



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BENJAMIN FRANKLIN
DBN (i.e. 01M001): 09X055
Principal: LUIS ELADIO TORRES
Principal Email: LTORRES2@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: BEN WAXMAN

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
Luis Eladio Torres	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Leader or Designee	
Jennifer Teasley	*PA/PTA President or Designated Co-President	
Robin White	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joan Aziz	Member/ Teacher	
Quarshie Comfort	Member/ Teacher	
Jasmine Perez	Member/ Teacher	
Carmen Garcia	Member/ Parent	
Jessenia Galloway	Member/ Parent	
Mayra Camara	Member/ Parent	

**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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 09X055

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	684	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	3	# Dual Language	2	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	34	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	21	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	90.7%	% Attendance Rate			92.1%
% Free Lunch	93.9%	% Reduced Lunch			2.0%
% Limited English Proficient	16.8%	% Students with Disabilities			14.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			49.7%
% Hispanic or Latino	49.3%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.18	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.9%
% Teaching with Fewer Than 3 Years of Experience	2.0%	Average Teacher Absences			8.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.0%	Mathematics Performance at levels 3 & 4			9.4%
Science Performance at levels 3 & 4 (4th Grade)	58.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			Yes
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Deepen pedagogical practice rooted in coherent shared beliefs about how student learn best and informed by a common framework that leads to meaningful student discussion and work products.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
x	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups 	
<ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. 3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013) 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress 	
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity 	
<ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Teachers 4. Coaches 	
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity 	
<ol style="list-style-type: none"> 6. By February, completion of three supervisory observation for each teacher will provide evidence of improved instructional practice 7. Completion of individual professional development plan for each teacher 8. Completion the initial review of student data and the development plans for improving individual student achievement 9. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress 	
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates 	
<ol style="list-style-type: none"> 1. September 2013 to May 2014 	
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity 	
<ol style="list-style-type: none"> 1. Time for professional development, per session and per diem 2. Scheduled time during the school day for individual conferences with each teacher and an administrator 3. Scheduled time during the school day teacher observation conferences 	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.								
x	PF Set Aside		Tax Levy		Title IA	Title IIA	Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further develop and integrate CCLS aligned curricula across grades and subjects so that key standards are consistently emphasized and lead to increase in student performance.

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.

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

1. Data specialist, teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL specialist

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

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time

5. High attendance of teachers at voluntary principal meetings
D. Timeline for implementation and completion including start and end dates
1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014
5. Twice-monthly October 30 February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Ensure that teacher teams and individual teachers develop curricula-aligned assessment practices that inform instructional decisions and address student needs in order to increase student mastery of key State standards.			
Review Type:	QR	Year:	2012
Page Number:	7	HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning
		x

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, all students, including ELLs and SWDs will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher	

effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teachers teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.
5. Fordham University will provide support Wednesdays for our ELL Teachers
6. An afterschool program will be provided for all students. Overage students, ELL, and low performing students will be targeted.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Improved performance of ELLs in ELA as evidenced by interim assessments
3. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. A PD plan will be developed
3. An ELL Academy will be in place
4. After tutoring program will serve all students
5. Wednesday there will be Data meetings
6. Weekly teacher meetings
7. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Continue to show improvement in this area through strategic partnerships. <i>Note the QR did not address Social emotional developmental Health</i>			
Review Type:	QR	Year:	2012
Page Number:	N/A	HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school’s Annual Attendance Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. Effective use of Success Mentors to address absence and lateness
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Teacher, data specialist, administrative staff Administrators, guidance counselor, Data specialist Administrators, guidance counselor Attendance Mentors Leadership Program Montefiore Health Clinic
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Report of all students deemed at-risk as per attendance and lateness Define intervention(s) for all students deemed at-risk as per attendance and lateness Success Mentors evidence (log) of contact hours with identified at-risk students
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013-October 2013 September 2013-June 2014 Monthly attendance meetings Weekly grade team meetings
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> ATS and other attendance reports to be generated and analyzed Scheduled team meetings of assistant principal, guidance counselor, and data specialist Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
x	PF Set Aside		Tax Levy		Title IA		Title IIA
						Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness	c	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps
Note the QR did not address Family and Community Engagement

