



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BENJAMIN FRANKLIN HEALTH & SCIENCE ACADEMY
DBN (i.e. 01M001): 14K157
Principal: MARIBEL HULLA
Principal Email: MHULLA@SCHOOLS.NYC.GOV
Superintendent: ALICJA WINNICKI
Network Leader: DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maribel Hulla	*Principal or Designee	
Lorraine Mena	*UFT Chapter Leader or Designee	
Amy Nieto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daniela Luccioni	Member/ Teacher	
Anthony Mercatante	Member/ Teacher	
Karen Major-Blythe	Member/ Teacher	
Maria Cruz	Member/ Parentt	
Marleny Artiga	Member/ Parentt	
Enrique Molina	Member/ Parentt	
Yohanna Mercedes	Member/ Parentt	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

- To enhance instructional practices by providing differentiated academic tasks which will address the Common Core Learning Standards in Literacy on all grade levels. By January 2014, all teachers in grades Pre K – 8th will assess the effectiveness of the implementation of their literacy units based on data analysis
- By the end of March, 2014, units will be revised and updated.
- By the end June 2014, all teachers will have evidence of student work that reflects instructional practices and with multiple entry points

Comprehensive Needs Assessment

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

Based on the students performance in ECLAS 2(K-3) and the New York State ELA (3-8), there is a need for rigorous differentiation of instruction in Reading and Writing on all grade levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in grades K to 3, 5 and 6-8 will utilize research based resources from the Journeys Reading and Writing Program and grade 4 will use the resources from Story Town. Using the CCLS exemplars, teachers will incorporate rubrics, performance tasks, and standards to their daily lessons.
2. Teachers will model and explain concepts and skills using many samples such as multiple means of representation, action and expression and engagement, rubrics based on CCLS and students work expectations, and Thinking Maps to clarify, expand and synthesize ideas.
3. Ongoing reading and writing assessment through Journeys and Story Town Benchmarks, Weekly and Theme Test.
4. Weekly Inquiry Meetings to review analyze and discuss differentiated instructional task as well as lunch and learn opportunities across the grades, inter-visitations, demo lessons and co-teaching

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers, clusters, and service providers will utilize grade specific reading programs to support CCLS mandates.
2. All classroom teachers, clusters, and service providers will create lessons plans with evidence of multiple entry points that will support all learners.
3. All classroom teachers will assess the strategy taught for the week using the test created by their literacy program, then at the end of the unit students will get tested again based on all the strategies they learned in that unit.
4. Classroom teachers, service providers, and administration will meet to review and discuss data.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Based literacy assessments we will focus on vocabulary comprehension. In grades K-3 teachers will evaluate the progress of vocabulary development through their vocabulary assessments and in grades 4-8 students will be assess utilizing Word Generation (a program that's bulds on vocabulary in all content areas).
2. Crosswalk of Common Core Instructional Shifts for ELA will be followed and will be highlighted in planning, flow of the day and in students work.
3. Teachers will review our Scope and Sequence for Literacy in light of the changes to grades 3-8 ELA Test.
4. Teachers will meet with administrators to discuss and plan professional development opportunities that will support them with their planning with multiple entry points.

D. Timeline for implementation and completion including start and end dates

1. Teachers revised and create Units Outlines and make up decisions regarding the use of academic assessments to determine the student mastery of the skill and strategy.
2. By January 2014 all teachers will utilize assessments to in preparation for revising and editing Units based on patterns and trends.
3. By the end of March 2014 teachers will revise units and have evidence of changes in their planning.
4. By June 2014 all classroom teachers will meet to review Unit Outlines, discuss instructional practices and differentiate lessons and begin creating new Unit Outlines based on student work, feedback and assessment and the Citywide Instructional Expectations for 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly common planning preps for teachers to discuss instruction strategies in order to determine student progress based on classroom assessments and modify lessons accordingly to meet students' needs.
2. Monthly Meetings, during these meetings teachers discuss student achievement and monitor progress in literacy.

3. Monthly Inquiry Meetings for teachers to analyzed data by grade
4. Two classes will be available for inter-visitations; one for grades K-2 and one for grades 3-8 to support instructions strategies and activities applied in the classrooms.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with opportunities to attend literacy workshops that continue to inform them about the CCLS and how they are reflected in our classrooms. These workshops will be led by numerous qualified staff members including administration. These workshops would include informing parents how they can help support the students at home to achieve the new expectations. In addition, parents will continue to be informed about these expectations and goals during School Leadership Team Meetings, Parent Teacher Association Meetings, and during other on-going workshops for parents that take place during the school year.
- Parents will also be supported through a Literacy based program funded by National Grid for parents of English Language Learners.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside	X	Grants
---	----------	--	----------	--	-----------	---	-----------	---	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

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

- By the end of June 2014, 100% of our students in grades K-5 will have had a continuous opportunity to experience a series of rigorous math instructional tasks that are aligned to the CCLS as evidenced by respective end of unit performance based tasks. The students in grades 6-8 will experience three investigations per unit followed by a formative assessment proven to monitor a deeper understanding of rigorous performance based tasks. By January 2014, all teachers in grades Pre K – 8th will assess the effectiveness of the implementation of their math units based on data analysis.
- By the end of March, 2014, units will be revised and updated.
- By the June 2014, all teachers will have evidence of student work that reflects instructional practices and with multiple entry points in math.

