



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

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

**29Q313**

**School Name:**

**BENJAMIN FRANKLIN HIGH SCHOOL FOR FINANCE & INFORMATION  
TECHNOLOGY**

**Principal:**

**CARLA THEODOROU**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 29Q313  
Career & Technical High  
School Type: School Grades Served: Currently 9<sup>th</sup> (eventually 9-12)  
School Address: 207-01 116<sup>th</sup> Avenue, Cambria Heights, NY 11411  
Phone Number: 718-276-0150 Fax: 718-276-4725  
School Contact Person: Carla Theodorou Email Address: ctheodorou@schools.nyc.gov  
Principal: Carla Theodorou  
UFT Chapter Leader: Susan Keyock  
Parents' Association President: Ms. Myriam Bonny-Francis  
SLT Chairperson: Ms. Bibi Singh  
Student Representative(s): Aanisah Singh, D'Vonte Rowe

**District Information**

District: 29 Superintendent: Mr. Donald Conyers  
6565 Flatlands Avenue, Room 104C  
Superintendent's Office Address: Brooklyn, NY 11236  
Superintendent's Email Address: dconyer@schools.nyc.gov  
Phone Number: 718-968-4100 Ext. 1044 Fax: 718-241-9223 (fax)

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Ms. Despina Zaharakis  
Network Number: 201 Network Leader: Mr. Joseph Zaza

## 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)
Dr. Carla Theodorou	*Principal or Designee	
Ms. Susan Keyock	*UFT Chapter Leader or Designee	
Ms. Myriam Bonny-Francis	*PA/PTA President or Designated Co-President	
Suheiry Acosta	DC 37 Representative, if applicable	
Aanisah Singh D’vonte Rowe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ms. Easter Gaddy	Member/ Parent	
Ms. Bibi Singh	Member/ Parent	
Ms. Karen King	Member/ Parent	
Ms. Michelle Yacoub	Member/ Teacher	
Mr. Clyde Mohammed-Bujan	Member/Teacher	
	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

administrators value each other.

## **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **School Overview:**

**The Benjamin Franklin School of Information Technology & Finance (BFIT) is a new school which opened in September 2014.** Our mission is to provide young men and women with the foundations for success in college and for careers in Information Technology & Finance. As a Career & Technical Education (CTE) school, we will nurture and support our students while providing rich, industry-approved coursework and recognized certification in the fields of IT & Finance. The BFIT curriculum will focus on communication skills, critical thinking, and personal and academic planning. Students will develop the college readiness skills that will give them an edge in their future careers. A BFIT graduate will be prepared to attend college and graduate level studies in a wide variety of fields.

- **CTE – A Career & Technical High School**

A CTE school - BFIT students will graduate with industry recognized certifications (MOS- Microsoft Office Specialist certification, Network +, Web Design, Graphic Design, Adobe Premiere-Pro) and coursework which prepares them for the workforce and for college. We will be partnering with and using National Academy Foundation (NAF) approved IT & Finance curriculum and our course strands will be New York State Department of Education approved.

- **Partnership with Higher Education**

BFIT's partnership with Queens College, C.U.N.Y. will allow our students access to college credit courses while still in high school and will allow us to collaborate with the QC School of Education on professional development for our teachers.

- **Industry Partnership**

Our industry partner TD Bank will help us develop a strong curriculum that applies to the real world of IT & Finance and provide the potential for internships in the professional world.

- **Institute for Student Achievement**

The ISA has a long history of supporting small schools in maintaining an academically rigorous environment where teachers and staff all work collaboratively to support both academic and social-emotional needs. Our partnership will strengthen our ability to meet the needs of all of our students.

- **Sports, Extra-curricular activities**

Our school offers all the benefits of a "traditional high school"

Sports, clubs and after school tutoring motivate students to do better and build a strong connection to school.