Review Type:	QR	Year:	2012	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

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

1. Principal, assistant principal, parent coordinator, selected teachers

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

1. Completed Family outreach plan
2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

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

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

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

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents

- 3. Parent coordinator's planning and hosting of parent offerings
- 4. Staff attendance at Student recognition events

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Waterford, Wilson, and Successmaker	Computer based program, tutoring and small groups instruction	During the school day and after
Mathematics	Computer-based and small group problem solving	Computer based program, tutoring and small groups instruction	During the school day and after
Science	Literary interdisciplinary science text	Computer based program, tutoring and small groups instruction	During the school day and after
Social Studies	Literary interdisciplinary social studies text	Computer based program, tutoring and small groups instruction	During the school day and after
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Leadership Program	Small group and one to one	During the school day

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

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA 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.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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.).

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 on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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 school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 9	Borough Bronx	School Number 055
School Name Benjamin Franklin Elementary School		

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 Mr. Luis Torres	Assistant Principal Marilyn Simmons
Coach Healy	Coach type here
ESL Teacher Solange Figueirido	Guidance Counselor Ms. Guzman
Teacher/Subject Area Iris Medina 5th grade	Parent Jennifer Teasley
Teacher/Subject Area A. Hernandez	Parent Coordinator Maribel Falu
Related Service Provider E. Lezema	Other Joselyn Salcedo
Network Leader(Only if working with the LAP team) type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	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)	692	Total number of ELLs	103	ELLs as share of total student population (%)	14.88%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English and Spanish

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	67	ELL Students with Disabilities	9
SIFE	3	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	25	0	0	0	0	0	0	0	0	25
ESL	51	3	6	27	0	0	0	0	0	78
Total	76	3	6	27	0	0	0	0	0	103

Number of ELLs who have an alternate placement paraprofessional:

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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
SELECT ONE	20		4																24	0
SELECT ONE Tonga	1		0																1	0
SELECT ONE																			0	0
TOTAL	21	0	4	0	25	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: <u>6</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>5</u>	Asian: <u>0</u>	Hispanic/Latino: <u>38</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>6</u>

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	22	9	8	13	15	11								78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	3	8	7							23
TOTAL	22	11	9	15	18	19	7	0	0	0	0	0	0	101

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)	24	1	1	1	6	6								39

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)	0	6	7	8	8	6								35
Advanced (A)	0	3	2	8	9	7								29
Total	24	10	10	17	23	19	0	0	0	0	0	0	0	103

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	89	31	4	0	124
4	66	22	3	1	92
5	57	24	1	0	82
6					0
7					0
8					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	59	1	47	0	17	0	1	0	125
4	54	7	24	1	7	0	2	0	95
5	69		12		3	0	0	0	84
6									0
7									0
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	2	3	35	2	35	2	14	0	93
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)	2	0	10	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

1)

Benjamin Franklin Elementary School uses a variety of assessment tools to monitor student progress and inform instruction. Currently the school uses Fountas & Pinnell, ELL Periodic Assessment (Grades 3-5) and Estrellita assessments to assess the early literacy skills of its ELLs. A review of current assessment data in grades K – 3 reveals that students are still struggling with some aspects of phonemic awareness and comprehension. Specifically, in the K-2 grades, students were unable to master syllable clapping, initial and final consonant, blending and segmenting. Also, students struggle with mastering certain aspects of phonics – spelling patterns, decoding and word structure. Grade-level inquiry teams focus on developing instructional practices to target these early literacy skills. Using this data informs the teacher what aspects of literacy they need to plan for in creating their instructional plan. It is during the Balanced Literacy Workshop that the teachers are able to address the needs of the students and focus in on the targeted areas during their mini-lessons, with follow-up activities, as an assessment, to make sure the students are developing their skills. As the students master a skill, then another skill is introduced, until they acquire mastery in phonemic awareness and comprehension skills.