Comprehensive Needs Assessment

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

This goal was selected in order to comply with the New York City Instructional Expectations that students engage in challenging performance tasks delineated with a strong instructional focus. This goal was also selected based on the students Math State Assessment that indicated the need to align instruction tasks that enhances a deeper understanding of mathematics through higher level thinking skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1) To effectively engage all students in a rigorous math curriculum that meets the diverse needs of our school. Multiple entry points will be the strategic focus and a variety of resources from Go Math and engage NY will be utilized for support.
- 2) Utilize formative and informative assessments to monitor progress and identify individual student growth, by grade level and through school wide trends that affect all our subgroups. Plan and prepare students to work on grade level mathematic domains as specified in the CCLS through aligned Performance tasks from Go Math, Exemplars and/or revised by the teachers.
- 3) Teachers will meet during grade level meetings and vertical meetings to plan and ensure that their instructional practices reflect the Universal Design for Learning (UDL) approach with a focus on differentiation through multiple entry points.
- 4) We will provide teachers with the support and resources in implementing these UDL practices through grade level meetings common preps and per-session opportunities to plan revisit and discuss their lessons and other inquiry practices. Administration will also work collaboratively with the teachers during grade meetings to ensure coherence across the grades.
- 5) Teachers and staff participate in on-going professional development in mathematics with the support of our assistant principals, teacher trainers, our Achievement coach and the Special Education School Improvement through the Quality Improvement Plan.

2. Key personnel and other resources used to implement each strategy/activity

1. Classroom teacher will work together to support these practices in the classroom. Service providers will collaborate with teachers to support the common learning goals.
2. Classroom teachers and related service providers and administration.
3. The achievement Coach and the Special Education Specialist will work with teachers of Students with Disability (SWD) on a weekly basis to support and monitor instruction along with school administrators.
4. Classroom teachers, administration, related service providers, will use resources from Go Math, Open book , Think Central and Engage NY among others to support this common goal.
5. Network meetings supported by Brigette Belletiere and followed by grade 2, teacher (Mr. Mercatante) and grade 5 teacher (Ms. Santiago) to turn key. In grades 6-8 Ms. Ademou will work with the support of Middle Network leader in mathematics.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will utilize formative and informative assessments in the classrooms to identify individual student growth. Administration will monitor progress by grade level by observing school wide trends that affect all our subgroups. Teachers will meet to plan and prepare students to work on grade level mathematic domains as specified in the CCLS through aligned units tasks prepared and revised by the teachers. To meet the needs of our diverse subgroups, our staff will provide differentiated instruction through UDL practices focused on Multiple Entry Points for students including the ELL's and our students with Disability (SWD) who need the additional support in mathematics.
2. To evaluate progress and effectiveness we use periodic assessments, baseline assessments and end of unit test classroom assessments. End of the Unit Performance Based tasks will be used to prepare students for CCLS and New City Wide Instructional Shifts; where students work on questions that require more thinking and applying multi-step problems.
3. Weekly walkthroughs by administration will take place to ensure that multi-entry points and best practices are in place.
4. Sample Performace Tasks will be collected as evidence that the collaborative efforts in place are improving instruction.
5. Copies of agendas will be shared with administration along with surveys that give feedback on support.

4. Timeline for implementation and completion including start and end dates

1. This goal is a collective effort implemented from August 2013 and will continue through June 2014. By January 2014, all teachers in grades Pre K – 8th will assess the effectiveness of the implementation of their math units based on data analysis. By the end of March, 2014, units will be revised and updated. By the June 2014, all teachers will have evidence of student work that reflects instructional practices and with multiple entry points in math.
2. Assessments will be collected on a monthly basis and administration will meet to analyze progress.
3. Since the beginning of October 2013, teachers have been meeting and will continue to collaborate to June 2013, on a weekly basis .
4. Since the beginning of October 2013, and will continue to collaborate to June 2013, on a weekly basis .
5. Professional development will be ongoing throughout the year. By June 2013, all teachers should have attended atleast six workshops to support the efforts of this common goal.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The achievement Coach and the Special Education Specialist will work with teachers of Students with Disability (SWD) on a weekly basis to support and monitor instruction along with school administrators.
2. During common planning preps teachers discuss instruction strategies in order to determine student progress based on classroom assessments and modify lessons accordingly to meet students' needs.
3. Teachers also meet monthly for grade meetings, during these meetings teachers discuss student achievement and monitor progress in mathematics. Two classes will be available for inter-visitations; one for grades k-2 and one for grades 3-8 to support instructions strategies and activities applied in the classrooms.
4. Administration will have monthly meetings with teachers, cluster teachers and related service provide teachers with strategies from various sources. Strategies that support conceptual understanding to support students with disabilities and English Language Learners. Practices like how to use the *bar model*, *virtual model* and the *five step rules to understanding word problems*.
5. All service providers and teachers will collaborate once a month on any given common prep to share feedback on student progress and on resources and materials that have supported their instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with opportunities to attend workshops that continue to inform them about the CCLS and how they are reflected in our classrooms. These workshops will be led by numerous qualified staff members including administration. These workshops will include informing parents how they can help support the

students at home achieve the new math expectations. In addition, parents will continue to be informed about these expectations and goals during School Leadership Team Meetings, Parent Association Meetings, and during other on-going workshops for parents that take place during the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

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

By the end of April 2014, 10% of students with disabilities who are ELL's in grades 3-8 will make gains in vocabulary development and reading comprehension.

Comprehensive Needs Assessment

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

Based on the students' performance on the New York State ELA (3-8) there is a need for rigorous differentiation of instruction in literacy. An analysis of data and NYS ELA indicates that although there was a decline in students' performance and progress on the NYS ELA, those students identified as not needing at/near grade level criteria were those identified as ELL's with learning disabilities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To enhance vocabulary development and strengthen reading comprehension for our lower grades students we utilize interactive word walls with visual support, thinking maps and the use of Open book technology program. In addition, our middle school students including ELL are part of the Middle School Quality Initiative (MSQI) Word Generation to enhance their vocabulary and reading comprehension. In addition, the use of scaffolding strategies and highly effective tools for learning: structures overview thinking maps think aloud, visuals and technology. These tools make content more accessible to all students.

B. Key personnel and other resources used to implement each strategy/activity

1. ESL and classroom teachers will work together to implement ESL/UDL strategies

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use formative and informative assessments to monitor progress. As a baseline, teacher will also look at the NYSESLAT. Other assessments used to monitor progress includes the New York City performance benchmarks. Item analysis will be used to monitor progress and closely look at vocabulary development.

