

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**14K157**

**School Name:**

**THE BENJAMIN FRANKLIN HEALTH & SCIENCE SCHOOL**

**Principal:**

**MARIBEL HULLA**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary/Intermediate School School Number (DBN): 14K157  
School Type: \_\_\_\_\_ Grades Served: PRE-K -8  
School Address: 850 Kent Avenue Brooklyn NY 11205  
Phone Number: 718-622-9285 Fax: 718-398-4155  
School Contact Person: Juliana Notaro Email Address: Jnotaro2@schools.nyc.gov  
Principal: Maribel Hulla  
UFT Chapter Leader: Lorraine Winfrey  
Parents' Association President: Ingrid Chicol  
SLT Chairperson: Anthony Mercatante  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 14 Superintendent: Alija Winnicki  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: Awinnicki@schools.nyc.gov  
Phone Number: (718) 302 - 7638 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 412 Network Leader: Daisy Concepcion

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maribel Hulla	*Principal or Designee	
Lorraine Winfrey	*UFT Chapter Leader or Designee	
Ingrid Chicol	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony Mercatante	Member/ General Education Teacher	
Karen Blythe-Major	Member/ Special Education Teacher	
Joesmi Fermin	Member/ Special Education Teacher	
Marleny Artiga	Member/ Parent	
Maria Garcia	Member/ Parent	
Enrique Molina	Member/ Parent	
Josefina Torres	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 157's Mission: It is the mission of PS/IS 157 to produce students that will embrace education and become lifelong learners. Our goal is to have every child attain essential knowledge and skills that will enable them to become exemplary citizens. Through teamwork, we will strive to achieve the highest academic standards.

PS/IS 157's Vision: Is to develop a community of learners who are actively engaged in the educational process. All members of our school community will strive to empower our students with optimal academic skills and enhanced social experiences. Our goal is to facilitate continued education that will enable our children to become active, responsible and contributing members of society.

At our school we take pride in building a culture where everyone understands the importance of working collaborative to support our students. PS/IS 157 offers a free after-school program until 5:30 PM for students in Kindergarten through Grade 8. We have a wonderful working relationship with Woodhull Hospital, Pratt Institute, New York City Technical College, Saint Joseph's College, Saint Francis College and NYACK College. We offer all students academic and enrichment opportunities. We also have available on site a Physical and Occupational Therapist, three Speech Pathologists and two Guidance Counselors to service the supplementary needs of all our students. Our nurturing approach to learning encompasses all of our students; specifically, for our English Language Learners, we have two full-time ESL Teachers to service the needs of our K-8 students and teachers. We also maintain an effective home-school connection by conducting monthly parent meetings and parent workshops on academic topics of interest. We also communicate important messages to parents/guardians in English and Spanish via written letters and/or telephone calls and global messaging.

PS/IS 157 has an open door policy. Parents always have an opportunity to schedule an appointment to meet with teachers to discuss in detail academic areas of mutual concern and/or interest. Parent Workshops are conducted in English and Spanish on topics about which parents have inquired or in which they have shown interest. All parent meetings are also conducted in English and Spanish to promote a better understanding of, and participation in, discussions.

As evident in our School Learning Environment Survey, our parents have responded positively to all of our school initiatives. Positive feedback motivates us to continuously seek innovative ways to effectively involve our parents in the academic success of their children.

We host several annual celebrations that have become tradition at PS/IS 157:

- At our annual Welcome Back Multicultural Festival, we celebrate the many diverse cultures that exist among our school community with song, dance, ethnic food and many fun-filled activities.
- We also conduct an annual Halloween Parade, where our students are invited to dress in costume and join in a parade around our school building.
- For our Thanksgiving Feast, parents generously donate food to provide a Thanksgiving Luncheon for our students and their teachers to enjoy together.
- For the December holiday season, Santa Claus visits our school with gifts for each of our younger

students; and, we conduct a Holiday Show where each of our classes perform festive songs and dances for our parents, staff and students to enjoy.

- Our Black History Month Assembly celebrates our African-American heroes through recitals, songs and dance performances conducted by our students.
- Our annual Poetry Jamboree showcases our students' oral and writing talents by having them recite famous poems and/or write and present their own poems in an assembly setting.
- Career Day provides an opportunity for our students to explore a variety of career choices. People of different professions and occupations are invited to our school to speak to our students about their career choices. Students are able to obtain a great understanding about their career(s) of choice, and they are also given an opportunity to ask questions about their interests.
- A Cinco De Mayo Festival takes place every May and celebrates the Mexican culture with traditional Mexican food, music and dance for the enjoyment of our entire school community.
- National Running Day supports our commitment as a Wellness School to promote good health. On this day, our students and their teachers assemble outside the school building and then jog around the entire block to music. The parade of joggers is led by our Principal and Assistant Principals.
- In June, two traditional events take place outdoors in Taaffe Park, located directly across the street from our school building. At our annual Dance Festival, each class performs a dance that they choreographed to a song of their choice. All students, parents and school staff are invited to this fun-filled afternoon to enjoy the music and dance, along with snacks and drinks.

We also conduct a Staff vs. Students Basketball Game in June, where our Middle School students compete against teachers and other staff members in a friendly, but competitive, basketball game. Parents, students and school staff are all invited to attend.

- Movie Night takes place once a month on a Friday evening and provides our school community an opportunity to spend affordable quality family time together by viewing a popular movie in our auditorium complete with popcorn, hot dogs and other movie snacks, all at a discounted price.