After administering the Fountas and Pinnell assessment, the principal, assistant principals, along with grade teams meet to analyze the results. Together we make decisions for small group instruction to address the needs of all students. We use such resources as "The Continuum of Literacy Learning", to create a list of skills and strategies based on needs. Teachers are able to adjust their lessons to provide the necessary lessons for whole group and small group.. After selecting books for students to read, teachers create vocabulary list.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The proficiency levels after 3 years of service. However, we also noted from the data that students raw score increases in Listening/Speaking; whereas, the Reading and Writing modalities are the most difficult to acquire proficiency. This is probably due to the fact, that the NYSESLAT becomes progressively more complicated as they reach 2-5th grade.
Based on the total of students registered in our school, the past year Home Language Surveys revealed that most of our students are English Proficient. Across each grade students are moving towards proficient.
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](#))

By analyzing the patterns across prior NYSESLAT modalities, the administration is able to target the areas in which the students are most struggling in. In our common planning and administrative meetings, we have studied the data and have set up inquiry teams. Therefore, each grade discusses the trend and comes up with a plan that will scaffold these students. We have targeted students in various areas and have placed them in different Tier groups in order to give them the interventional services they need. Teachers have groups of students that they provide AIS intervention in literacy, as well as mathematics. Teachers are required to maintain documentation of lessons and interventional methods that they use with their students in their binders.

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?

We have examined the pattern in proficiency for the NYSESLAT. From Grades K-1, ELL students have shown an increase in Listening/Speaking; but there is a decline in 2nd grade and it increases by the 3/4 grade; then, it usually declines in 5th grade. For the Reading/Writing, K-1 also increases in proficiency levels; whereas, in 2/3 it decreases. In 4th grade there is an increase, only to decrease in proficiency level by 5th grade. There appears to be an equal amount of students in 3/4 grade that are scoring at a Level 1/2 in ELA.

But, in 4th grade, there is an increase in the amount of Level 2 students. Very few students score at a Level 3 and there are no Level 4. In comparison to the NLA, more students score at 26-75 percentile. This shows more comprehension in the students' native language.

Through the ELL Periodic Assessments, the school is learning to monitor student progress and target both the students' strengths and weaknesses. Teachers are using bilingual dictionaries/glossaries and using peers to interpret and assist with the content areas. Visuals are part of the instructional plan, with grade-appropriate vocabulary, in order to scaffold the learning. To accelerate the second language

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](#).)

Students receive TIER 1 instruction within the classroom, on a daily basis, which includes the teacher focuses on promoting language and literacy development. Teachers of ELL students focus on the key domains of literacy and also incorporate competencies in reading, writing, and listening. This classroom intervention allows the teachers to provide the ELL students with instruction that will provide the opportunity to make connections from school to their communities. Placing emphasis on languages, and community values.

Also teachers explicitly plan oral language activities which may include but not limited to the following: building background knowledge with utilizing rich text, using challenging vocabulary, asking open ended questions, creating student projects, reading multicultural literature, and introducing poems and songs that will help to build phonemic awareness.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We evaluate the success of our program for ELLs, by comparing the NYSESLAT scores from year to year. We are able to monitor the progress the students are making, as they move across the grades and proficiency levels, by analyzing these two ATS Reports: NYSESLAT Combined Modality Report (RNMR) and LAB-R NYSESLAT Exam History Report (RLAT). These reports help us identify the students that have moved up or remained the same in the proficiency levels. The teachers are also able to access information on their students through the NYC DOE ARIS Reports, which has a history of all assessments, including Acuity and Scantron, given to the students. We also monitor both the NYS Mathematics and NYS ELA scores and compare them by current and previous years to find out if they have made any progress. Also, we look at the "AMO" (annual measurable objective) to see if we met it and work on a plan to meet that goal.