D. Timeline for implementation and completion including start and end dates

1. The implementation timeline of these research based instructional strategies will be monitored thru pre and post testing starting in fall 2013 then in spring 2014, students will be administered the post test of these assessments to measure progress or gain in the vocabulary and reading comprehension of our ELL's and students with disabilities.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During common planning teacher discuss instruction strategies in order to determine student progress based on classroom assessments and modify lessons accordingly to meet students' needs. Teachers also meet monthly for grade meetings, during these meetings teachers discuss student achievement and monitor progress on reading comprehension and vocabulary development. Open book technology program (K-8) serves as an additional resource to support each instructional strategy

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental involvement takes place in many different forms in order to raise parent participation, our school offers a variety of workshops on the following topics: Common Core Learning Standards, NYSESLAT testing, NYS ELA ,Math standardized Exams, homework, computers, ESL/Bilingual Programs, nutrition, ARIS and many others that will provide the necessary support all parents need. In addition, all year parent orientations are held for parents of newly enrolled ELL's to ensure parents understanding

of the programs and services available in school. All parents' participate in publishing parties held by teachers in all grades. This allows parents to be up to date of their child's education.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 As a recognized Wellness School, we want to continue to encourage our students to be physically healthy, learn to make healthy decisions and to develop a healthy lifestyle. Students will be involved with different physical activities and fitness regimes based on specific grade.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 When surveying the area, the Department of Health identified our school, as having a student population with high rates of childhood obesity, asthma and diabetes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. WE have physical fitness activities that include all subgroups in our school. Mighty Milers is offered to all grades from Kindergarten to 8th grade. This running program provides incentives as students increase their miles throughout the school year.
 2. Through grants we provide Yoga, from Pre-K- Grade 1.
 3. Our second graders are in the Swim for Life Program.
 4. We have Cycle Kids, mountain bike club offered to our fifth graders.
 5. CHAMPS is available for our 6,7,& 8 Graders.
 6. At all 3 lunch periods we have a fresh salad bar for the students. WE have physical fitness activities that include all subgroups in our school. Mighty Milers is offered to all grades from Kindergarten to 8th grade. This running program provides incentives as students increase their miles throughout the school year. Through grants we provide Yoga, from Pre-K- Grade 1. Our second graders are in the Swim for Life Program. We have Cycle Kids, mountain bike club offered to our fifth graders. CHAMPS are available for our 6, 7, & 8 Graders. At all 3 lunch periods we have a fresh salad bar for the students.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Our Physical Ed teacher monitors the miles for our running program.
 2. Our Pre-K, K and First Grade teachers participate in Yoga(Bent on Learning)
 3. All of our Second grade teachers participate in the swimming program.
 4. Our Fifth Grade Teachers and MultiMedia teacher support Cycle Kids.
 5. Our Middle School Teachers participate in CHAMPS and attended AED training.
 6. Our Cafeteria workers provide fresh fruit and vegetables for our Salad Bar
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Each year we increase our mileage in Mighty Milers (K-8)
 2. Through our grants we are able to provide continuation with our Yoga program
 3. All of our second graders are able to participate in Swim for Life through strategic planning.
 4. Cycle Kids enable students to learn about bike safety through practice and reading.
 5. The CHAMPS Program offers our student three different sports or dance activities throughout the school year
 6. Different fruits and vegetables are offered to our students based on seasonal harvesting.
- 4. Timeline for implementation and completion including start and end dates**
 1. Mighty Milers begins in September and ends in June start in September..
 2. Yoga classes are based on 10 sessions per class in Grades Pre-K, K and 1 and start in January.

3. Second Graders start the first session of Swim For Life in September and the second and third sets of sessions follow sequentially.
4. Cycle kids begin in September and ends in May.
5. CHAMPS starts in September and goes until June.
6. The Salad Bar is available with fresh produce each day until June.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1 All of the miles are put into a databank and incentives are offered based in the number of miles.
- 2 Yoga classes are given in the Auditorium to add a sense of peace and harmony.
- 3 Parent volunteers and buses are offered to the second graders to provide a safe experience.
- 4 The ten Mountain Bikes received through a grant are secured in the Gym area and available for routine use.
- 5 All the CHAMPS instructors receive AED training and their programs are monitored.
- 6 Fresh fruit and vegetable delivery allow our Salad Bar to be fully stocked and ready for student lunches.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are part of our Wellness Council which meets monthly. Their service as volunteers helps us to have more effective programs. We offer them Cooking classes to learn how to cook in a more healthy fashion. Every year the Cornell Cooking program is offered to our parents. They also participate in ZUMBA classes.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
--	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
 - 6.
- **Key personnel and other resources used to implement each strategy/activity**
 - 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- **Timeline for implementation and completion including start and end dates**
 - 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Students will learn the following strategies to support them with reading & writing comprehension: <ul style="list-style-type: none"> • Rereading/retell a story out of sequence to reflect upon the main idea • Utilizing thinking maps to support and write in different genres • Pair/peer grouping to summarize text to answer questions. • Highlighting important information in a text when reading 	Small group and tutorial 5 – 10 students	During the School Day and Mondays and Tuesdays After school from 2:20 – 3:35
Mathematics	Students will learn the following strategies to support them with math <ul style="list-style-type: none"> • Utilize exemplar word problems to learn how to solve and explain multiple step problems • Practice skills for fluency • Modeling with a peer best practices that will show their conceptual understanding 	Small group and tutorial 5 – 10 students	During the School Day and Mondays and Tuesdays After school from 2:20 – 3:35
Science	Students will learn the following strategies to support them with science <ul style="list-style-type: none"> • Hands on experiments • How to do research to support their hypothesis • Utilizing thinking maps to support their understanding • Highlighting important information in a text when reading 	Small group 5 – 10 students	During the School Day and Mondays and Tuesdays After school from 2:20 – 3:35
Social Studies	Students will learn the following	Small group 5 – 10 students	During the School Day and Mondays

