
- Ready and I-Ready program will be used as an intervention.
- The SPICE program will support low performing kindergarten students.
- Attendance team will focus on English Language Learners.
- Targeted preparation that meets the needs of individual students.
- AIS support focused on individual needs as evidenced from the previous year's State Exam as well as ongoing assessments.
- Counseling sessions, parent meetings, and teacher meetings scheduled to monitor and evaluate progress.
- Mentors assigned to struggling students.
- February 1, 2012 data update. New status based on Term One data. New programs generated, and the monitoring systems run in the second semester. Alternative programs for perennially struggling students are investigated.
- Classroom teachers will write measurable goals for their students using results from acuity assessments, running records and TC assessments.
- Classroom teachers will meet weekly to assess student progress and develop long-term and short-term goals for their students.
- Classroom teachers will report academic progress to parents monthly.
- The UFT Teachers' Center will provide targeted professional development to teachers in the area of ELA.
- School leadership will provide opportunities for teachers and administrators to collect, organize, and interpret data to inform instruction.
- The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students. The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and

implementing the described task bundles and their assessment component.

Strategies to increase parental involvement

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office,;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers are Highly Qualified.

Service and program coordination

Our two Supplemental Educational Service providers work with our teachers during the school day to ensure that the tutorial services match students' academic needs. The scheduling of the tutoring sessions encompasses approximately the full school year. In addition, we partner with several health organizations to provide students with the exercise and nutritional information needed to maintain their well being. A healthy body translates into a healthy mind. Our in-house community based organization exposes our students to the various art genres to ensure we are educating the whole child.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development
- Teacher per session for after school programs and differentiated professional development.
- Literacy and math coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, the percentage of students at or above grade level in Mathematics:

- in grades 1-3 will increase from by 10% from a population of 350 students as by determined by the end of year mathematics grade level assessment.
- in grades 4-5 will increase from by 20% from a population of 234 students as determined by the 2012 NYS Mathematics exam.

Comprehensive needs assessment

Based on the 2010-2011 NYS report card we did not meet any of the six achievement targets for Mathematics.

Instructional strategies/activities

- RTI team identification, prescription and support.
- Ready and I-Ready program will be used as an intervention.
- The SPICE program will support low performing kindergarten students.
- Attendance team will focus on English Language Learners.
- Targeted preparation that meets the needs of individual students.
- AIS support focused on individual needs as evidenced from the previous year's State Exam as well as ongoing assessments.
- Counseling sessions, parent meetings, and teacher meetings scheduled to monitor and evaluate progress.
- Mentors assigned to struggling students.
- February 1, 2012 data update. New status based on Term One data. New programs generated, and the monitoring systems run in the second semester. Alternative programs for perennially struggling students are investigated.
- Classroom teachers will write measurable goals for their students using results from acuity assessments.
- Classroom teachers will meet weekly to assess student progress and develop long-term and short-term goals for their students.
- Classroom teachers will report academic progress to parents monthly.
- The UFT Teachers' Center will provide targeted professional development to teachers in the area of math.
- School leadership will provide opportunities for teachers and administrators to collect, organize, and interpret data to inform instruction.

Strategies to increase parental involvement

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and

assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers are Highly Qualified with a zero turn-over rate.

Service and program coordination

Our two Supplemental Educational Service providers work with our teachers during the school day to ensure that the tutorial services match students' academic needs. The scheduling of the tutoring sessions encompasses approximately the full school year. In addition, we partner with several health organizations to provide students with the exercise and nutritional information needed to maintain their well being. A healthy body translates into a healthy mind. Our in-house community based organization exposes our students to the various art genres to ensure we are educating the whole child.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development
- Teacher per session for after school programs and differentiated professional development.
- Literacy and math coaches to improve teacher effectiveness and to support implementation of the Common Core State Standards

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, we will see an increase in overall attendance by 2% school-wide as measured by the final attendance reporting in ATS.

Comprehensive needs assessment

- Over the last three years PS 55's attendance has been inconsistent, ranging from 89% to 92%, therefore we feel a realistic goal of 93% is achievable and by implementing specific programs that are focused on driving attendance upward, we set our goal for 93%.