We have established a wonderful relationship with many Community Based Organizations (CBO's) such as:

- OST- Goodwill Industries – which houses a free after school program for students in Kindergarten to Grade 8
  - Midori & Friends - After School Music Program where students become percussionists and violinists
  - Bent On Learning – Yoga Program
  - Swim For Life - Students go to the Metropolitan pool to learn how to swim
  - Cycle Kids – Students learn about riding bicycles safely
  - Relay for Life – American Cancer Association
  - Puerto Rican Family Institute – Support for struggling families and children
  - School of Continuing Adult Education – On site GED and ESL classes for adults in our community
- 
- The area in which our school has made the most growth during the previous year is student progress specifically in English Language Arts with our lowest performing students. Based on data analysis (specifically, the end of the year MOSL results, the NYS Assessments in Literacy and Mathematics and the NYSESLAT), it was evident that work is still needed for the overall population on citing evidence to support reading comprehension. In Mathematics it was evident that progress is needed in the conceptual and

application standards. Many students did not receive full points on the short response or the extended response questions. Many of our students had difficulty completing the task and showing the multiple steps and application of the mathematics.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

1. An analysis of our historical data (Schoolnet Benchmark, MOSL Baseline, DRP assessments in English Language Arts and the NYS ELA and Mathematics Assessment, Running Records) and former academic programs indicated a need to implement a more rigorous curricular, therefore, in addition to the CCLS the school uses programs that are aligned to the CCLS.

Specifically we are using:

- Ready Gen (Grades K-5) and Code X (Grades 6-8) for Literacy
- Go Math (Grades K-5) and CMP3 (Grades 6-8) for Mathematics
- For Science teachers follow the Scope and Sequence
- Along with the NYS Social Studies Framework teachers utilize the Social Studies Scope and Sequence

2. An analysis of the school's strengths and needs suggested the use a new Literacy and Math Program that would be aligned to the CCLS and more rigorous. Additional support for our weaknesses include the following;

- Rubrics In All Content Areas
- Opportunities For Students Led Conversations
- Higher Order Thinking Questions (DOK)
- Scaffolding for SWD and ELLs
- Multiple Entry Points
- Thinking Maps

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- All teachers will participate in a series of professional development throughout the 2014–2015 school year on collaborative inquiry to make effective adjustments in instruction and lesson plans in order to promote higher-order thinking and student ownership, as evidenced by agendas, sign-in sheets, teacher reflection sheets and teacher observations.
- Teacher Teams will adjust and refine the Math curricula to support the Common Core Learning Standards (CCLS) and the NYC citywide instructional expectations (CIE) to include multiple entry points that result in higher-order thinking skills in Mathematics for all groups of students.
- Teachers will analyze student data that encompasses information for English Language Learners and Students With Disabilities (SWD) to develop dynamic and responsive lessons in all curriculum areas

based on students' strengths and needs, as evidenced by students' work products that highlight vocabulary development and reading comprehension.

- Teachers will be able to fully utilize the resources and organizational decisions to support the school's instructional goals and meet all students' learning needs.
- By June 2015, teacher teams will monitor and refine the math curricula to support the CCLS instructional standards and NYC city-wide instructional expectations (CIE) to include multiple entry points the result in higher-order thinking skills for all groups of students in mathematics (QR1.1& 1.2/DTSDE 3.3).
- By June 2015, at least 75% of the school community will be involved in implementing structures that strategically align professional development and family outreach, and maintain a school culture that supports personal growth of students and adults, as evidenced by increased awareness of a healthy lifestyle that includes good food choices and physical activity, which combat the rising rates of childhood obesity, diabetes and asthma.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research based instructional programs are in place to support a learning environment: <ul style="list-style-type: none"> <li>• Ready Gen by Pearson ; ELA K-5, Go Math by Harcourt: Math k-5, Code X by Scholastics: 6-8, CMP 3 by Pearson: 6-8</li> <li>• On-going professional Development from network and other constituents that support school goals, inter-visitations,</li> <li>• Student Centered Learning Practices that include cooperative learning, relating learning to real life situations and application of real life word problems. Opportunities for students to assess their own learning and receive feedback based on rubrics and other resources that support learning.</li> <li>• Thinking Maps that promote student understanding through a variety of maps.</li> </ul>	Instructional Leaders and Teachers	September -2014- June- 2015	Instructional leaders, and teachers

2. Through multiple entry points and UDL teachers ensure that the needs of all students are met. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.	Instructional Leaders and Teachers	September -2014- June- 2015	Instructional leaders, and teachers
3. Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents' Association Meetings and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have.	Instructional Leaders and Teachers Parents of all students	September -2014- June- 2015	Instructional leaders, and teachers
4. <ul style="list-style-type: none"> <li>• School Leadership Team Meetings</li> <li>• UFT Consultation Meeting</li> <li>• Parent Teacher Association</li> <li>• Student Council</li> </ul>	Instructional Leaders and Teachers	September -2014- June- 2015	Instructional leaders, and teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In order for rigorous instruction to take place, there must be regularly scheduled meetings for grade meetings during the school day, after school opportunity such as the Vertical Inquiry team and SIT meetings. We will need to use the resources of Schoolnet, MSQI, Reciprocal Teaching and MYON along with the Core Curriculums that are aligned to the CCLS.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
<ol style="list-style-type: none"> <li>1.The school aligns assessments to curricula, uses on-going assessment and grading practices, and analyzes information on student learning outcomes to adjust instructional decisions at the team and classroom levels to further the academic performance of all students.</li> <li>2.On-going assessments, baseline assessments, benchmarks and end of unit assessments aligned to the CCLS and the new curriculums.</li> </ol>
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

3. According to our quality review in order to continue and promote a classroom and a school culture where the students feel safe and supportive; to promote learning to the standards of College and Career Readiness in students including independence, supportive relationships with teachers and other adults; positive incentives and student recognition; supporting high expectations for all children to educate the “whole” child; celebrating cultural and linguistic diversity; communicating and involving parents and attention to health and safety we have established:

- Character Education
- Lesson Plans to Accommodate All Learners
- Student Council

4. Our school has started an initiative to meet the CCLS through student centered lesson plans where students initiate questions and promote discussions through a variety of strategies.