### **Strengths, Accomplishments & Challenges:**

As a new school we are only in the beginning to face our challenges and build accomplishments. Our strength is the strong support we have from our partners, ISA, TD Bank and Queens College, as well as the support we gain through our CFN Network. We also have great team of committed and experienced educators who all have a clear view of our mission. The great challenge is to put structures and processes in place that support the six elements in the capacity framework.

## 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.

BFIT school leaders and teachers implemented a baseline assessment in reading, writing and math during our summer bridge program in August to assess students’ skills and inform scheduling and instructional planning. In addition, the team looked at NYS 8<sup>th</sup> grade math and ELA data, where available, and the ESL teacher looked at LAB testing data for our ELLs. Analysis of baseline data highlighted the need to focus on literacy and writing to support student achievement (72% of students were level 1 or 2 in Math, and 23% had no 8<sup>th</sup> grade math data, 63% were level 1 or 2 in ELA and 23% had no 8<sup>th</sup> grade ELA data). While each department assesses student learning through formative assessments, summative assessments, discussions, group tasks, homework and projects and plans accordingly, we realized that we need to generate a school-wide system to assess students, track progress, performance trends, accomplishments, and challenges throughout all subject areas. Teachers would then be able to use school-wide assessment tools to adjust their curriculum and teaching strategies based on more accurate data. A long term goal for the school, and follow-up to the development of an assessment system could be to develop a comprehensive literacy intervention program to meet the needs of struggling students.

### 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.

To Implement/adopt a school-wide, research-based system of assessment in order to generate meaningful data, measure student growth over time and support the development of rigorous customized instructional interventions.

### 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>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>			
1-Teacher assessment team will collaboratively research options for a research-based assessment program ( <i>see more under Capacity Framework Element- Collaborative teachers</i> ). Teachers will	Students scoring below grade level in	Identify research based-	ELA and Math Department chairs

administer student assessments over time and gather actionable data.	ELA and/or Math or approximately 78% of our total student population	assessment tool by January and administer in the spring. Assessment program will continue into the following school year.	
2-Administration will provide tools (Dataaction Data Driven Classroom- DDC) and quality professional development to support data collection. Using the data, teachers will adjust curriculum according to student needs, work closely with special education and ESL teachers (see more under Capacity Framework Element 5C- Collaborative Teachers). Through this collaborative process administration and teachers will build trusting relationships through their work on the shared goal of improving student outcomes.	All content area teachers	DDC PD will take place in December 2014 and again in March 2015	School Administration
3-To increase parent engagement, parents will be informed through our regular SLT and PTA meetings, will receive regular reports on student progress and will conference with teachers as necessary. Through sharing with parents, we will build trusting relationships through the shared goal of supporting the success of their children.	Parents	PTA and SLT meetings in December, January and February	SLT members

**Part 4 – Resources Needed**

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

State-aligned research-based benchmark assessments, common planning time, content expert in reading, Funds to purchase Data collection tool and assessment materials. Training for staff

**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.

x	<b>Tax Levy</b>	x	<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.

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**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:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Administration will meet with teacher team at the end of February to confirm that an assessment tool has been selected and initial assessments have been completed. Administration will also monitor progress toward use of the DDC- Data Collection system in January and again in June.				
<b>Part 6b. Complete in February 2015.</b>				
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.                                                                |

During our initial recruitment period, we conducted three orientation sessions with parents of incoming students, which included our summer bridge program. During those sessions, we acquired some very important qualitative data. We found that within the community there is a general mistrust and fear of our campus due to the fact that it is a former “Impact” campus that had a high number of safety related incidents. We did our best to emphasize our own strengths as a new school. We reassured parents that our team had a good track record for safety, that we would be developing clear and consistent policies on behavior and that we are a uniform/dress-code school. We were grateful that many parents indicated that they trusted us and that they were willing to take a chance on a new school on campus.

### 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.

Our school goal is to develop routines, traditions and school processes during our first year of operation that will support an environment where students feel safe, supported and challenged by teachers and their peers.