Instructional strategies/activities

- Creation of an attendance plan that includes, but is not limited to:
- An assessment of academic needs, interests, preferences, and abilities of Hispanic and Black male students
- Regular meetings with Network Attendance Director and the school attendance team
- Targeted Meetings and communication with parents
- Incentives for students
- Involvement of external service providers in planning and maintenance of the program
- Implement a committee of concerned administrators, teachers and student support staff to monitor student attendance at extended day opportunities, implement incentives, contact parents, interface with teachers and create a plan to increase the attendance of black and Hispanic students at all learning opportunities.

Strategies to increase parental involvement

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers are Highly Qualified with a zero turn-over rate.

Service and program coordination

- The attendance teacher has a plan for increasing attendance. We provide incentives and awards for students with perfect attendance. Teachers and parents are held accountable for student attendance.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below: Funds are used to provide incentives and materials necessary for improving student attendance. An attendance teacher was hired to monitor the work.

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	30	30	N/A	N/A				
1	50		N/A	N/A				
2	130	130	N/A	N/A				
3	110	110	N/A	N/A				
4	102	102	102	102				
5	132	132						
6								
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	<p>AIS in ELA is implemented through an intensive pull-out program for targeted students.</p> <ul style="list-style-type: none"> ● SPICE- one-to-one tutoring for Kindergarten students ● Innovations for Technology targeting 1st grade students ● Waterford computer program targeting 2nd grade students ● I-Ready- computer based program targeting 3rd, 4th, and 5th grade students in ELA ● Ready- targeting 3rd, 4th, and 5th grade students
Mathematics	<p>AIS in Mathematics is implemented through an intensive pull-out program for targeted students.</p> <ul style="list-style-type: none"> ● SPICE- one-to-one tutoring ● I-Ready- computer based program targeting 3rd, 4th, and 5th grade students in Mathematics ● Ready- targeting 3rd, 4th, and 5th grade students
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>School counselors will provide guidance and crisis counseling services during the school day. These services will be provided as needed in English, and Spanish. Students receive support for social development. (I.E. personal issues including friends, family, school, current events, etc.)</p>
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)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09x055 **School Name:** Benjamin Franklin Public School 55

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. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Findings as per the Joint Intervention Team Review:

- Curriculum maps for English language arts (ELA) are not fully in place. These are currently being adapted by grade teams to incorporate New York State (NYS) Learning Standards, Performance Indicators and Common Core Standards. The main reading program of balanced literacy is being replaced three days a week by a packaged reading program intended for use as a supplemental resource.
 - The school's scope and sequence curricula documents for science and social studies are not aligned to the ELA curriculum.
 - Not all ELA curriculum maps had pacing calendars attached.
 - Most teacher questioning techniques were at a low level of Bloom's Taxonomy, often requiring only single-word responses.
 - The lack of a full time literacy coach prevents the school from providing appropriate
2. 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 ELA curriculum will be fully mapped for all grades, including appropriate referencing to the standards and performance indicators.
 - School leaders will ensure that science and social studies curricula are aligned to the ELA curriculum maps to ensure content area support for student progress in ELA.
 - The school leaders, with the support of the Network, will develop pacing calendars that incorporate vertical alignment of standards from grade to grade.
 - The school, with the support of the Network, should provide comprehensive professional development (PD) for teachers and administrators on strategy-based instruction, using grade-by-grade performance indicators as a basis for developing a range of strategies to support individual student growth. PD on literature-based instruction in ELA should be provided. The school should provide support for classroom teachers in aligning tasks appropriate to the genre with individual student needs in order to develop student understanding and academic rigor.

- The Principal will identify and set aside resources to purchase appropriate books, materials, and hire a literacy coach.