These strategies will continue to support an environment where learning is valued by students, parents and educators.

A behavior plan created by the students, teachers and guidance counselors has also been established to support a nurturing and positive school community.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- For the year 2014-2015 we will establish a supportive school environment based on character education, lesson plans to accommodate all learners including the input of our students through our student council. Monthly meetings through our Inquiry Team and Student Council will be established to adjust lesson plans and create opportunities for student voice to be a part of creative a supportive environment.
- By June 2015, 100% of teachers will be able to fully utilize the resources and organizational decisions to support the school’s instructional goals and meet all students learning needs (QR 1.3/DTSDE 3.3)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student</li> </ol>			

<p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>5. Research based instructional programs are in place to support a learning environment:</p> <ul style="list-style-type: none"> <li>• Ready Gen by Pearson ; ELA K-5, Go Math by Hartcourt: Math k-5, Code X by Scholastics: 6-8, CMP 3 by Pearson: 6-8</li> <li>• On-going professional Development from network and other constituents that support school goals, inter-visitations,</li> <li>• Student Centered Learning Practices that include cooperative learning, relating learning to real life situations and application of real life word problems. Opportunities for students to assess their own learning and receive feedback based on rubrics and other resources that support learning.</li> <li>• Thinking Maps that promote student understanding through a variety of maps.</li> </ul>	<p>Instructional Leaders and Teachers Parents of all students</p>	<p>September -2014- June- 2015</p>	<p>Instructional leaders, and teachers</p>
<p>6. Through multiple entry points and UDL teachers ensure that the needs of all students are met. A transition plan for all students over the age of 12 has also been established; e.g., vocational assessments completed by students, teachers and parents. IEP's include the input of the students and of the parents. Guidance and advisement is in place to support the needs of all our students including SIFE and shelter students.</p>	<p>Instructional Leaders and Teachers  Parents of all students</p>	<p>September -2014- June- 2015</p>	<p>Instructional leaders, teachers</p>
<p>7. Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents' Association Meetings and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have.</p>	<p>Instructional Leaders and Teachers  Parents of all students</p>	<p>September -2014- June- 2015</p>	<p>Instructional leaders, teachers , parent coordinator</p>
<p>8. All constituents will build capacity on the element of trust through the following meetings:</p> <ul style="list-style-type: none"> <li>• School Leadership Team Meetings</li> <li>• UFT Consultation Meeting</li> <li>• Parent Teacher Association</li> <li>• Student Council</li> </ul>	<p>Instructional Leaders and Teachers  Parents of all students</p>	<p>September -2014- June- 2015</p>	<p>Instructional leaders, teachers and parent coordinator and students</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monthly calendar of events will go out to all parents, common planning preps for all teachers, monthly calendar of committee meetings, Engage NY, all teachers will have a copy of the school discipline code.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

- 9. Meeting Schedules for reflection and adjustments to our goal
- 10. Reflection on our school progress in supportive environment Sept to Nov, Dec to Jan, Feb to March, and April to June for reflection and adjustments

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The collaboration of teachers is key to student achievement. Teachers do not work in isolation, instead they work together in professional learning communities. If students are to be successful, teachers must encourage innovative assignments that require students to use higher order thinking skills and complete real world tasks.

Teachers must shift their practice and combine their talents by meeting together and planning in a coherent manner that is apparent from class to class. Our teachers have regularly scheduled planning periods, participate in intervisitation and meet in lateral as well as vertical planning groups to accomplish a more effective curriculum that implements the Common Core Learning Standards.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- 100% of our teachers (classroom and clusters) as well as our service providers will work together and look to accomplish mutual goals for greater student achievement. They will meet on a regular basis and review data, look at student work and set tangible goals. Teachers will not work in isolation, a professional learning community will be in place.
- By June 2015, 100% of teachers will analyze student data that encompasses information for English Language Learners and Students with Disabilities (SWD) to develop dynamic and responsive lessons in all curriculum areas based on students strengths and needs as evidenced by students work product highlighting vocabulary development and reading comprehension (QR 2.2 /DTSDE 4.5).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