### 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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
1-We will implement a school discipline policy/code of acceptable behaviors, which include both incentives for good behavior and deterrents to off culture behaviors.	All students and staff	To begin in September and be developed throughout the 2014-2015 school year.	The Principal, school counselor, teachers and all support staff.
2-We will implement a school-wide advisory program which will focus on topics of health and social-emotional support.	All students	To begin in September	Advisory teachers and the school

		and be developed throughout the 2014-2015 school year.	counselor.
3-We will provide professional development for all teachers on how to better support students' social-emotional well-being. This will include professional development from RAMAPO, the Office of School Wellness and collaboration within teacher team.	“ “	“ “	Administration
4-We will build positive trusting relationships with parents, students and the community through the development of school traditions such as our after-school program, community service programs, Thanksgiving Banquet, Career night etc.)	Parents, students and entire school community	“ “	Administration, school counselor, teachers and parents.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for professional development, per session to fund after-school and additional planning time for collaborative work.

**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.									
x	<b>Tax Levy</b>	x	<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**

<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:				
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.				
Administration will meet with team in October, December and March to monitor progress in implementing a school-wide discipline code, after-school supports and development of a calendar of community/cultural events.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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.                                                                |

As a new school, BFIT conducted teacher recruitment over the spring of 2014 and completed the 18D Hiring Committee process in June of 2014. At the end of June all newly hired team members attended an ISA overnight planning conference, and some team members attended the National Academy Foundation Conference in Washington DC. During this time we were able to assess each team member’s ability to collaborate and participate in professional development in a culture of respect and continuous improvement. One strength administration found is that all team members were enthusiastic and showed a willingness to collaborate; however, the range of experience doing collaborative work varied: Of eight teachers and one school counselor, 5 had recently completed professional training and had limited experience in schools, one teacher had between 1-3 years’ experience and three had 4 years’ experience teaching. Even amongst experienced teachers, their experience in positive, collaborative environments varied.

### 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.

Our school goal is to form a grade level team to work collaboratively on the gathering of assessment data (see 5A Rigorous Instruction) to inform collaborative work on unit plans and curriculum maps within a culture of respect and continuous improvement.

### 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			
1-Administration will provide professional development and support through ISA partners and other DOE sources to introduce Understanding by Design, Writing Across Curricular areas and other elements of CCLS.	Teachers and BFIT staff	Beginning with September Professional development	Administration, ISA coaches, Teacher Team Leaders.

		and throughout the year until June 2014.	
2-New teachers will be provided with in-school mentors, who will work collaboratively to improve teaching practice.	New teachers	“ ”	Administration and in-school mentors
3-Teacher team will participate in learning walks and inter-visitation so that they can learn from their peers and build trusting, respectful relationships with one another in a culture of continuous improvement.	All teachers	“ ”	Administration, teacher leaders and ISA coach
4-Teacher teams will work collaboratively, using data, to engage in goal setting for unit planning and curriculum mapping.	All teachers	“ ”	Administration, teacher leaders and ISA coach

#### **Part 4 – Resources Needed**

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

Funding for Professional development, common planning time, ISA coaches, teacher mentors, schedule adjustments for learning walks

#### **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.

X	Tax Levy	X	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:

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.

- 1- By the end of January administration will be able to show evidence of having conducted Professional development in a PD binder. By February, evidence of mentoring will be apparent in mentoring logs. By the end of March, evidence of learning walks will be saved in a separate binder. By the end of year, unit plans and curriculum maps should reflect the planning and include elements of CCLS.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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 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.                                                                     |

As a school leader I should never feel that because I have experience that I no longer need to learn new things. I am aware that I must continually grow in the role of school leader and be prepared to face new challenges and provide social-emotional support to staff. It is for this reason that I chose to submit a proposal to once again, open a new school. During the planning year for the opening of BFIT I attended the New Schools Intensive with school leaders with varying levels of experience. There I was assigned a leadership coach, Mr. Bill Ling. The opening of BFIT was done in collaboration with the Institute for Student Achievement (ISA) who also had me work with two coaches, Ms. Sylvia Rabiner and Ms. Terry Born. Finally, I have been assigned a leadership coach, Dr. Norman Wechsler, who has been working with me over a 9 ½ year period and knows my strengths and areas of needed growth. I believe that having the support of these coaches in this first year on a new campus is an invaluable strength/asset. Through working with these great coaches, I know that I must build knowledge of the new campus environment and culture and seek ways to work collaboratively with my new team so that our school can have a positive impact on the campus and community as a whole and provide the support that drives student achievement. In other words, I must lead by example and demonstrate an ability to work collaboratively with others to work toward the achievement of our students.