	<p>strategies to support them with social studies</p> <ul style="list-style-type: none"> • How to do research to support their thinking • Utilizing a highlighter to support their understanding of (Document Based Questions) DBQ's • Utilizing thinking maps to support their understanding and guide them with writing 		<p>and Tuesdays After school from 2:20 – 3:35</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students will learn the following strategies to support them with improving their behavior and academics:</p> <ul style="list-style-type: none"> • Focusing • Character development • Pair/peer grouping to assist in understanding how to get along with peers • Dealing with a crisis 	<p>Small group of 1 - 5 students</p>	<p>After school and during the day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

To attract Highly Qualified Teachers we will have representation at Hiring Fairs and College Fairs. An Interview Panel which consists of Administration, Parents, and UFT Members has been created to ensure that any possible hiring will Benefit our students.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- All teachers will receive Professional Development in school, and through the Network to enhance their Pedagogical skills in order to stay current on new strategies in their field.
- All teachers will be supported throughout the year to review and modify curriculum so that it is responsive to needs And interests.
- As a Wellness School Teachers will have the opportunity to learn about research based initiatives that help foster Healthy life styles and beneficial eating habits. They will be included in all planning stages and learn about the School Health Index to implement various Programs.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students in Temporary Housing (STH) receive the necessary support based on their needs. This may include a free school uniform, school supplies, transportation and at-risk services to make their transition as smooth as possible. Special assemblies will be arranged with NYPD Community Relations, Legal Lives (DA's office), and At-Risk providers to support our violence prevention policies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Pre-school children are introduced gradually into the future kindergarten curriculum by visits to the kindergarten classes and other specialty classes such as: the art lab, the computer lab, the multi-media center, the physical education class and the science lab. Pre-school students also join the rest of the students in the cafeteria for breakfast and lunch.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers follow the prescribed assessments from the various programs utilized by the school. Teachers meet during their weekly common preps to monitor instruction and set up a schedule for testing. The data from testing is used to drive instruction and decide on the instructional focus for the next professional development. Various meetings take place to support instruction including: vertical inquiry meetings where data is analyzed to set expectations.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The aim of PS/IS157's 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 PS/IS157 school community and the families we service. 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 157
School Name Benjamin Franklin Health & Science Acad		

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

Principal Maribel Hulla	Assistant Principal Juliana Notaro/Sara Medina
Coach Laura Morales (Testing Coordi)	Coach type here
ESL Teacher Connie A. Castro	Guidance Counselor Miraim Garcia
Teacher/Subject Area Wyleidi Peguero	Parent Marleni Ortega
Teacher/Subject Area type here	Parent Coordinator Christian Rodriguez
Related Service Provider Erenia Nueci	Other
Network Leader(Only if working with the LAP team) Betty Ortiz	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	560	Total number of ELLs	123	ELLs as share of total student population (%)	21.96%
--	------------	----------------------	------------	---	---------------

Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1	1	1	1	0				9
SELECT ONE														0
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	41
SIFE	7	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	77	5	13	37	2	19	11		9	125
Total	77	5	13	37	2	19	11	0	9	125

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	20	15	8	13	15	12	16	15					124
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	20	15	8	13	15	12	16	15	0	0	0	0	125

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	2	1	0	1	2	2	8	4					24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	8	5	2	5	6	4	3	5					39
Advanced (A)	6	10	9	6	7	7	6	5	6					62
Total	11	20	15	8	13	15	12	16	15	0	0	0	0	125

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	4	0	0	16
4	14	3	0	0	17
5	10	3	0	0	13
6	16	1	1	0	18
7	11	2	0	0	13
8	0	0	0	0	0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		3		2				16
4	7		10						17
5	11		1		1				13
6	15		2		1				18
7	11		2						13
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		7				15
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools used to assess early literacy skills are ECLAS-2, Journey's reading and writing assessments and DRA is also used by some of our teachers. NYSESLAT scores are also shared with all the teachers and they provide us with benchmark information on reading, listening and writing skills. These assessments provide data that indicates our students' reading and writing performances for instructional and intervention purposes. They provide us with formative information on student learning that will enhance and redirect our instruction. The Journey's assessments, require for all students including the ELL's to use content specific language. This allows teachers to scaffold strategies based on their understanding of the vocabulary in context. These assessments inform teachers of students' levels to teach according to students' needs, and enable teachers to differentiate instruction. Currently, according to the data report on the NYSESLAT, students are making academic progress on all learning modalities for language skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our data patterns across proficiency levels reveal that 19% of ELLs scored at the beginning level, 31% of ELLs scored at the intermediate level while the majority of the students (50% ELLs) scored at the advanced level of proficiency. In analyzing the data by grades it is indicated that our lower grades K-3 are mostly at the beginning and intermediate level and making progress, while the upper grades 4-8 are mostly at the advanced level. This data demonstrates that our students are mostly reaching high proficiency levels by the time they reach 4th and 5th grade, most of them have either reached intermediate/advanced level or have met the proficiency level to exit the program. Thus, the majority of our ELL's predominantly consist of grades K-1. The greatest amount of our ELL students fall within the advanced level of proficiency. Students who are new comers who indicative of the Home Language Identification Form have to take the LAB-R, about a 25% of those students become eligible to receive ESL services.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across proficiencies reveals that our students are gaining language rapidly based on NYSESLAT results. We have 24 beginners, 39 intermediate and 62 advanced students this demonstrate our students are reaching proficiency. Based on the data on NYSESLAT scores, the trends for the ELL's is to pass or score advance the listening and speaking modality but continue to have difficulty with reading and writing modality. Based on his information, the students are placed in groups that best fit their instructional needs while targeting the modality that requires extra support whether it is reading or writing skills. The majority of our students do not come with a sound native academic knowledge. Therefore, In comparing the ELL's test results with their native language tests it is indicated that they are academically more challenged in their native language.