<p>15. Teachers will be given many opportunities for collaborating with each other. Through common prep time each week, by vertical monthly meetings and by allowing inter-visitation within the school itself or neighboring schools, teachers will be able to formulate mutual goals, establish criteria for student work based on rubrics and analyze data to drive instruction and result in greater student achievement.</p>	<p>All teachers , clusters, related support providers and all other personnel will together to achieve mutual goals</p>	<p>September 2104- June- 2015</p>	<p>Instructional leaders will visit team meetings and participate in these collaborative groups</p>
<p>16. .Through regular meetings, such as the School Implementation Team (SIT), vertical, inquiry and grade meetings, all student needs will be addressed. Data from all subgroups will be addressed as well as the general ed population of students.</p>	<p>These meeting will include all teachers, as well as the psychologist, social worker, speech providers, OT&amp;PT therapists, IEP Evaluators and school leaders.</p>	<p>September 2104- June- 2015</p>	<p>School leaders will attend all meetings and participate in decision making as well.</p>
<p>17. Parents will be notified of all actions regarding their children. There will be phone calls, letters, newsletters, flyers, global connect messages and workshops to explain the mutual collaboration of our staff to help service their children and work on greater student achievement.</p>	<p>All parents and caregivers will be notified about student instruction, extra help and important tests.</p>	<p>September 2104- June- 2015</p>	<p>Instructional leaders, pedagogical staff and parent coordinator</p>
<p>18. All constituents of the school community will be informed on a regular basis of the instructional programs in place for the students. The SLT will get an update as well as well as the PTA. In explanation of the CCLS demands, the need for collaboration will be explained to all and its importance for student achievement</p>	<p>All constituents of the school community.</p>	<p>September 2104- June- 2015</p>	<p>School leaders will make sure that all constituents of the school community are informed of all student activity.</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

In order for teacher collaboration to take place, there must be regularly scheduled meetings for grade meetings during the school day, after school opportunity such as the Vertical Inquiry team and SIT meetings

### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>	√	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

38,454

### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

19. By February, all collaborative teams will analyze student growth or lack of progress. Teams will regroup and come up with more strategies to insure student achievement and progress.

20. Teacher teams will look to find patterns and trends in student growth and find ways to accelerate that progress to achieve greater results.

**Part 6b.** Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

4

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Instructional leaders will diligently collaborate with teachers to analyze student data and look for patterns and trends among the student population. They will take into consideration the demographics of the school which boasts a very high percentage of English language Learners and Students with Disabilities. After charting the needs and highlighting the weaknesses, teacher teams and instructional leaders will maximize the opportunities for students to learn and establish an alignment to the Common Core Learning standards. Instructional Leaders will maintain a strict coherence to the Danielson Framework and provide opportunity for growth in their professional pedagogy. In addition, instructional leaders will provide feedback that is goal referenced, actionable and ongoing. Timely feedback will be paramount, following an observation. As stated by Grant Wiggins, “Feedback is information about how we are doing in our efforts to reach a goal.”

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- The inherent goal will be to make progress and show growth in ELA and more specifically in Math. We will look to have an increase of 10% by June with our General Ed population and an increase of 3% with our Students with Disabilities and Ells in ELA. In Math, we will look to see an improvement of 15% with our General Population and 5% improvement with our Students with Disabilities and Ells.
- By February, as a midpoint review, we will analyze data and strategies and make sure that the interventions in place have produced desirable outcomes. At this point we will be looking at trends and patterns once again and making sure teacher teams are collaborating and implementing rigorous instruction.
- By June 2015, 100% of teachers will participate in a series of hours of professional development throughout the 2014-2015 school year on utilizing student data to make effective adjustments in instruction and lesson plans to plan to promote higher level thinking and student ownership as evidenced by agendas, signing sheets, teacher reflection sheets and teacher observations (QR 4.1/DTSDE 2.4).

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- |     |  |  |   |  |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-----|--|--|---|--|

26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
In Grades K-5, Go Math and Ready Gen will be implemented and in Grades 6-8 students will use Code X in ELA and CMP3 in Math. All four programs are aligned to the Common Core learning Standards	Entire student population	September -2014- June- 2015	Instructional Leaders and Teachers
26. Our 2 ESL teachers will meet and confer with classroom teachers and use a push in model whenever possible to achieve better results. Students with disabilities will be educated in ICT or Self-contained classes with the use of multiple entry points and scaffolding. Teachers will incorporate the various learning styles and be aware of multiple intelligences so as to provide the most conducive learning tools.	All Ells in K-8	September-2014 – June 2015	Instructional leaders, teachers and parent coordinator
27. Parents will be surveyed and workshops set up to review class work and homework in ELA and Math. The workshops will be conducted in English and Spanish. Additional newsletters, global connect phone messages and progress reports will be sent home to inform parents of current work and testing that is taking place.	Parents of all students	September-2014- June 2015	Instructional leaders, teachers and parent coordinator
28. Parents will be informed at all PTA meetings of upcoming events and academic programs. The SLT will meet and discuss the best ways to meet student goals and share findings among their membership. Teachers will know they have the support of the Instructional Leaders and that opportunity for professional learning will be made available through workshops, inter-visitation, webinars and collaborative meetings such as vertical inquiry will take place to enhance their pedagogical growth	All constituents of school population	September-2014-June 2015	Instructional Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This action plan can be supported through effective planning and rigorous tasks. Teachers can collaborate and meet to look at student work. After school programs can help support students by preparing them for state tests. Lab site teachers can be visited by teachers if programs get adjusted and allow for inter-visitation.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>	√	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
38,454									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

29. Formal and informal assessments will be used to chart student progress Data from baseline and benchmark exams will be analyzed and action plans will be developed by February