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?

a. The English proficient students are assessed through the use of Estrelitta which has a continuous diagnostic assessment that informed instruction.

b. Due to the rigorous instruction in Spanish daily, or EP students were able to actively participate with native Spanish speakers in Spanish. The program is centered on promoting academic success through the use of language in a meaningful way. Instruction is provided in two languages (English/Spanish) and integrate native English speakers with native Spanish speakers.

c. NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs, by comparing the NYSESLAT scores from year to year. We are able to monitor the progress the students are making, as they move across the grades and proficiency levels, by analyzing these two ATS Reports: NYSESLAT Combined Modality Report (RNMR) and LAB-R NYSESLAT Exam History Report (RLAT). These reports help us identify the students that have moved up or remained the same in the proficiency levels. The teachers are also able to access information on their students through the NYC DOE ARIS Reports, which has a history of all assessments, including Acuity and Scantron, given to the students. We also monitor both the NYS Mathematics and NYS ELA scores and compare them by current and previous years to find out if they have made any progress. Also, we look at the "AMO" (annual measurable objective) to see if we

met it and work on a plan to meet that goal.

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](#).)
: 1)

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

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

TBE classroom, the teacher administers the reading, writing and listening portion. NYSESLAT data on ELL students are monitored continuously throughout the year to ensure that all students who are mandated to be tested are tested.

2. 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.

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

Now that PS 55 does not have a TBE program, parents are offered the Dual Language, or the ESL services. The program are explained in detail so that parents understand fully.

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 [\[see tool kit\]](#).)

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

Surveys and other ELL information is kept in a binder in the Teacher Center and also the main office.

T

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.

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

Continued Entitlement letters are distributed via mail and also personally. Entitlement letters are kept in the Teacher Center and the main office.

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.

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

made the ESL Program, the selected model. This is represented in the following data for the past 2 years:

ESL Model 78

Dual Language 25

The ELL coordinator each year is able to access the latest LAB-R and the last three years of NYSESLAT data from the RLAT report in ATS. The RLAT provides raw scores and the RNMR provides the last three years of NYSESLAT scale scores.

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. [i](#)
The school's model is somewhat aligned with the majority of parent requests. In order to make sure that programming continues to be aligned with parent requests, the school monitors parent choice closely for any changes in the current trend. If there are not enough students to formularize a TBE class, the students are placed on a waiting list, until we have enough students to form a TBE class. The parents are then informed upon availability of a TBE class. We are in the process of aligning the number of parental requests by formulating a new dual language program for next year. Presently, we are in the pilot stage, with 2 classes, giving only about 3 periods/week of Spanish instruction. Our instructional model will utilize the 50/50 model. Our goal is to have two teachers: one English only and the other Spanish only. The students will switch classes and learn the alternate language through the content area. This will be scaffolded through the use of ELL strategies, such as QTEL (Quality Teaching for ELL), graphic organizers, visuals, realia, etc. This will eliminate the need to create bridge classes and focus only on the grade level of the students. If parents opt for an English-only classroom setting, students are designated for ESL services. Benjamin Franklin Elementary School utilizes self-contained TBE and ESL pull-out/push-in services as organizational models for its programming. The TBE and ESL program models are heterogeneous with mixed proficiency levels in each classroom/group. The TBE has an ESL component. The school offers 3 program models for instruction – Beginning, Intermediate and Advanced. The instructional model for each grade is determined by the number of students who scored at each proficiency level on the NYSESLAT or LAB-R. TBE classrooms with a majority of students scoring at Beginning or Intermediate levels receive 360 minutes per unit/per week of ESL instruction and 90 minutes per day of Native Language Arts instruction. TBE classrooms with a majority of students at the Advanced Level receive 180 minutes per unit/per week of ESL instruction, 180 minutes per unit per week of ELA instruction and 45 minutes per day of Native Language Arts instruction. ELL students who receive pull-out/push-in ESL services, adhere to this model as well. TBE classrooms follow one of the following models for dividing instructional time between Native Language and English instruction respectively: 60% - 40 % (Beginning), 50% - 50% (Intermediate), 25% - 75% (Advanced). Teachers in all TBE classrooms and those providing ESL related services continually assess student progress and shift instructional models according to student proficiency and individual instructional needs.

Part 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. 1)

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

B

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

2. 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)?