The results of the ELL Periodic Assessment serve as a guideline for teachers and other school leadership personnel. The results shared are relevant to staff members to develop instructional plans that would increase the students' performance and facilitate grouping and other approaches to differentiated instruction. These test results are also used to establish grouping for the extended day services and other services aligned to students' academic needs. Students' academic language is used to support their prior knowledge and background experiences. Our ELLs receive native language support with the availability of Spanish Native Language Students Editions and native language libraries.

Based on the ELL's periodic assessments, students in grades 3-8 continue to perform above standard in listening, however, they are scoring below 75% in reading and writing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Once the needs for the ELL's are identified, students are provided with increasingly intensive targeted instruction designed to match

their learning needs. Teachers work with students in small groups and align instruction based on their needs and the expectations of the Common Core Learning Standards. Instruction for ELLs starts in tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Upon initial enrollment, parents are interviewed to determine the child's educational history and background. The Spanish La-R is then administered at their grade level to build an understanding of the student's Language development. Teachers use a variety of strategies to build on student's background knowledge and differentiate instruction accordingly.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELL's is evaluated by how many of our students reach proficiency and how much growth they've achieved. Currently 16% of our ELLs reached English proficiency in the NYSESLAT. We had a combined progress of 54.55% ;this growth on our ELL population demonstrates that we met the AYP for ELL's. Teachers continuously monitor student growth among the ELL's in all their formative and summative assessments. The programs in place also include ESL strategies to support instruction.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The identification process for our English Language Learners (ELL's) begins during the initial student enrollment. The Pupil Accounting Specialist screens and orally performs an informal interview in English and in their native language when necessary, with collaboration of other school personnel such as, the Parent Coordinator. As part of the informal assessment, the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS) form is administered to the child's parent to identify if the child is an ELL. During this informal interview when the home language and/or the student's only language is identified as English, the student is classified as an English Proficient student and enters the general education program.
After carefully analyzing the HLIS form, if the home language of the student is not English an informal interview in the student's Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days.
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.
Four Parent Orientations are held at the beginning of the year. One to one meetings take place with the parents as students first enroll in the school. More opportunities for orientation are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education based on the influx of newcomers that we have during the year. Each parent is given the opportunity to observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child's program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered

after newly enrolled students are tested and before the ELL's ten days of enrolment. Two sessions per day are scheduled to ensure all parents have the opportunity to participate. In addition, one-on-one meetings and phone calls also take place to accommodate parents needs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The entitlement letters are sent home with every ELL student and the Parent Survey and Program Selection Form is completed at the end of the program orientations to ensure they are fully completed. If a parent/guardian did not participate in the school orientation, a one-to-one meeting is scheduled to assure the parent is well informed of the ELL programs available in our school. As a very last resource, the Parent Survey and Program Selection Forms will be sent home with the student with a due date to be returned. All legal documentations stay secured in the ESL room 407 in a file that is securely locked.

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.

Once a students is entitled to receive Bilingual/ESL services according to their test result on LAB-R or NYSESLAT these ELLs students are placed in their appropriate class according to the parent choice and school availability within the 10 days of enrollment. All communication and/or consultation with parents or guardians are sent home in English and their Native Language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every year our ELLs are assessed with the NYSESLAT to measure their progress and finally reach English proficiency to ultimately exit our program. The first step is administering individually the speaking portion to each student by the ESL teachers. Then students are grouped by grade level and administered the Listening, Reading and Writing portions in the same order as mentioned. Proctors are properly trained to ensure they follow all testing accomodations for our ELLs. Testing portocal is in place for the testing of all four modalities.

6. 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.) 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](#)

Our goal is to provide ELL parents with the opportunity to make and informed decision when chosing a program for their child. Based on that information, we make all possible arrangements to ensure that the student receive the best possible language program to meet their needs. Once parents choose their program of preference students are placed according to their selection within 10 days of enrollment. Our data indicates that ESL program is primarily the parents first choice with Bilingual program as a secondary choice to our parents. At PS/IS 157 the current program for ELL's is Freestanding English as a Second Language (ESL) in accordance with the students needs and aligned with parents request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 - A. PS/IS 157 meet the need of our ELLs with push-in and pull-out organizational models. The program models currently used for the ESL program are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the students individual needs and proficiency level.
 - B. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets. Multiple means of assessment are used to address the needs of the students and accomodating the best ESL model and the units of ESL mandated by the CR part 154. Regular inquiry meetings are in place , where data is gathered and analyzed to track the development of students and teachers over time, and allow for appropriate program selections and instructional decisions.
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)?

The organizational models at PS/IS 157 Freestanding ESL pull-out and Push-in classes. In the ESL programs the students are grouped according to their level of language proficiency. All beginners and intermediate students' receive 360 minutes of instruction. Advanced students receive 180 minutes of instruction thru a pull-out/push in ESL program with a common goal of successfully achieving academic rigor in English Language Arts. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting. We have two certified ESL teachers in place. One teacher services grades k-4 and the other teacher services grades 5-8. All ELL's receive push in services for 180 minutes and any ELL needing additional time receives small group instruction for another 180 minutes.
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 foster language development and meet the demands of the Common Core Learning Standards.

Our ESL program focuses on the content areas by providing instruction in English. The ESL teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. ESL classes on all grades have a heterogeneous grouping structure based on their levels of proficiency. Teachers' work by differentiating and/or using scaffolding methodologies during instruction for ELL's to attain English proficiency. The strategies used from the workshop models are employed for language acquisition. Classrooms also provide a print rich environment, with picture cards, word walls and leveled classroom libraries in English and Spanish. Intergrating subject matter to ESL strategies is a common practice to acquire academic language and support knowledge of all content area. In science for example, through scientific inquiry, students develop learning processes inherent in thinking: observing, classifying, comparing, communicating, measuring, inferring, predicting, and using hands-on materials and texts with visuals (diagrams, charts, pictures) to clarify meaning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All our ELL's are evaluated in their native language as part of the initial evaluation by using the Spanish Lab-R. We provide our students with a choice of freestanding ESL services or transitional bilingual services. For this reason, we currently, do not partake in the ELE assessments. In previous years, our ELL's took the ELE and the test scores continously demonstrated that the majority of our population of students are not literate in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL students are annually tested on those modalities through the NYSESLAT, the ELL Periodic Assessment and as of February they will also be evaluated on those four modalities using the NYSITELL assessment. Ultimately, students are assessed four times a year. Teachers to monitor students' may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. The SIFE students' receive the maximum units of support and academic rigor. These students receive additional instructional time twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services.