30. Running records will be conducted periodically, as well NYC performance assessment and unit tests in Math and ELA

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- Based on having a high percentage of students who are asthmatic and/or have a family history of diabetes we felt it was important to educate our community on living a healthy lifestyle through the implementation of health and wellness. Our goal is to maintain our Wellness Committee and further educate all constituents.
- Based on the variety of opportunities for parent participation but the lack of different parent participants we feel the need to have a plan to raise level of parent participation. Our goal is to keep the parents informed of their rights to be involved.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, at least 75% of the school community will be involved in implementing structures that strategically align professional development and family outreach, and maintain a school culture that supports personal growth of students and adults, as evidenced by increased awareness of a healthy lifestyle that includes good food choices and physical activity, which combat the rising rates of childhood obesity, diabetes and asthma. We will provide timely meetings to promote a healthy lifestyle and in adjacent to keeping parents informed of a high quality curriculum and instruction.
- By June 2015, at least 75% of the school community will be involved in implementing structures that strategically align professional development, family outreach, and maintain school culture that support personal growth of students and adults as evidence by increased awareness of a healthy lifestyle that will include good food choices and physical activity which combat the rising rate of childhood obesity, diabetes, and asthma (QR 3.4& 1.3/ DTSDE 6.4).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
<p>35. To provide parents with different PTA meetings, parent teacher conferences throughout the year, monthly parent workshops and celebrate career day with local professionals. All parents will be invited to a variety of healthy lifestyle workshops, e.g., Taichi, Yoga and healthy cooking classes.</p>	Parents of all students	September-2014- June 2015	Instructional leaders, teachers and parent coordinator
<p>36. Classes will be offered in both English and Spanish to satisfy the needs of our high Spanish speaking community. Translation options will also be provided for all workshops and/or notices that go home.</p> <p>Teachers including clusters, ESL and other staff members will work on a monthly newsletter to update the parents on all the events, assessments and instructional activities their child is part of. PTA meetings and School Leadership Meetings will include in the agendas information for our parents and communities about our school, our successes and the areas in which we have plans to improve.</p>	Parents of all students	September-2014- June 2015	Instructional leaders, teachers and parent coordinator
<p>37. To offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide child care to Accommodate parents so they can attend meetings before and after school. Parents will also be provided wiCath timely information about all programs through flyers, notices and our Global Connect System.</p>	Parents of all students	September-2014- June 2015	Instructional leaders, teachers and parent coordinator
<p>38. Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents' Association Meetings and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have.</p>	Parents of all students	September-2014- June 2015	Instructional leaders, teachers and parent coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A monthly calendar will continue to be sent out to inform parents of all school activities, workshops, trips and celebrations. Global Connect will continue to be utilized to reach parents via phone of any pertinent information.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>		<b>Title I Basic</b>	√	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
38,454									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

39. A survey will be sent out to all parents three times a year to identify the needs to our school community in relation to instructional expectations, healthy choices for our school cafeteria and options for workshops.

**Part 6b.** Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Data from ELA Core Curriculum ,City and State Assessments	ReadyGen Program (K-5), Code x (6-8), Wilson/Foundation, RTI, Reciprocal Teaching Closed Reading, MSQI (6-7) Thinking Maps to support the writing across different genres, Highlighting important information in a text when reading	Small groups instruction using UDL, Multiple Entry Points (3 to 5 students)	During the school day
<b>Mathematics</b>	Data from Math Core Curriculum, City and State Assessments	Go Math (K-5) CMP3 (6-8), Practice Skill for Fluency, Modeling with a peer best practices that will show their conceptual understanding	Small group instruction using UDL, Multiple Entry Points (3 to 5 students)	During the school day
<b>Science</b>	Data from Core Curriculum assessments and NYS Science test for grade 4	Hand on Experiments, Strategies to do research and how to support their hypothesis, Thinking Maps, Highlighting important information in a text when reading	Small group instruction using UDL, Multiple Entry Point (3 to 5 students)	During the school day
<b>Social Studies</b>	Data From the Core Curriculum	Thinking Maps to support their	Small group instruction using	During the school day

	Assessments	understanding and guide them with writing, strategies to do research to support their thinking	UDL, Multiple Entry Points (3 to 5 students)	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that are failing in meeting their academic standards	Strategies to support them with improving their behavior and academics through focusing, character development, Pair/Peer grouping to assist in understanding how to get along with peers, Dealing with crisis	Small groups based on student need	During the school day

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

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

#### 2b. High Quality and Ongoing Professional Development

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	38,454		
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **The Benjamin Franklin Health and Science Academy, PS/IS 157** 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 the school and the families. The 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 the school community. **The Benjamin Franklin Health and Science Academy, PS/IS 157** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;

- 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 (SPC) Template**

**The Benjamin Franklin Health and Science Academy**, PS/IS 157 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 1<sup>st</sup> 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 with 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 promptly 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>157</b>
School Name <b>Benjamin Franklin Health &amp; Science Acad</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Juliana Notaro</b>	Assistant Principal <b>Sara Medina</b>
Coach <b>Laura Morales (Testing Coordi)</b>	Coach <b>type here</b>
ESL Teacher <b>Connie A. Castro</b>	Guidance Counselor <b>Miraim Garcia</b>
Teacher/Subject Area <b>Wyleidi Peguero</b>	Parent <b>Marleni Ortega</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Christian Rodriguez</b>
Related Service Provider <b>Erenia Nuesi</b>	Other
Network Leader(Only if working with the LAP team) <b>Jean-Claude Richard</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>540</b>	Total number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>18.33%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	30
SIFE	3	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	66	0	11	22	0	14	11	3	5	99

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>66</b>	<b>0</b>	<b>11</b>	<b>22</b>	<b>0</b>	<b>14</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>99</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	10	16	6	5	7	10	10	13					97
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>21</b>	<b>10</b>	<b>16</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>99</b>