### 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.

My goal for 5D, Effective School Leadership, is to work collaboratively with teachers as part of a team for planning and submitting an application for the “Progressive redesign for Schools of Excellence” or “PROSE” on behalf of BFIT. This will mean working in partnership with teachers and parents and building consensus in the school community, since a PROSE application can only be approved with full consensus of the varying constituent groups. Even if we are not approved, it could be a valuable exercise and help us build trusting professional relationships.

### 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                                                                                                            |                                                        |                                                           |                                                                                                          |

1-School leader together with a team of teachers will do a needs assessment and explore possible innovations that could be used in a PROSE application.	All students	Beginning in November 2014 for planning, submission of application by the end of February and continued work throughout the school year.	School leader collaboratively with teachers.
2- School leader and teacher team will collaboratively develop the PROSE application.	All students	“ “	“ “
3- School leader and SLT will present the PROSE proposal to parents and entire school community to gain their support and trust for the initiative.	Entire school community	Beginning in November until submission deadline in February.	Entire school community
4- If the submitted PROSE application is approved, school leader and team will further collaborate during the end of year planning retreat.	Teachers and school leader	May or June of 2015	Teachers and school leader

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time, per session funding for additional PROSE planning work, shift in scheduling.

**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.									
x	<b>Tax Levy</b>	x	<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> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p>
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Evidence of planning for PROSE will be available by the end of January and the PROSE application will be submitted by February. If the PROSE application is approved (by April 2015), then a date will be set in late May or June for the planning retreat.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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 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.                                                                          |

During our initial recruitment period, we conducted three orientation sessions with parents of incoming students, which included our summer bridge program. During those sessions, we acquired some very important qualitative data. We found that parents wanted to have better communication with their child’s school and needed to be kept informed of student progress including attendance. Parents were also concerned about the fact that our campus is a scanned building and students would not be allowed to have cell phones with them. We reassured parents that our team had a good track record, that we would keep them fully informed of student progress and that we would work to address all parent concerns. We made a first step in building a positive relationship with parents by informing them that we would be willing to establish a system for collecting cell phones for students whose parents had given written consent for us to keep phones during the day.

### 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.

To develop strong school processes and systems that support positive communication with our parent community.

### 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, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
1- We will purchase Datacation Skedula/PupilPath software and provide professional development for staff to use the program, which includes a web-based electronic gradebook with parent log-in component.	Teachers and staff	September 2014	School leader and Computer Tech Specialist
2- In addition to the parent log-in component, we will create a parent calendar and provide parents with hard copies of students’ progress reports at two-week intervals.	Students and parents	Throughout the school year	School leader and teacher team.

3- Teachers will use the anecdotal logs in Skedula to record all parent telephone outreach and keep track of community service hours, merits and demerits. They will also invite parents to school celebrations (see Capacity Framework 5B Supportive Environment).	Students and parents	Throughout the school year	School leader and teacher team
4- The school counselor will maintain regular communication with any students with a pattern of absence or lateness and work with the attendance committee to develop interventions and incentives for positive attendance.	Parents	“ “	School leader and counselor

**Part 4 – Resources Needed**

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

Funds for the purchase of Skedula/PupilPath program and professional development. Team planning time for school events

**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.

x	<b>Tax Levy</b>	x	<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.