In order to ensure that the mandated number of instructional minutes is provided, we prepare our schedules and articulate with our teachers regarding the mandated minutes during the week, according to their proficiency levels. We try to work with the teachers by arranging to pick up the students during literacy, preps, common planning, etc. In the TBE program, the bilingual teacher is able to service the students by providing ESL through the content areas and base their lessons on the proficiency levels of the majority of the class. The cluster teachers are also asked to use visuals, graphic organizers and the use of projects that will enhance learning and develop their oral and content skills. If the ESL teacher has an advanced class, the students are only required to be serviced 4/wk for 45 minutes. The ESL teacher pulls out the beginners/intermediate for (8) 45 minute sessions. For the TBE classroom, the teacher could also provide native language support through math, science or social studies. Since the TBE students have an option to take the math and science test in Spanish, the native language instructional minutes could be given during these content areas. This should be done according to the majority proficiency level of the students in the class. The students will then have the allotted structured support in their native language. During the ESL component, the students that may be in the beginning levels, could be asked to write in their native language, if they want. They could be paired with a student that is more proficient to assist them with the writing, or their work could be shared with someone who can translate it for them. As mandated, Beginners will receive 360 minutes of ESL instruction per week, Intermediate will also receive 360 minutes of ESL instruction per week and, also advanced will receive 180 minutes of ESL instruction per week. Students will also receive instruction in their own native language, which consist of the following: Beginners 45 minutes per day, Intermediate 45 minutes per day, and Advance 45 minutes per day.

Our Core Curriculum for this year is Redy Gen by Pearson. Ready Gen places emphasis on Social Studies and making connections to real world events. Ready Gen also provide strategies for promoting oral and written language. These include various writing activities using the language experience approach. Reading comprehension has enhanced through building background knowledge, highlighting key vocabulary.

Our math program which is Go Math has an English and Spanish component, which provide teachers with strategies for instruction in both languages.

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.

The content areas are delivered in the TBE classes in Spanish for Social Studies/Science and Mathematics. The content area

instruction (Science and Social Studies are provided by a highly qualified teacher. During those periods of the day the teacher providing the services spend time in the classroom.*

Literacy and ESL are given in English. Teachers use graphic organizers, visuals project-based learning, Redy Gen and the four modalities.

4)

T

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

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

6. 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).

The school ensures that the ELL-SWDs receive the appropriate program by having a parent/student interview with the IEP Team. Once the team meets with the parents, they discuss whether the student needs speech, hearing, vision and the required services they are mandated to receive. Then the students are placed in the least restrictive environment. They either are placed in a 12.1.1 classroom setting or a CTT (collaborative team teaching) in either an English classroom, with pullout ESL services; or for the bilingual students, we placed them in a TBE CTT classroom. Based on the IEP, the school is able to provide the appropriate classroom setting for the student. Also, in order to provide access to academic content and accelerate English language development for ELL-SWDs, we use the programs, Getting Ready for the NYSESLAT and English Now. The instructional strategies we use is visuals, graphic organizers, balanced literacy, listening centers and technology, such as, overhead projectors, internet and smartboards.

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?
We use the CIT (Collaborative Instructional Team) model for ELL-SWDs, also self-contained and SETTS providers, and they communicate with each other so the schedules do not overlap.

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?
 - 8)

Our targeted intervention program for ELLs in ELA, math and other content areas are supported during the AIS portion of the