## 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)	6	2	2	1	0	0	2	3	4					20
Intermediate(I)	8	5	5	1	3	0	1	1	5					29
Advanced (A)	7	3	9	4	2	7	7	6	5					50
Total	<b>21</b>	<b>10</b>	<b>16</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>99</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		7				15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools used to assess early literacy skills are ECLAS-2, Journey's reading and writing assessments and DRA is also used by some of our teachers. NYSESLAT scores are also shared with all the teachers and they provide us with benchmark information on reading, listening and writing skills. These assessments provide data that indicates our students reading and writing performances for

instructional and intervention purposes. They provide us with formative information on student learning that will enhance and redirect our instruction. The Journey's assessments, require for all students including the ELL's to use content specific language. This allows teachers to scaffold strategies based on their understanding of the vocabulary in context. These assessments inform teachers of students levels to teach according to students needs, and enable teachers to differentiate instruction. Currently, according to the data report on the NYSESLAT, students are making academic progress on all learning modalities for language skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our data patterns across proficiency levels reveal that 19% of ELLs scored at the beginning level, 31% of ELLs scored at the intermediate level while the majority of the students (50% ELLs) scored at the advanced level of proficiency. In analyzing the data by grades it is indicated that our lower grades K-3 are mostly at the beginning and intermediate level and making progress, while the upper grades 4-8 are mostly at the advanced level. This data demonstrates that our students are mostly reaching high proficiency levels by the time they reach 4th and 5th grade, most of them have either reached intermediate/advanced level or have met the proficiency level to exit the program. Thus, the majority of our ELL's predominantly consist of grades K-1. The greatest amount of our ELL students fall within the advanced level of proficiency. Students who are new comers who indicative of the Home Language Identification Form have to take the LAB-R, about a 25% of those students become eligible to receive ESL services.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
  
Once the needs for the ELL's are identified, students are provided with increasingly intensive targeted instruction designed to match their learning needs. Teachers work with students in small groups and align instruction based on their needs and the expectations of the Common Core Learning Standards. Instruction for ELLs starts in tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Upon initial enrollment, parents are interviewed to determine the childs educational history and background. The Spanish La-R is then administered at their grade level to build an understanding of the students Language development. Teachers use a variety of strategies to build on students background knowledge and differentiate instruction accordingly.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our programs for ELL's is evaluated by how many of our students reach proficiency and how much growth they've achieved. Currently 16% of our ELLs reached English proficiency in the NYSESLAT. We had a combined progress of 54.55% ;this growth on our ELL population demonstrates that we met the AYP for ELL's. Teachers continuously monitor student growth among the ELL's in all their formative and summative assessments. The programs in place also include ESL strategies to support instruction.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The identification process for our English Language Learners (ELL's) begins during the initial student enrollment. The Pupil Accounting Specialist screens and orally performs an informal interview in English and in their native language when necessary, with collaboration of other school personnel such as, the Parent Coordinator. As part of the informal assessment, the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS) form is administered to the child's parent to identify if the child is an ELL. During this informal interview when the home language and/or the student's only language is identified as English, the student is classified as an English Proficient student and enters the general education program. After carefully analyzing the HLIS form, if the home language of the student is not English an informal interview in the student's Native Language and in English is performed with the collaboration of the Parent Coordinator. When the student speaks a language other than English at home an initial assessment is performed by administering the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered by the ESL Teacher/Coordinator within the next ten days.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Four Parent Orientations are held at the beginning of the year. One to one meetings take place with the parents as students first enroll in the school. More opportunities for orientation are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education based on the influx of newcomers that we have during the year. Each parent is given the opportunity to observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child's program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enrolled students are tested and before the ELL's ten days of enrollment. Two sessions per day are scheduled to ensure all parents have the opportunity to participate. In addition, one-on-one meetings and phone calls also take place to accommodate parents needs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The entitlement letters are sent home with every ELL student and the Parent Survey and Program Selection Form is completed at the end of the program orientations to ensure they are fully completed. If a parent/guardian did not participate in the school orientation, a one-to-one meeting is scheduled to assure the parent is well informed of the ELL programs available in our school. As a very last resource, the Parent Survey and Program Selection Forms will be sent home with the student with a due date to be returned. All legal documentations stay secured in the ESL room 407 in a file that is securely locked.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Once a student is entitled to receive Bilingual/ESL services according to their test result on LAB-R or NYSESLAT these ELLs students are placed in their appropriate class according to the parent choice and school availability within the 10 days of enrollment. All

communication and/or consultation with parents or guardians are sent home in English and their Native Language.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
  - A. PS/IS 157 meet the need of our ELLs with push-in and pull-out organizational models. The program models currently used for the ESL program are block, graded, heterogeneous and homogeneous. Each group is carefully formed after analyzing the students individual needs and proficiency level.
  - B. Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets. Multiple means of assessment are used to address the needs of the students and accomodating the best ESL model and the units of ESL mandated by the CR part 154. Regular inquiry meetings are in place , where data is gathered and analyzed to track the development of students and teachers over time, and allow for appropriate program selections and instructional decisions.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

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

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

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

The ELL students are annually tested on those modalities throught the NYSESLAT, the ELL Periodic Assessment and as of February they will also be avaluated on those four modalities using the NYSITELL assessment. Ultimately, students are assessed four times a year. Teachers to monitor students' may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - A. The SIFE students' receive the maximum units of support and academic rigor. These students receive additional instructional time

twice a week for 75 minutes through an extended day program offered after school. These services focus on the needs of these students and all other students who need extra services.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### 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:			