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.
 - The Principal identified and set aside resources to purchase appropriate books and materials.
 - The Principal revised the schools organizational structure to allow funding for a full time literacy coach with a specific role in supporting classroom teachers across the grades in their ELA instruction.
 - A professional development plan was established and is being implemented.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - As per the JIT review a Professional Development Plan was developed and is being implemented.
 - All items identified on the JIT review as areas in need of professional development are being addressed.
 - All teachers meet weekly to plan, develop, and write their instructional program.
 - On Mondays, teachers across the grades and content areas meet to discuss instructional practice.
 - All new teachers are assigned a coach to provide one-on-one support.
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.
 - A Title I parent meeting was schedule in the beginning of the school year.
 - A copy of the SINI Status letter (Spanish/English) was backpacked with all the children.
 - The parent coordinator is available to talk to the parents.

**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 Debra Maldonado/Ben Waxman	District 09	Borough Bronx	School Number 055
School Name Benjamin Franklin			

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

Principal Luis Torres	Assistant Principal Fernandra Harris
Coach Healy	Coach Gladys Centeno
ESL Teacher Solange Figueiredo	Guidance Counselor Ms. Guzman
Teacher/Subject Area Iris Medina - 4/5 Grade	Parent Ms. Colon
Teacher/Subject Area A. Hernandez - 5th Grade	Parent Coordinator Maribel Falu
Related Service Provider E. Noel	Other Joselyn Salcedo
Network Leader	Other N. Matias, Secretary

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	2	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	7	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	1	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	722	Total Number of ELLs	132	ELLs as share of total student population (%)	18.28%
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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. 

1)

PS 55 requires that all parents/guardians registering their children for the first time at in a New York City Public School fill out a Home Language Identification Survey (HLIS), which includes the formal interview. A review of the HLIS will indicate what language is used in the child's home. If the HLIS indicates that the child uses a language other than English to communicate in the home, the school makes the determination that the child may be eligible for ELL services. Eligible students are administered the Language Assessment Battery-Revised (LAB-R) by the school's related service providers, Solange Figuereido or Ms. Centeno. They are the pedagogues responsible for administering the HLIS and LAB-R. They both speak English and Spanish. The results of the LAB-R will indicate the child's level of English Proficiency and will determine the child's entitlement to English language development support services. If the student does not pass the LAB-R, and he or she uses Spanish at home, he or she will be administered the Spanish LAB-R to determine language dominance. If the parents are available to stay for the parent orientation, they will view a video that explains the research on the types of programs they could request their child to be placed in. If not, we set up a time before the 10 days following registration, in which the child is in school, in order to do the parent orientation. We will either make phone calls or send a letter to parents, stating the date and time of the meeting. This is done in order to ensure that parents/guardians of ELL students, fully understand the programming options available for their child. Materials are distributed during these meetings detailing the programming options that the school offers (Transitional Bilingual Education or ESL services). Translation services are given in Spanish. At the meeting, parents/guardians receive the Parent Survey and Program Selection Form, on which they will indicate the program that they are selecting for their child. Forms are signed and returned to the school's assistant principal, Fernandra Harris. The default program, as per Jose p, is Transitional Bilingual Education. Students are eligible to be placed in TBE classrooms, if their HLIS indicates that their home language is Spanish. As per parental preference, the child will either be placed in a Transitional Bilingual classroom or be designated to receive pull-out/push-in ESL services.

All students who are designated as ELLs will take the New York State English Language Achievement Test (NYSESLAT) each year until they attain proficiency in English. We have three different ATS Reports that we use to closely monitor the ELL students that are eligible to take the NYSESLAT in the Spring. Students scoring below proficiency have to be administered the NYSESLAT, until they score at or above proficiency. Throughout the year, the ELL providers and testing coordinators review the ATS in order to give the ELLs the services they are entitled to. We review the ATS NYSESLAT combined modality report (RNMR), which groups the modalities and gives us their proficiency levels; the ATS LAB-R, NYSESLAT Exam History Report (RLAT), gives us the actual scores on all four modalities and proficiency levels. On the Revised LAB/NYSESLAT Eligibility Roster (RLER) and students eligible for NYSESLAT (LAT), it shows us the number of years that the ELLs have been serviced and their home language. The school's testing coordinator, Marion Healy, is responsible for ensuring that all students designated as ELLs who have not reached proficiency as measured by the NYSESLAT, are tested annually. In order to ensure an optimal environment for testing, the students have testing accommodations, which include a separate location within the school. A sign is placed on the door stating, "Do Not Disturb", "Testing". ELLs are integrated within a grade-appropriate classroom. The students have different days that they are tested in reading, writing, listening and speaking. The only test that is administered one-one is the speaking portion, and this is done by the ESL teachers.