day. Throughout the day, the school has AIS clusters, Coaches and other pedagogical staff that supports the students that are at risk or Level 1. The school is working together to target those struggling students and give them small group instruction. The teachers work on an individualized group plan that will help move the students forward. Small group intervention in ELA, peer tutoring, visuals and graphic organizers are used to scaffold the students' knowledge in science and social studies. We use various programs for the ELL students that are at different proficiency levels. For example, for the beginners, we use computer programs, such as Starfall and Tumblebooks. These technology programs use visuals and audio in order to assist the students with both oral and cognitive abilities. The students learn how to pronounce words and use visual cues to help them connect the initial letters that relate to the pictures. The teachers have small group intervention for guided reading during Balanced Literacy. For both the intermediate and advanced, the teachers group them according to their reading levels and focus on questioning skills, strategies and organizers to help build comprehension. Also, we have a program that we use to strategically focus on various skills for all students. This is the I-Ready. We use this for extra practice in ELA and for Math. Students can work in groups of 2 or more, and the teachers can then work on a small guided group for the beginners. For math, the beginners are also placed according to ability. In the TBE classes, the use of glossaries, reference books and text books are given in the native language. Students are also group heterogeneously, in order to build autonomy in the classroom, as there is a leader in the group that will guide and instruct the struggling student in their appointed tasks. They also are given manipulatives, charts and visuals to help scaffold their learning. For the intermediate/advanced students, they have a choice as to what language they want to do their mathematics problems, or what language they want to take the test in. Giving them the choice, gives them the confidence and allows them to communicate their thinking and learning more effectively. Especially, when they have to write short responses in the mathematics portion of the NYS Mathematics Test. For the other content areas, we use basically the same concept across the proficiency levels. Students also have the option to select the textbooks in either their native language, in English or both. Teachers scaffold the students with lots of visuals, labeling pictures, using primary source documents, technology, videos and provide flexible grouping/peer grouping to assist the students with language and ability.

Courses Taught in Languages Other than English 

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

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

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

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

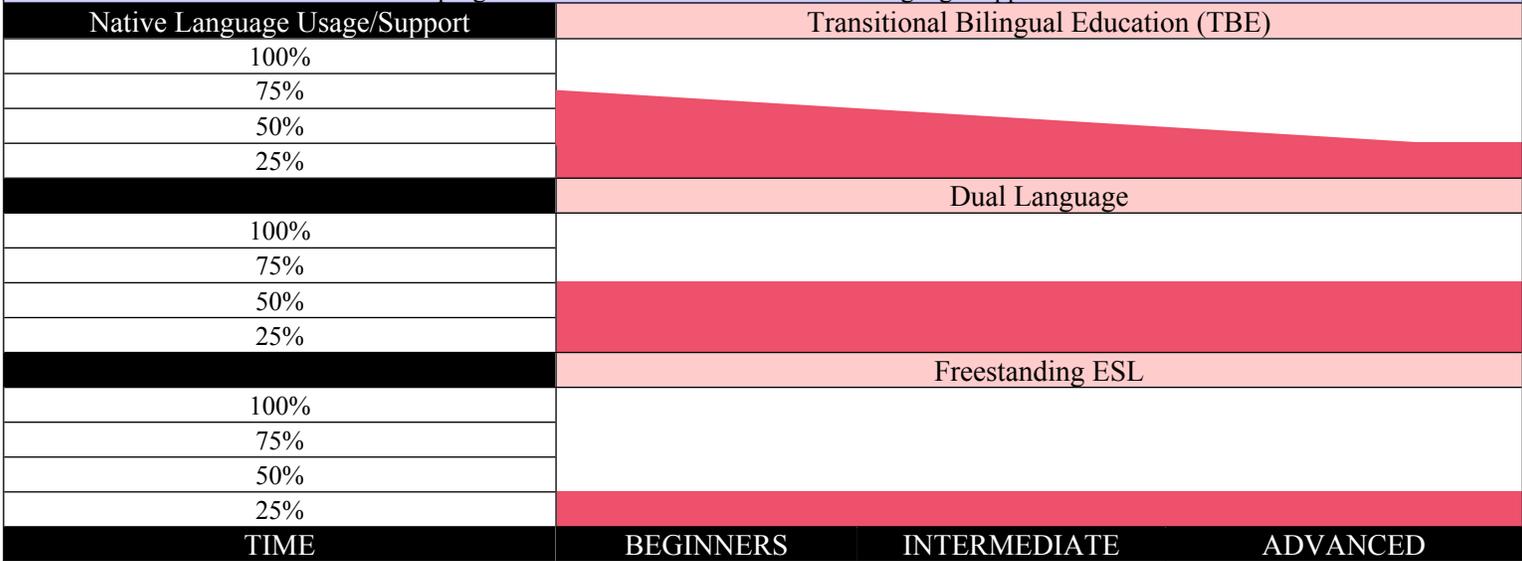
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Our plan for continuing transitional support for the ELLs reaching proficiency is that they have the option to remain in the TBE classes for an additional two years, if needed, and the parents choose the program to stay in. They also continue to use testing accommodations, are entitled to Title III afterschool programs, Saturday Academy and daily small group instruction.