### 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


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

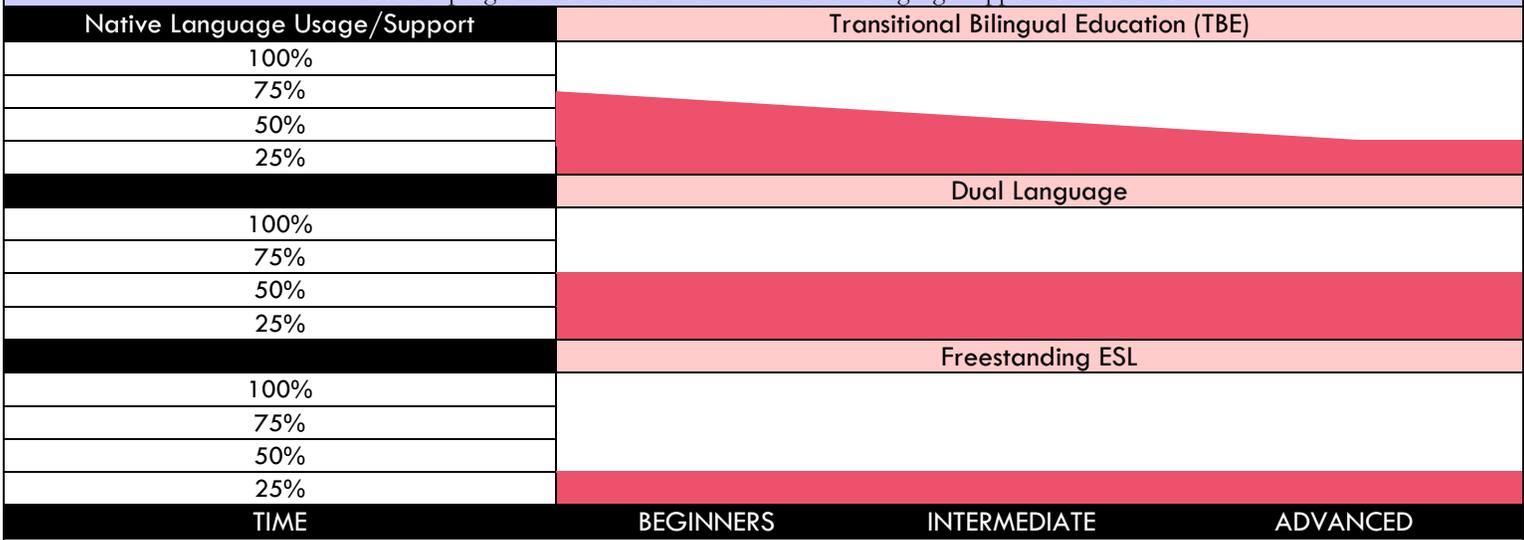
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.  
All ELL's receive academic intervention services in all content areas. Twice a week our ELL's participate in a 75 minute intervention block. Academic Intervention Services are limited to groups of 10 or less. On Monday's all students including ELL's receive more individualized support in literacy and on Tuesday, they receive support in math. LEP students benefit from the Harcourt Intervention Kit that includes explicit introduction of skills, ample practice opportunities, and corrective feedback. All intervention programs are offered in English only.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our plan to support all ELL's reaching proficiency on the NYSESLAT includes but not limited to using strategic differentiation methods according to the area of need (Listening/Speaking or Reading/Writing) most of our students reaching proficiency need extra support in reading and writing. The core program used to instruct these students is Journey's and Story Town using ELL Extra Support Kit that is aligned with the curriculum in place in the monolingual classroom. In addition, these students participate in small group instruction through the extended day program and the possibility to participate in our Title III after-school program. Teachers differentiate their practices according to students needs and plan ahead on supporting their ELL students.
11. What new programs or improvements will be considered for the upcoming school year?  
For this school year, our ELL's will benefit from pilot technology supplemental program Openbook Learning. Openbook Learning is interactive literacy software. Once a week students participate in this interactive online program to reinforce their reading and writing skills. We are also using a new CCLS aligned program for mathematics (Go Math).
12. What programs/services for ELLs will be discontinued and why?  
Fortunately, this school year, none of our programs or services will be discontinued for ELL's. Our school programs are offered to all students and will continue to be offered through the rest of the school year..
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
There is an equal access opportunity to our programs. We offer an extended school day as previously mentioned including twice a week for all students and supplemental after school services are offered to target those skills that need extra support. In addition we offer after school programs such as test prep, sports, Champs and Saturday Academy, Reader's Theater, Dance these programs are available to all students including our ELLs. All students including ELL's are equally represented in all programs. We have a high population of ELL's and our attendance roster for these programs indicate that there is an equal representation of ELL's in all academic programs and extra curricular activities available to our students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
The instructional materials for ELL's are: Journey's ELL component, and ELL Adapted Interactive Reader from Holt McDougal Literature for grades 7 and 8. All programs in place are aligned to the CCLS and provide additional support for ELL's and SWD's. Our ELLs, specifically the advanced students also use Openbook Learning as a technology supplement to support students and provide them with additional resources that may help accelerate their learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
The ESL teacher supports native language through variation of techniques used to build on students prior knowledge acquisition in addition to Spanish libraries and resource books. All required services and resources correspond and support our ELL's according to their grade level and age. Furthermore, native language is not limited to the ESL classroom. School personnel who are able to provide support to students during the school day provide clarification in their native language. Material in their native language is also available to students and parents. Teachers may also access materials for native language support through Think Central.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All ELLs programs are aligned to CCLS to ensure high-quality instructional practices to facilitate academic excellence for our ELLs. Teachers use materials within the ELL programs that are age and grade appropriate to support ELLs. Careful planning and curricular alignment with general teacher is ensured with pull-out model to not jeopardize content instruction of our ELLs. Related Service Providers also work in collaboration with the teachers and the ESL teachers to ensure a quality education for the ELL's.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
During the registration process the school assists possible newly enrolled ELLs by guiding them through the registration process with the support of our multi-cultural and multi-lingual staff. Open house Tours are held during the registration period where parents visit the school and the classrooms. Home-School activities and brochures are sent home to invite and inform parents of regular

school activities and extracurricular school activities available to our students.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