The other components are administered in a whole class setting. In the TBE classroom, the teacher administers the reading, writing and listening portion. NYSESLAT data on ELL students are monitored continuously throughout the year to ensure that all students who are mandated to be tested are tested.

2)

In order to ensure that the parents understand all three program choices, parents receive a formal interview and a parent orientation with an ESL teacher who will then proceed to thoroughly explain the program choices. They will receive information in their native language through an interpreter. Then, they will view the video that will further explain the types of programs that the school is offering. For further clarification, the ESL teacher will explain the goals of each program: In the TBE program, the goal is to gradually teach the student the oral and content language in English, while they are learning grade appropriate content material in their native language. This fosters growth and progress academically, as they are adapting to another culture and another language. They are placed in differentiated groups, using various ELL strategies that will promote strengthening their second language acquisition. The goal of an ESL model program is to provide flexible grouping, with proficiency levels that are grade appropriate and targeting the skills needed to help them develop proficiency in the four modalities. Parental outreach is provided several times a year. We follow-up with phone calls, have afterschool sessions and also send letters to parents during parent-teacher conferences in order to remind them to visit the ESL teachers, that will inform them of their child's progress.

3)

Through the formal interview process, the ESL teachers or members from the LAP, make sure that the entitlement letters, parent survey and program selection forms are distributed the parents. If the parents have not returned the forms, we follow-up with phone calls to remind parents to bring them in; or, we could make an appointment so that we could meet with them personally to receive these forms, or redistribute forms to be filled out at this time. If the forms are not returned within 10 school days, the default program for Spanish

ELLs is TBE class. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12

4) The following Check all that apply identified ELLs in a TBE class: the HLIS filled out must identify Spanish as the primary home language and a formal interview with the student/parent is given; if they did not pass the LAB-R, the Spanish LAB-R is administered, with interpretation in their native language. Then a video is given that explains the programs offered in the school, and parental choice is honored. If the home language identifies another language, other than English, the child goes through the same process, as in a Spanish-speaking ELL. Then, placement letters are distributed to the parents after the child is identified as an ELL student, per LAB-R testing. Presently, we maintain the placement letters in a folder, but are in the process of creating an ELL Binder. After we receive the NYSESLAT Report in September, the continued entitlement letters are sent to the parents to inform them of their child's entitlement for continued service. Copies of the entitlement letters are maintained for our records in a folder in our general office.

5)

After reviewing the Parent Survey and Program Selection Forms for the past few years, the LAP team has noticed that the trend in programming choices for parents/guardians of spanish-speaking ELLs, has been the selection of TBE programs. However, we either had to place students in bridge classes, have them on the waiting list or placed them in monolingual classes and give them either pullout or push-in ESL services. This is due to a decline in the spanish-speaking population entering our school. This has made the ESL Program, the selected model. This is represented in the following data for the past 2 years:

2011-2012:	TBE Program:	ESL Model:	Total ELL Students:
	Grades: 5: 19 (CTT)	All Grades: 98	132
	4/5: 15		
2010-2011:	5: 18	78	131
	3/4: 15		
	1/2: 20		

6)

The school's model is somewhat aligned with the majority of parent requests. In order to make sure that programming continues to be aligned with parent requests, the school monitors parent choice closely for any changes in the current trend. If there are not enough students to formularize a TBE class, the students are placed on a waiting list, until we have enough students to form a TBE class. The parents are then informed upon availability of a TBE class. We are in the process of aligning the number of parental requests by formulating a new dual language program for next year. Presently, we are in the pilot stage, with 2 classes, giving only about 3 periods/week of Spanish instruction. Our instructional model will utilize the 50/50 model. Our goal is to have two teachers: one English only and the other Spanish only. The students will switch classes and learn the alternate language through the content area. This will be scaffolded through the use of ELL strategies, such as QTEL (Quality Teaching for ELL), graphic organizers, visuals, realia,