**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.

By February 2015, evidence will be the existence of teacher grade-books (with work and assignments reflective of the whole term), ample anecdotal records of parent outreach, community service hours and behavior records.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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 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>	Examination of Data such as 8 <sup>th</sup> grade NYS exams, baseline assessments from summer bridge/September, ongoing assessment throughout the year.	Double periods of ELA	ELA/ESL support services- during the school day and after-school, during after-school tutoring. ESL support services after school or during Team taught classes.	During the school day and after school
<b>Mathematics</b>	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge/September, ongoing assessment throughout the year.	Double periods of Math in 9th and 10th grade- and tutoring.	Double periods of Math in 9th grade- during the school day, and Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes.	During the school day and after school
<b>Science</b>	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge/September, ongoing assessment throughout the year.	Tutoring and ESL support services for Science.	Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes. ESL support services after school or during Team taught classes.	During the school day and after school
<b>Social Studies</b>	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge/September, ongoing assessment throughout the year.	Tutoring and ESL support services in Social Studies.	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Examination of data : close examination of middle school records. Record of mandated counseling on IEP or anecdotal data from parents,	Counseling- during the school day for mandated counseling students as well as other students at-risk	Students will receive small-group or one to one counseling during advisory and health classes and in the counselor’s office as scheduled.	During the school day

	summer bridge or advisory teachers.			
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## 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.			
	<b>Schoolwide Program (SWP)</b>	<b>x</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<p><b>Recruitment:</b> As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. We look for candidates through TeachNYC, recruitment fairs and through references from other good teachers. Teachers are informed about our school model and must be willing to support the work that we do to join the team.</p> <p><b>Retention:</b> Once teachers are on board, we hope that most stay because of the collegial and supportive, sharing environment. Teachers work collaboratively together and share ideas during our annual retreat, common planning time and at whole staff meetings. Teachers who are satisfied with their work and having an impact on student success are more likely to stay with a school.</p> <p><b>Teaching Assignments:</b> As always teachers are given assignments based on their licensing, their talents and their stated preferences. Teachers complete preference sheets every year and a schedule is developed based on the needs of the school and the students.</p>

**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).
<p><b>Professional Development:</b> Professional development is chosen in several ways. When there is a school-wide or departmental initiative, teachers as a group may need training (Skedula, , APEX, iLearn). Frequently professional development is made available through our CFN network (Common Core State Standards, Special Education reform, Arts in education). Teachers work collaboratively and participated in PD and common planning for CCSS. Teachers also seek their own professional development opportunities on topics they are particularly interested in or related to their content area.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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TA program resources will assist participating children in meeting proficiency through the funding of academic intervention instructional materials, common planning time and teacher per session for after-school tutoring. All of these things help support the academic growth of our TA participating students.

**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.).

N/A

**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.

N/A

**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	N/A		
Title II, Part A	Federal			
Title III, Part A	Federal	N/A this school year		
Title III, Immigrant	Federal	N/A this school year		
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)

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. **Benjamin Franklin High School for Finance & Information Technology**, 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. **[School name]** 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)

**The Benjamin Franklin High School for Finance & Information Technology**, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2014-15 SCHOOL YEAR**

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 one-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>29</b>	Borough <b>Queens</b>	School Number <b>313</b>
School Name <b>Benjamin Franklin HS for Finance and IT</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>Carla Theodorou</b>	Assistant Principal <b>NONE</b>
Coach <b>Norman Wechsler</b>	Coach <b>N/A</b>
ESL Teacher <b>Katherine Dalton</b>	Guidance Counselor <b>Kevin Downey</b>
Teacher/Subject Area <b>Paula Gallego</b>	Parent <b>Myriam Bonny-Francis</b>
Teacher/Subject Area	Parent Coordinator <b>type here</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>113</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>10.62%</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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	11						1		1	12

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>	11	0	0	0	0	1	0	1	12	
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3				3
Chinese										1				1
Russian														0
Bengali										3				3
Urdu														0
Arabic														0
Haitian										2				2
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</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 (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4				4
Intermediate(I)										2				2
Advanced (A)										6				6
Total	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	7	5		
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	7	5		
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.  
Students completed a baseline reading assessment and writing assessment, and MathXL as well as interim assessments.
- What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?  
We have a very small population of students, many of whom are newcomers (0-3yrs) but at widely varied levels of acquisition, so

there are no discernable patterns as of yet.