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

Estrellita, which is an accelerated reading program and Ready Gen are used to provide targeted intervention in Reading and Writing. Also, the teachers are being trained during common planning and PD sessions to use the Depth of Knowledge pattern that will help the teachers strategically plan their lessons to help push the students' thinking and increase their academic skills/levels.

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

At Benjamin Franklin School, there will be no ELL programs/services that are discontinued.

E

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

ELLs have equal access to all school programs: AIS during the beginning of the school day and afterschool. They also have a Saturday Academy, in which they use practice books from the program "Getting Ready for the NYSESLAT" and also practice test-taking strategies for ELA by using the program, "I-Ready". The parent coordinator sends each student a flyer and booklet describing all the programs that the school offers. She sends them the information both, in English and Spanish. Then the parents are asked to fill out an application with the code of the program they have selected for their child. The programs the students are entitled to are: Scan, this is a program that is offered 5 days/week. Other SES programs include: School Professionals and IEP (Innovative Educational Program), this program has a science component that enhances the academic language with hands-on activities. These two programs are offered 3 days/week, for the week.

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

The instructional materials used to support ELLs are: leveled libraries in Spanish/English, reader's theatre, listening tapes/cassettes, the use of technology programs, that includes leveled reading in English and is supported by visuals, such as Starfall.com, Tumblebooks, I-ready for math and spanish glossaries for math.

Tutoring for our second grade student in afterschool utilizes Waterford a computer based program. This program provide support through listening to stories and reading along. Each word is highlighted and pronounced clearly. The program also provide incentives for students as they complete levels of reading.

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

In the TBE classroom, the native language support is delivered through the math, science and social studies periods. We use books in both Spanish/English to assist the students with comprehension. The use of reference books in both languages are used also. These include glossaries that assists the students with challenging vocabulary. We also peer more advanced students with beginners so that they could help them with concepts, language and vocabulary.

15)

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

Required services support use grade-level materials for student's appropriate ages and grade levels. Support is also provided through pull-out and push-in services.

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

Presently, our school does not offer activities to our newly enrolled ELLs before the beginning of the school year; however, we plan on having a student orientation to help the students with a smooth transition to our school. This would include a walkthrough of our school and buddying them with someone who knows and speaks their language.

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.

At present, we are planning to have a Dual Language program for next year. Therefore, we will offer the Spanish language to ELL's of other languages.

18. What language electives are offered to ELLs?

We have a Dual Language program in Kindergarten and First.

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)?
- a. 50%
- b. EP's and ELL's spend 100% of the day together.
At this point the content area instruction is given to the students at the same time.
- C. Ms. Salcedo provides instruction through the use of Estrellita.
- d. Side by Side
- e. Both languages are taught simultaneously.

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.

1)

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

2)

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

3)

We provide ongoing differentiated meetings based on the teachers and students needs. Professional development days and faculty conferences are utilized to fulfill the minimum 7.5 hours of ELL training for all staff as per Jose p. Training is provided by faculty within the

4. All of the training the ELL teachers receive from NYS/NYC RBERN concerning word work is shared with others. Teachers have utilized this information for small group work. Each classroom has students that need support with word work

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?

1)

Our school offers many opportunities for parents to be involved.