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

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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					1	2								3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In		0		1										1
Total	0	0	0	1	1	2	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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	
TBE	14	0	1	20	0	5	0	0	0	34
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	69	0	15	29	0	5	0	0	0	98
Total	83	0	16	49	0	10	0	0	0	132

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	0	0	0	0	10	24								34
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0	0	0	0	10	24	0	34						

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	2	17	15	15	9	10								68
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	1	0	1	0	1								3
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	4	6	8	9	5								33
TOTAL	3	22	21	24	18	16	0	0	0	0	0	0	0	104

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1)

The majority of the time, instruction is delivered through the pullout model. Students are grouped per grade and proficiency levels. They are grouped in a small setting (8-10 students) and are taken to a separate location for instruction. We also use the push-in model, in which we collaborate with the classroom teacher and teach a component of the Balanced Literacy Model, using ELL strategies.

The program model we use depends on the proficiency levels. For the beginners, we group them according to grades (homogeneous) and focus in on developing their oral and academic skills. At times, depending on the capacity that the students have demonstrated, we may group them heterogeneously with the proficiency levels (Intermediate/Advanced students) from the same grade. This will allow us to not only focus in on the skills they need to acquire, but also support the classroom teacher with the curriculum they are teaching. This promotes collaboration and continuity.

2)

In order to ensure that the mandated number of instructional minutes is provided, we prepare our schedules and articulate with our teachers regarding the mandated minutes during the week, according to their proficiency levels. We try to work with the teachers by arranging to pick up the students during literacy, preps, common planning, etc. In the TBE program, the bilingual teacher is able to service the students by providing ESL through the content areas and base their lessons on the proficiency levels of the majority of the class. The cluster teachers are also asked to use visuals, graphic organizers and the use of projects that will enhance learning and develop their oral and content skills. If the ESL teacher has an advanced class, the students are only required to be serviced 4/wk for 45 minutes. The ESL teacher pulls out the beginners/intermediate for (8) 45 minute sessions. For the TBE classroom, the teacher could also provide native language support through math, science or social studies. Since the TBE students have an option to take the math and science test in spanish, the native language instructional minutes could be given during these content areas. This should be done according to the majority proficiency level of the students in the class. The students will then have the allotted structured support in their native language. During the ESL component, the students that may be in the beginning levels, could be asked to write in their native language, if they want. They could be paired with a student that is more proficient to assist them with the writing, or their work could be shared with someone who can translate it for them.

A. Programming and Scheduling Information

3)

The content areas are delivered in the TBE classes in Spanish for Social Studies/Science and Mathematics. Literacy and ESL are given in English. Teachers use graphic organizers, visuals project-based learning, balanced literacy and the four modalities.

4)

To ensure that ELLs are appropriately evaluated in their native language, we use the EL SOL and the Estrellita assessments to evaluate the ELLs. For the English assessments, we use Fountas & Pinnell, running records in both English and Spanish and guided reading. We also use the ELL Periodic assessments and the ELE assessment in Spanish.

5)

- a) To adjust the needs of SIFE students, materials are selected to scaffold the text, such as audio and visuals. Teachers use TPR, graphic organizers and peer partners. They use content materials that are familiar and can tap into their prior knowledge.
- b) Newcomers are given extra visual support through activities and materials. We also use a program called, English Now, that consists of verbal commands and the use of TPR to scaffold their language development.
- c) For ELLs that are receiving service for 4 to 6 years, we use small group intervention in guided reading/writing. The students are placed in flexible grouping that allows them to move up in levels, as they master a new skill. We use the Balanced Literacy Model and also use the I-Ready program to give them extra support in comprehension and test-taking strategies. We also collaborate and communicate with special services providers regarding the students' needs, so they could get the extra support needed.
- d) For long-term ELLs, we use the same methods described above, with extra AIS intervention and refer them to afterschool programs and Saturday Academy. We also use the data from the NYSESLAT to help us develop an action plan suited to the individual needs of the students. This would help us strengthen those areas that they are struggling in.