### C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <b>BenjaminFranklin Health &amp; Scie</b>		School DBN: <b>14k157</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maribel Hulla	Principal		
Juliana Notaro/ Sara Medina	Assistant Principal		1/1/01
Christian Rodriguez	Parent Coordinator		1/1/01
Connie A. Castro	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Miriam Garcia	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14k157** School Name: **The Benjamin Franklin Health & Scie**

Cluster: **4** Network: **N412**

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

**Part A: Needs Assessment Findings**

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

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

- Review of Home Language Identification Survey in September, 2014-15.
- Personal conversations, both in person and via telephone, between Parent Coordinator and PTA members.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Benjamin Franklin	DBN: 14K157
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 101
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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:

Supplemental Program

In analyzing the school NYSESLAT and ELA state test results, it is evident that our students did not make the adequate progress expected by the PS/IS 157 after school program aims to meet the specific needs of all English Language Learners (ELL's) and their subgroups such as the SIFE, newcomers, long term students and special education. Students focus on their individual academic need and proficiency level. Our goal is to support all ELL's in reaching proficiency scores on the ELA/NYSESLAT thru the use of, but not limited to, strategies to enhance comprehension and vocabulary skills and differentiation according to their area of need Listening/Speaking or Reading /Writing. PS/IS 157 have a large number of ELL's that are not meeting adequate growth as expected in the Common Core Learning Standards. In addition, after analyzing the results of the 2014 Fall NYSESLAT test the majority our students' reaching proficiency need extra support in the modalities of reading and writing.

The after school program is scheduled from \_\_\_Jan 2015\_\_\_ to \_\_\_April 2015\_\_\_\_\_, to all grades and all proficiency levels of ELLs. Repeated on 2015-2016. There will be \_5\_ groups consisting of 15 to 20 students between first to eighth grades for a total of approximately \_101\_\_ ELL's. The classes will meet once a week (Fridays) from 2:30-4:00. They will be taught by certified ESL teachers and will service \_101\_\_ students. All instruction will be in English with the implementation of Native Language support when possible. If necessary, ESL teachers will team teach with regular education teachers and schedules will allow for collaboration and team teaching.

A licensed supervisor will coordinate and monitor the After School Title III program. The supervisor will observe instruction, provide support to participating staff/students, and monitor student and teacher attendance, articulate between the official classroom teachers and the after school program. There is no other program running at the same time so Title III will need to have a supervisor on site.

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

- ESL Reading Smart. This program offers individualized, content-based instruction for newcomers,

### Part B: Direct Instruction Supplemental Program Information

beginning, intermediate, early advanced, and advanced English language learners (ELLs). ESL Reading Smart supports WIDA, TESOL, and state ESL learning objectives.

- Continental Press's Empire State NYSESLAT review books in preparation for the NYSESLAT

The funds will be used to Purchase the ELL's Reading Smart web-based licensed sold as follows: for 50 students, Continental Press Empire State NYSESLAT , classroom libraries for the use of our ELLs and General Supplies to be used during the program.

### 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: Professional Development

Data results for ELL's indicate that our students would benefit from explicit instruction with support or scaffolds that allow for guidance through the learning process. Based on this need, our Title III Professional Development topics will include but not be limited to:

- Explicit instruction for English Language Learners
- Scaffolding Instruction for academic Success
- Bringing words to life: Vocabulary as an instructional priority

Training will be provided by the ELL coordinator for the network, The ESL teachers and the administrative team. All teachers who serve students who are ELL's will participate in the trainings. The trainings will begin before the afterschool programs initiates and throughout the duration of the program, as necessary. The ESL providers are Connie Castro and Wileydi Peguero. All of P.S. 157's ESL teachers are fully certified, and receive ongoing professional development in language acquisition that reflect the needs of our school , scaffolding instruction, transferring native language skills to English, and Balanced Literacy support. These PD 's will provide teachers with the necessary tools to impact students across all content areas including the support of our Title III programs.

**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: Parent engagement

Title III parental involvement takes place in many different forms. PS/IS 157 strongly believe that when parents are involved in their child’s school, their child experiences a higher level of academic achievement. Consequently, we involve our parents in school activities in a numerous of ways. In order to raise parents’ participation, our school offers a variety of workshops on the following topics:

- curriculum, homework, testing, NYSESLAT, ESL strategies at home, nutrition, ARIS training and many other services that will provide the necessary support all parents need and inform all parents of the available programs like the ESL Reading Smart.

At the beginning of the school year, parents’ orientations are held for parents of newly enrolled ELL’s to ensure their understanding of the programs and services available in school. All parents participate in publishing parties held by teacher in all grades during the school year. This allows for all parents to be updated and informed of their child’s education. Translations are provided in all workshops, and meetings are conducted in the language spoken by the parents. The parental community is very much involved with our Parent Teacher Association.

Our Title III program will offer parents on the first and last day of after school academy the opportunity to participate in one hour parent information sessions will also be held at least four times a year. The last session parents will meet again to view and analyze student’s assessments report and discuss progress according to their child’s reading Lexile levels. These activities will be provided by the ESL teacher, the parent coordinator, the testing coordinator and other support members or our school district and/or network. Parents will receive notification of these meetings via notices and the School Messenger System.

**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	_____	_____

**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.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____