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

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

D. Log term ELL's receive the maximum amount of instructional minutes required in addition to extended day program to meet their needs. Our focus for long term ELL's according to the data on multiple assessments is developing their writing skills by using a variety of strategies and activities to support them.

E. Former ELLs receive all ELL test accommodations and support with the ESL teacher. ELLs students participate in the school supplemental programs and activities that would benefit their language development.

7. 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?

In a classroom where a variety of instructional strategies are present every day, students are deeply engaged and challenged. The teachers in these classrooms see the benefits of using these strategies to put their students in charge of their own learning. The programs in place support learning for all subgroups. Supplementary support for ELL's and SWD are a part of the Journeys program used for literacy and the new Go Math program also has support for these students including intervention support for tiers 2 and 3 for intervention. Wilson fundamental is also used to support SWD who need phonemic and fluency support in literacy. Openbook is also a supplemental technology program used to support the ELL's in all modalities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The diverse need of our ELL-SWDs are met by carefully scheduling their individual needs to a flexible program within an ICT or self-contained classroom as recommended by the school Implementation Team (SIT) team. These students are placed in an ICT class after careful consideration by the SIT team. These students have also had academic interventions in tier 1 and 2. Also, a variety of instructional strategies are present every day for all our students including ELL's-SWDs, students are deeply engaged, challenged, and are exposed to Common Core aligned instruction. Teachers take into account a students prior knowledge, thinking maps or graphic organizers, modeling among other strategies are used with appropriate grade level materials to provide access to academic content areas and accelerate English Language development. All teachers including ICT classroom teachers receive yearly PD on how to strategies and plan for ELL's including those students who also have a learning disability.

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

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

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

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

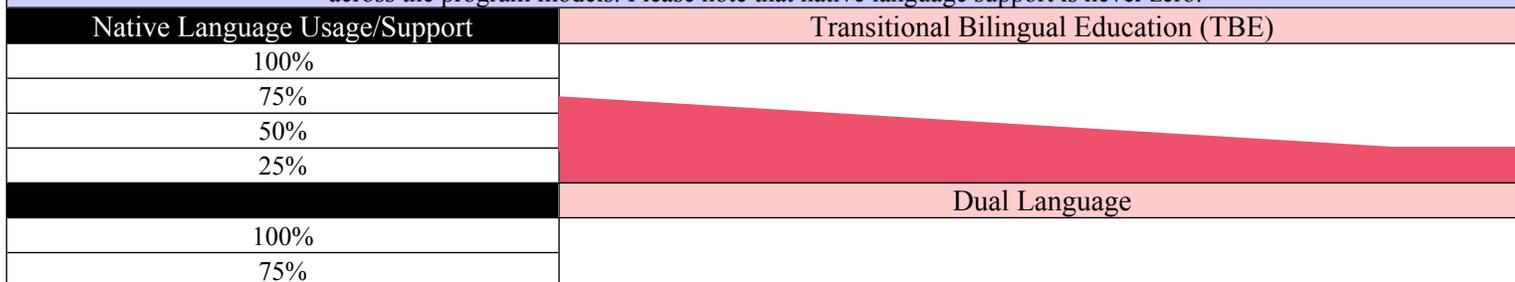
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



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.			

B. Programming and Scheduling Information--Continued

9. 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.

All ELL's receive academic intervention services in all content areas. Twice a week our ELL's participate in a 75 minute intervention block. Academic Intervention Services are limited to groups of 10 or less. On Monday's all students including ELL's receive more individualized support in literacy and on Tuesday, they receive support in math. LEP students benefit from the Harcourt Intervention Kit that includes explicit introduction of skills, ample practice opportunities, and corrective feedback. All intervention programs are offered in English only.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our plan to support all ELL's reaching proficiency on the NYSESLAT includes but not limited to using strategic differentiation methods according to the area of need (Listening/Speaking or Reading/Writing) most of our students reaching proficiency need extra support in reading and writing. The core program used to instruct these students is Journey's and Story Town using ELL Extra Support Kit that is aligned with the curriculum in place in the monolingual classroom. In addition, these students participate in small group instruction through the extended day program and the possibility to participate in our Title III after-school program. Teachers differentiate their practices according to students needs and plan ahead on supporting their ELL students.

11. What new programs or improvements will be considered for the upcoming school year?

For this school year, our ELL's will benefit from pilot technology supplemental program Openbook Learning. Openbook Learning is interactive literacy software. Once a week students participate in this interactive online program to reinforce their reading and writing skills. We are also using a new CCLS aligned program for mathematics (Go Math).

12. What programs/services for ELLs will be discontinued and why?

Fortunately, this school year, none of our programs or services will be discontinued for ELL's. Our school programs are offered to all students and will continue to be offered through the rest of the school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