6)

The school ensures that the ELL-SWDs receive the appropriate program by having a parent/student interview with the IEP Team. Once the team meets with the parents, they discuss whether the student needs speech, hearing, vision and the required services they are mandated to receive. Then the students are placed in the least restrictive environment. They either are placed in a 12.1.1 classroom setting or a CTT (collaborative team teaching) in either an English classroom, with pullout ESL services; or for the bilingual students, we placed

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
7)	100%			
We use the CIT (Collaborative Instructional Team) model for ELL-SWDs, also self-contained and SETTS providers, and they communicate with each other so the schedules do not overlap.	75%			
	50%			
	25%			
		Dual Language		
	100%			
	75%			
	50%			
	25%			
		Freestanding ESL		
	100%			
	75%			
	50%			
	25%			
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English ⓘ

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?

- heritage classes

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?

8)

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B. Programming and Scheduling Information--Continued

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

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)?

N/A

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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.

1)

Our professional development for ELL personnel will focus on differentiated instruction and the use of ESL strategies to help ELL students to achieve academic success in content areas. Teachers of ELLs will become familiarized with the NYSESLAT as well as the English as a Second Language standards and performance indicators. Our professional development will also help ELL personnel become aware of different stages of language acquisition and the best practices to help their ELLs gain skills they need in order to perform in the classroom on a monthly basis. Administration usually attend PD in regard to curriculum, CCLS, compliance, technology, etc. The guidance counselor receives PD in student awareness issues, ACS, etc. Teachers that provide special services attend meetings that focus on speech and language, compliance, SESIS, medicaid compliance, LRE, motor development and school-based practices. Secretaries are trained in school-related issues, such as transportation, immunization, extended day, record keeping, etc. Bilingual/ELL teachers are sent to PDs that focus on ELL strategies, language acquisition and teaching the content areas through various strategies to increase comprehension. Throughout the year, there is ongoing professional development in-house and outside the school. The calendar on PD dates is currently not available, at this time.

2)

In order to assist ELLs as they transition from elementary to middle school and/or middle to high school, PS 55 provides staff with the following supports: professional development, grade meeting, and teaching materials appropriate to students' level of proficiency. The school guidance counselor offers assistance to 5th graders in filling out applications to middle schools. The guidance counselor provides professional development on ACS (child abuse), strategies in classroom management and parent workshops. During the transitional phase for the ELLs that are moving to another school level, the teachers use components of the Balanced Literacy to study thematic issues, such as: character development, conflict resolution and adaptation. It must be a smooth transition for the ELLs and they must be taught that change is part of growth, and that it is how we handle it that counts. To ease transition from elementary to middle school, common practices attempt to address the student's needs and concerns and also to provide developmentally appropriate instructional services that will enable him/her to experience academic success. These practices often include block scheduling, looping, interdisciplinary teams, small learning communities and school orientation programs. ELLs have to feel supported by the teachers, guidance counselors, special service providers and, most importantly, the parents.

3)

We provide ongoing differentiated meetings based on the teachers and students needs. Professional development days and faculty conferences are utilized to fulfill the minimum 7.5 hours of ELL training for all staff as per Jose p. Training is provided by faculty within the Transitional Bilingual Programs and related support staff. All staff will be familiarized with the NYSESLAT and highlight instructional practices that can be used to support ELL students within all classrooms. The records are maintained in a binder in the UFT Teacher Center.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
2. How much of the instructional day are EPs and ELLs integrated? 75%	

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?

1)

Our school offers many opportunities for parents to be involved.

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

2)

We are in the process of setting up monthly meeting through the CBO to provide workshops to the ELLs' parents.

3)

Teachers and related service providers communicate on a regular basis throughout the school year. Some members of the staff are bilingual and are able to provide translation when parents meet with teachers and other staff. All communication letters with the parents are sent out in both English and Spanish through the use of DOE translation and Interpretation Unit. Interpreters from the Unit are available during parent meetings when needed. Parents of ELL students are invited to attend meetings to review their ELL programming choices. Both ESL teachers communicate in Spanish and English. The role of the parent coordinator is to work closely with the parents by involving them in school matters and engage them in their child's education. She also act as a facilitator regarding community concerns, school policies and issues that concern them. She plans meetings, events and outreaches. She also works with the school's parent association and maintains ongoing contact with community organizations that provide services to support the school's educational program.