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

2)

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

3)

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

4)

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

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: PS 55

School DBN: 09X55

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis Torres	Principal		1/16/14
Marilyn Simmons	Assistant Principal		1/16/14
Maribel Falu	Parent Coordinator		1/16/14
Solange Figuerido	ESL Teacher		1/16/14
Jennifer Teasley	Parent		1/16/14
A. Hernandez- 5 th Grade	Teacher/Subject Area		1/16/14
I Medina- 4/5 th Grade	Teacher/Subject Area		1/16/14
	Coach		1/1/01
	Coach		1/1/01
Ms. Guzman	Guidance Counselor		1/16/14
	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: 09BX55 School Name: Benjamin Franklin School

Cluster: 05 Network: 534

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

Part A: Needs Assessment Findings

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

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

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

Our findings show us that from our ELL population, approximately 70% of our students come from Hispanic background and the home language is predominately Spanish. We also found that for about 26% of our ELL students, the parents spoke another language, as well as English at home. The data is found in our ATS system, our LAP, HLIS and parent surveys. Therefore, all correspondence is sent in Spanish and English. In our school, we have bilingual staff, as well as teachers, who speak both English and Spanish. Teachers are informed of the home language of the students and are able to refer them to personnel who will translate materials and assist them during parent-teacher conferences, as needed. The parent coordinator and PTA also send home monthly calendars in both English and Spanish, where parents can easily read school-wide activities, parent meetings, orientations, fund raising activities, social events, school spirit activities, etc. .

Part B: Strategies and Activities

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

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

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

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

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

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

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

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: <u>Public School 55X</u>	DBN: <u>09X055</u>
Cluster Leader: <u>Barbara Maldonado</u>	Network Leader: <u>Ben Waxman</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to ensure our school's success in achieving the AMAO I and AMAO II targets and enable our students to become proficient in the English language, we will establish an afterschool program that will increase academic language by building vocabulary necessary in all content areas, increase comprehension skills, and encourage listening/speaking in the most useful conversational phrases.

We will service approximately 30 students in 3rd, 4th, and 5th grade that scored between Intermediate and Advanced on the New York State English as a Second Language Achievement Test (NYSESLAT) that were "borderline" proficient in English. The class will be co-taught solely in English by an ESL teacher and an ELA specialist teacher.

The ESL Afterschool Program is to commence in January and continue through May contingent upon funding. Classes will be held on Friday's for two hours of intense instruction from 2:30-4:30pm. Teachers will utilize Imagine Learning English that provides a research-based, language acquisition curriculum specially designed to meet the needs of English language learners through the use of a web-based software. We will purchase 4 laptops and various licenses that will enable the effective use and monitoring as students will be grouped according to their needs when using the program. In addition, we will use Getting Ready for the NYSESLAT and Beyond, by Attanasio to further develop skills and strategies needed to become fluent in the English language.

Part C: Professional Development

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

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

Begin description here: In order to meet the needs of our English language learners, there will be ongoing professional development in the utilization of the SIOP Model. Professional development will increase teacher's methodologies on 4 of the 8 components of the SIOP Model. Teachers will use strategies, preparation, practice/application and review/assessment to ensure students are provided with ample learning opportunities through the use of strategies, language skills, hands-on activities followed by comprehensive assessments.

Professional development will be provided for both ESL/bilingual teachers and non-ESL teachers twice a month for 45 minutes throughout the year during grade meetings and school wide PD. A SIOP trained

Part C: Professional Development

teacher will facilitate the professional developments. An outside vendor (Pearson) will provide the initial SLOP model professional development.

Imagine Learning English will provide professional development to the ESL and non-ESL teachers facilitating the afterschool program. (PD schedule and time to be determined)

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: While our English language learners are being immersed in language acquisition, parents will be as well. During the ESL Afterschool Program, parents will simultaneously be engaged in an adult ESL class. This class will be held in a separate classroom taught by an ESL teacher on Friday's from 2:30-4:30. Parents will be utilizing the Rosetta Stone web-based program in the school computer lab. The ESL teacher is trained in using the Rosetta Stone Program and therefore, will facilitate parent's learning of the English Language.

In addition to the Rosetta Stone Program, parents will be exposed to the English language through oral communication and reading/writing activities that will engage and excite parent's English language development.

The Parent Coordinator will conduct an out-reach to parents fostering the urgency of learning English and parental involvement. Parents will receive monthly newsletters of upcoming workshops and activities in the school. Parents will be included in student assemblies and performances.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$

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