There is an equal access opportunity to our programs. We offer an extended school day as previously mentioned including twice a week for all students and supplemental after school services are offered to target those skills that need extra support. In addition we offer after school programs such as test prep, sports, Champs and Saturday Academy, Reader's Theater, Dance these programs are available to all students including our ELLs. All students including ELL's are equally represented in all programs. We have a high population of ELL's and our attendance roster for these programs indicate that there is an equal representation of ELL's in all academic programs and extra curricular activities available to our students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials for ELL's are: Journey's ELL component, and ELL Adapted Interactive Reader from Holt McDougal Literature for grades 7 and 8. All programs in place are aligned to the CCLS and provide additional support for ELL's and SWD's. Our ELLs, specifically the advanced students also use Openbook Learning as a technology supplement to support students and provide them with additional resources that may help accelerate their learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ESL teacher supports native language through variation of techniques used to build on students prior knowledge acquisition in addition to Spanish libraries and resource books. All required services and resources correspond and support our ELL's according to their grade level and age. Furthermore, native language is not limited to the ESL classroom. School personnel who are able to provide support to students during the school day provide clarification in their native language. Material in their native language is also available to students and parents. Teachers may also access materials for native language support through Think Central.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All ELLs programs are aligned to CCLS to ensure high-quality instructional practices to facilitate academic excellence for our ELLs. Teachers use materials within the ELL programs that are age and grade appropriate to support ELLs. Careful planning and curricular alignment with general teacher is ensured with pull-out model to not jeopardize content instruction of our ELLs. Related Service Providers also work in collaboration with the teachers and the ESL teachers to ensure a quality education for the ELL's.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

During the registration process the school assists possible newly enrolled ELLs by guiding them through the registration process

with the support of our multi-cultural and multi-lingual staff. Open house Tours are held during the registration period where parents visit the school and the classrooms. Home-School activities and brochures are sent home to invite and inform parents of regular school activities and extracurricular school activities available to our students.

18. What language electives are offered to ELLs?

As part of our school middle school programming we offer Spanish class to our students.

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All PS/IS 157 receive ongoing professional development in language acquisition that reflects the needs of our school. Skills such as: scaffolding instruction, applying CCSS for ELL's, transferring native language skills, and differentiating lessons based on student data. ESL teachers are given the opportunity through professional development to collaborate with one another on the delivery of instruction using ESL methodologies to scaffold understanding. Professional Development includes but not limited to:

*Teachers and non-pedagogical staff participate from professional development and support offered by our network.

*Professional development will be continuous throughout the year in data analysis utilizing engageny and advance to support the transition to servicing middle school students and preparing all students for the rigorous expectations of the CCLS and the New York City Wide Instructional Expectations. Teachers are supported by cluster or Network PD, held on a continuous basis and also PD through the Division of students with Disabilities and English Language Learners Office of English Language Learners.

D. Parental Involvement

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

Parental involvement takes place in many different forms. In order to raise parents' participation, our school offers a variety of workshops on the following topics: curriculum, homework, testing, computers, ESL and nutrition, EngageNY and many other resources that will provide the necessary support all parents need. In addition, at the beginning of the school year, parents' orientations are held for parents of newly enrolled ELL's to ensure parents understanding of the programs and services available in school. This year, our school has received an additional grant to support or ELL parents. The National Grid Association to support homework and parent involvement has become an integral part of our school community. The ESL teacher and the testing coordinator tutour parents to give them strategies and tools to help their ESL students with homework. In addition, all parents participate in publishing parties held by teacher in all grades. This allows for parents to be infomed of their child's education.

PS/IS 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. These Community Based Organizations mostly sponsor our parents workshops. Our school is partner with Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents. Also the Woodhall Hospital offers our parents and families with asma prevention and smoking sesantation workshops. Fidelis provides our parents and families with health insurance and National Grid for homework support. The parents' needs are evaluated and met by the use of surveys to inform the school on parents' needs and preferences. These surveys include choices for workshop topics, best time for presentations and meetings.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Benjamin Franklin Health & Scie

School DBN: 14k157

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maribel Hulla	Principal		
Juliana Notaro/ Sara Medina	Assistant Principal		1/1/01
Chriastian Rodriguez	Parent Coordinator		1/1/01
Connie A. Castro	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
Miriam Garcia	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14k157 **School Name:** Benjamin Franklin Health & Science

Cluster: 4 **Network:** N412

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

Part A: Needs Assessment Findings

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

Parent surveys and questionnaires solicited periodically at PTA meetings by Parent Coordinator, in conjunction with PTA Leadership.

- Review of Home Language Identification Survey in September, 2013-14.
- Personal conversations, both in person and via telephone, between Parent Coordinator and PTA members.

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

Spanish language represents more than 85% of all Home Languages at PS/IS 157.

- Spanish-speaking administrators, teachers and Parent Coordinator effectively address this need.
- Findings were announced at PTA meetings and also at the first meeting for parents of English Language Learners. Additionally school staff members are also informed.

Part B: Strategies and Activities

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

All school letters, including letters from classroom teachers, will be translated into Spanish by the Parent Coordinator.

During regular school days, other languages interpretation services are provided via the Interpretation Units as needed and/or upon parent request.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

During parent-teacher conferences, teachers who do not speak Spanish are provided with an out-of-classroom teacher or paraprofessional who serves as an interpreter.

Teachers are highly encouraged to use the Interpretation Unit for over the phone interpretation during Parent-Teacher Conferences.

Oral interpretation services are also provided by a professional during events such as PTA meetings, Parent Workshops, School Leadership Meetings, and Parent Orientation.

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

PS/IS 157 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services.

PS/IS 157 will post in a conspicuous location at or near the primary school entrance a sign in Department of Education covered languages indicating the room where a copy of such written notification can be obtained.

PS/IS 157's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

PS/IS 157 will obtain from the Translation and Interpretation Unit Spanish or any language other than English translations of forms required pursuant to Chancellor's Regulations A-663, and will post and provide such forms in accordance with said Chancellor's Regulations.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 157	DBN: 14K157
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 138
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 157 after school program aims to meet the specific needs of all ELL's and their subgroups such as the SIFE, newcomers, long term students and special education students by focusing on their individual academic need and proficiency level. Our plan is to support all ELL's in reaching proficiency scores on the ELA/NYSESLAT thru the use of, but not limited to, using strategic differentiation according to their area of need Listening/Speaking or Reading /Writing. According to the results of the 2011 Fall NYSESLAT test the majority our students' reaching proficiency need extra support in the modalities of reading and writing. P.S. 157 is using the data obtained from the 2011-12 NYSESLAT test to determine the linguistic weakness of each ELL. Based on data analysis, teachers will be able to recommend students to our Title III After School Test Prep Program for grades 1-7 and Reader's Theater Program for second and third grade. Utilizing the data analysis, bilingual teachers, general education teachers and the ESL teacher will work together to target specific skills during school literacy instruction and after school instruction. The implications for instruction are as follows:

All ELL's subgroups will be impacted withing the Tittle III Program. The Program will run from January 11, 2012 to March 1, 2012 targeting all content areas.