4)

Parents of ELL and non-ELL students are invited to attend workshops on navigating ARIS Parent-Link and workshops devoted to supporting their students at home. Assistant Principals overseeing Grades Pre-K – 1, Grades 2 – 3 and Grades 4 -5, hold meetings during the months of September and October to familiarize parents with curriculum and set expectations for the coming year.

B. Programming and Scheduling Information--Continued

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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

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?
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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?

1)

Our school offers many opportunities for parents to be involved.

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

2)

We are in the process of setting up monthly meeting through the CBO to provide workshops to the ELLs' parents.

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2)

We are in the process of setting up monthly meeting through the CBO to provide workshops to the ELLs' parents.

3)

Teachers and related service providers communicate on a regular basis throughout the school year. Some members of the staff are bilingual and are able to provide translation when parents meet with teachers and other staff. All communication letters with the parents are sent out in both English and Spanish through the use of DOE translation and Interpretation Unit. Interpreters from the Unit are available during parent meetings when needed. Parents of ELL students are invited to attend meetings to review their ELL programming choices. Both ESL teachers communicate in Spanish and English. The role of the parent coordinator is to work closely with the parents by involving them in school matters and engage them in their child's education. She also act as a facilitator regarding community concerns, school policies and issues that concern them. She plans meetings, events and outreaches. She also works with the school's parent association and maintains ongoing contact with community organizations that provide services to support the school's educational program.

4)

Parents of ELL and non-ELL students are invited to attend workshops on navigating ARIS Parent-Link and workshops devoted to supporting their students at home. Assistant Principals overseeing Grades Pre-K – 1, Grades 2 – 3 and Grades 4 -5, hold meetings during the months of September and October to familiarize parents with curriculum and set expectations for the coming year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	14	8	5	11	1								47
Intermediate(I)	6	9	11	5	13	4								48
Advanced (A)	0	4	2	19	13	6								44

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	14	27	21	29	37	11	0	0	0	0	0	0	0	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	1	0	0	1							
	I	2	5	3	1	5	1							
	A	7	14	8	15	17	6							
	P	5	7	9	13	19	15							
READING/ WRITING	B	8	14	8	5	11	0							
	I	6	9	11	5	13	5							
	A	0	4	2	18	13	5							
	P	0	2	0	1	4	13							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	13	0	0	28
4	18	17	2	0	37
5	4	14	3	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	1	14	4	4	0	0	1	30
4	7	8	10	5	8	0	0	0	38
5	1	0	10	5	5	1	1	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13	11	6	1	4	0	0	0	35

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	7	16	11	1	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 English as compared to the native language?

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x055 **School Name:** Benjamin Franklin School

Cluster: 5 **Network:** CFN 534

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

Part A: Needs Assessment Findings

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

Benjamin Franklin Elementary School (BFES), P.S. 55, determines the primary language that is spoken at home during our intake process at registration. Parents are given the following information at this time: the Home Language Identification Survey (HLIS), which identifies the dominant language that is spoken at home and that is used predominantly with the students, the parent survey that requests what language they would like to receive correspondence, a blue emergency contact card, that includes health and contact information and the Parent/Guardian Student Ethnic Identification Form (PSE). These forms and surveys clearly identify the languages spoken at home and our subsequent translation needs. This information is entered in our ATS to ensure that our parental translation needs are fulfilled and language preference is honored for all written and oral communication. Other data and methodologies that we use to assess the translation and oral interpretation needs are: the Language and Allocation Policy, which contains a breakdown of ELLs by grade, language and program selection, the Place of Birth report (RPOB), this includes our newly-arrived immigrant population and place of origin, parent orientations and PTA meetings.

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.

Our findings show us that from our ELL population, approximately 74% of our students come from Hispanic background and the home language is predominately Spanish. We also found that for about 26% of our ELL students, the parents spoke another language, as well as English at home. The data is found in our ATS system, our LAP, HLIS and parent surveys. Therefore, all correspondence is sent in Spanish and English. In our school, we have bilingual staff, as well as teachers, who speak both English and Spanish. Teachers are informed of the home language of the students and are able to refer them to personnel who will translate materials and assist them during parent-teacher conferences, as needed. The parent coordinator and PTA also send home monthly calendars in both English and Spanish, where parents can easily read school-wide activities, parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. .

Part B: Strategies and Activities

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

The following are recurring documents that are provided in English and Spanish:

- Student Registration Forms/Parents' Preferred Language Forms
- Home Language Identification Surveys/Parent/Student Ethnic Identification Surveys
- ELL Parent Orientation letters and Parental Workshops
- Progress Reports/Promotion in Doubt letters
- Testing and SES information
- Title III After School/Saturday Academy and Summer School Programs
- Monthly PTA invitation and agenda
- Parent newsletter and School Monthly Calendar
- Letters requesting meetings with families
- Per-session for school secretary, teachers and other staff members to translate:
letters, student information and Parent/Student Handbook
- During parent meetings, BFES will provide break out rooms for Spanish and African-dialects' speaking parents
- Paraprofessionals and school Aides will work per-session on Open School Night to translate for parents

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.

Most of the interpretation services the school provides is in-house and consists of: the parent coordinator, pupil accountant secretary, guidance counselor and parent volunteers. Our staff is available and accessible for interpretation services and to participate in: parent workshops, ELL orientation, testing information, SES, inform them how to access and monitor students' academic progress through ARIS, IST meetings, counseling, etc. If necessary, we will contact an outside contractor for oral interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Benjamin Franklin Elementary School will inform parents through written and verbal notification of their translation and interpretation rights at meetings, workshops, and school events.

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: 055	DBN: 9/X/55
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

*In order to support language development and increase academic competence in reading, our Saturday Academy will focus on vocabulary skills and developing comprehension skills in ELA.

*We will focus on ELL students on grades 3, 4, 5 who will be taking the ELA assessment in the Spring.

* Our Saturday Academy will start in January and will continue, based on funding. The components of the program will have 1 hour of NYSESLAT instruction and 2 hours of ELA instruction.

*The language of instruction will be taught solely in English.

*Two certified ESL teachers and 2 certified bilingual teachers will teach the program.

*The supplemental materials we will use are the Waterford Program, which is a computer-based program and the NYSESLAT materials.

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:

*In order to meet the needs of our ELL population in the content area, ongoing professional development will focus on differentiated instruction, NYSESLAT and use the use of ESL strategies and technology to help ELL students achieve academic success.

*ESL/bilingual teachers are familiarized with the NYSESLAT as well as the English as a Second Language standards and performance indicators. They are aware of different stages of language acquisition and the best practices to help their ELLs gain skills they need in order to perform in the classroom on a monthly basis.

Part C: Professional Development

*Throughout the year, the ESL teachers will meet for 45 minutes during the week for grade meetings and professional development.

*The topics covered are based on building vocabulary, academic language, reading instruction, comprehension skills, and using data to provide differentiated instruction.

*The ESL/bilingual teachers will focus on ELL strategies and best practices on reading. The Office of ELL, network and outside vendors will provide the professional development, as needed.

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:

*Our school offers many opportunities for parents to be involved, because we believe that parents are important to the process of feeling welcomed and through their partnerships, we can achieve academic success.

*Our Saturday Academy is offered to parents of ELL students to understand the components of the NYSESLAT assessment, once a month for 2 hours. Parents are also offered workshops on navigating the ARIS Parent-Link, which is devoted to supporting their students at home.

Ms. Centeno and Ms. Figueiredo are ESL certified and will give the workshops.

*We provide monthly newsletters informing parents of upcoming activities in the school. Parents are invited to student assemblies and performances and informational meetings for parents of students in Grades 3 – 5 regarding promotional criteria. Outreach programs are run by the school's Parent Coordinator and parental involvement is encouraged on the monthly School Leadership Team.

Part E: Budget

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

Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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		