There will be 5 groups consisting of 15 to 20 students per group between first to seventh grade for a total of approximately 100 ELL's. The groups will be meeting twice a week on Wednesdays and Thursdays for a period of 60 minutes a day specifically from 2.30pm to 3:30 pm. The language of instruction for our Title III program will be English.

There will be 2 regular education teacher and 3 ESL/BL teachers working for this program with 15 - 20 students per group. All teachers will be certified in either regular education, bilingual education and/or ESL. ESL teacher will team teach with regular education teachers with scheduled intervals for each group serviced.

PS 157 offers other after school programs on the same scheduled dates as the Title III program therefore the supervision of the Title III program will be covered by those other running programs.

The Reader's Theater Program will run from April 5, 2012 to June 14, 2012 on Fridays specifically from 2:30pm to 4:30pm. There will be 2 ESL/BL certified teachers working for this program with one group of 20-30 students.

The language of instruction for our Title III programs will be English. The Title III After School Test Prep and Readers Theater program will use scaffolding strategies and other ESL strategies in literacy and all other content areas. The strategies from the Workshop Model will also be employed for language

Part B: Direct Instruction Supplemental Program Information

acquisition. The classroom environment will be print-rich, with picture cards, word walls, leveled classroom libraries in English and Spanish, listening centers, computer centers, strategy charts and graphic organizers related to current units of study will also be present.

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

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

General Supplies to be purchased are to be used during the after school program and to create classroom libraries for the use of our ELLs (Empire State NYSESLAT grade K-1, 6-7 students books including Annotated Teachers Edition and Audio CD ISBN numbers to follow: 9780845456316, 9780845456323, 9780845455487, 9780845455562, 9780845455579, 9780845456569, 9780845456576) Classroom leveled library (Lakeshore Learning item numbers: GG715-14-13-12-11-09, AA339-338-337-336-319-318, NYC FAMIS Tradebook Catalog ISBN: 9781600153518, 9781595645661, 97816001535525, Nasco Reading Resources item numbers: 1506264L, 150623L, 1505840L, 1506412L, 1506411L, 1506125L)

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:

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

The Center for Integrated Teacher Education (CITE) Professional Development Program provided by Carl A. Sanfilippo. Mr. Sanfilippo is the coordinator of the teacher training which will partake for seven days in four hour sessions. The series of sessions will begin on October 23, 2012. This PD will be aligned to the Title III program by supporting those teachers in implementing strategies and practices that will

Part C: Professional Development

support all ELL's. Specifically, the teachers working in the Title III program will learn through this PD to explore strategies and techniques that will make their experiences meaningful for the teacher and the students while meeting student needs. This PD will provide teachers with the necessary tools to impact students across all content areas including the support of our Title III programs.

The training will be offered to all teachers of the ESL and Bilingual departments including the teachers working the Title III Program. Substitute teachers will be hired for the allocated time so that teachers can attend the Professional Development workshops.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

P.S. 157 partners with many agencies and Community Based Organizations in order to provide the necessary services for the success of our English Language Learners. These Community Based Organizations will sponsor our parents workshops such as the Learning Leaders Program. Our school has partnered with Cornell University who grants nutrition classes, special workshops. Also Woodhull Medical Center will offer our parents and families a variety of workshops such as asthma prevention, health fair opportunities and wellness. Fidelis provides our parents and families with health insurance.

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

Parents are notified directly with letters sent home and voice messages through "Global connect" in English and Spanish. In addition, a monthly calendar of activities is sent home which includes all school activities and/or workshops. Parents are welcome to contact parent coordinator for any question,

Part D: Parental Engagement Activities

concern or clarification they may have regarding any activity or workshop offered.

Month/Workshop/Meeting	Provider	Date	Time
September			
ELL's Group Parent Orientations	ESL Coordinator	14,25	8:15am/1:00pm
Dad take your child to school day	Parent Coordinator	20	8:45am-10:00am
October			
Nutrition Workshops (8 sessions)	Cornell University	Oct/18-Dec/13	9:00am-11:00am
Title I Parent Meeting	Parent Coordinator	16	8:20am
Learning Leaders Training	Learning Leader School Liaison	23,24, 25	10:00am -12:00pm
November			
Middle School Articulation	School Guidance Counselor	19	8:00am
December			
Learning Leaders Training	Learning Leader School Liaison	4,10,14	12:15pm-2:15pm
Supporting the CCLS Instructional Shifts	Administration & Teacher Trainer	12	8:30am-10:00am
January			
Common Core Workshop on Sample Work	Administration	17	8:30am-10:00am
Learning Leaders Workshop	Learning Leader School Liaison	19	8:30am-10:30am
February			
Learning Leaders Workshop	Learning Leader School Liaison	26	8:30am-10:30am
Supporting Test Readiness	Administration & Teacher Trainer	TBA	8:30am-10:00am
March			
Parent Orientation NYSESLAT	ESL Coordinator	13	8:30am
Learning Leaders Meeting	Learning Leader School Liaison	19	8:30am-10:30am
Albany Parent Trip	Parent Coordinator	TBA	
April	TBA		
May	TBA		

Part D: Parental Engagement Activities

June	TBA
------	-----

Part E: Budget

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

Allocation Amount: \$15724

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 	\$5,520.90	Per session teachers 5 teachers x 1hr x 14 sessions x \$50.19 = 3,513.30 2 teachers x 2hr x 10 sessions x \$50.19 = 2,007.60
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$7,000	\$7,000 CITE Professional Development as explained in narrative
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly 	\$3203.10	\$3203.10 As explained in program narrative general supplies for ELLs after school program and classroom libraries.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,724	\$15,724