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](#))  
Instructional decisions are based on skills instruction and are aligned with common core. We will accommodate for weaknesses in modalities by altering our instruction and focusing on the aligned standard, and use the standard as a guide to deliver specific skills based instruction. This will allow us to bolster student skills in speaking/listening, reading, and writing, focus on specific strategies to teach those skills, and assess the growth of those skills more frequently than the NYSESLAT allows. Additional instruction is given in ESL pull-outs that is more specific student-to-student.
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?

a. ELLs are challenged by regents-style exams taken in English and tend to fare better on performance assessments that are differentiated.

b. We do not use ELL Periodic Assessments.

c. We do not use ELL Periodic Assessments.
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](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We design aims to target student needs. ESL Co-teachers work with content area teachers to design differentiation to best suit the needs of our ELLs.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs for ELLs by examining their progress on in-class assessments and quarterly exams.

## 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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
If the HLIS is not administered at intake, our ESL teacher administers the HLIS to the parent and adjusts the data in ATS. She administers the NYSITELL within the first week of the child beginning attendance, over two days. We separate the speaking and listening from the reading and writing and pair them. Additionally, our ESL teacher performs an informal initial speaking and listening assessment in the form of a conversation as well as an "All About Me" reading and writing assessment.
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.  
Parents watch the official DOE video and read a brochure in their home language, and then complete a program selection sheet.
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 [\[see tool kit\]](#).)

Parent survey and program selection forms are administered when the parent arrives to watch the video. Files are stored along with NYSITELL scoresheets in a locked cabinet in the ESL teacher's office.

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.  
We ensure the parent knows (using over-the-phone interpretation services, if needed) that our school only has access to freestanding ESL, and that they may seek other schools if they prefer a transitional bilingual or dual language class. We explain the types of activities and skills instruction that we do in Freestanding ESL as well as the ESL teachers role in the content classroom.
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.  
We have not administered it yet as we are a new school, but we have a plan. We will have two teachers other than the ESL and English teachers attend a training on administering the NYSESLAT. With the ESL teacher present, those two teachers will administer the speaking portion of the exam to each student one by one over the course of a day. The listening exercises will be administered with all of the ELLs together in one classroom. For writing and reading, students will be separated into Advanced and Beginner/Intermediate, and take the tests at different times, with the ESL teacher and at least one trained non-ESL teacher present.
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. *!*  
This is our first year as a school, so as of yet we do not have the data to determine any trends or align with parent requests.

## 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])?

We have a push in/pull out model, where the content area teacher teaches the lesson and the ESL co-teacher provides instructional supports specific to the needs of ELLs. The students travel in a block program and share most of their classes with the same group of students, and are often paired with advanced ELLs who share an L1. The ESL teacher pulls out of classes for additional supports and ESL instruction in a group with mixed primary languages.

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)?

ELLs are with the ESL co-teacher for 6 periods per day, twice a week. Three of those periods are pull-out instruction time. The other three are co-taught, where the ESL teacher supports the ELLs with small group instruction, scaffolds, and independent supports. Periods are 45 minutes each, totaling to 270min a day, 540min a week. Additionally, all ELLs attend an English Language Arts class and a Business Communications class.

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.

We use a Pearson integrated content area program for Math. Our ELA is modified from EngageNY.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students complete regents quizzes with questions provided in their native tongues.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students complete several combination listening/speaking and reading/writing activities both in ESL and content area classes as aligned with the Common Core.

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. We currently do not have any SIFE students.

b. Newcomer ELLs receive an additional period of instruction in Math and Science twice per week, utilizing additional nonlinguistic strategies to learn core content, as well as adapted assignments and first language text in ELA.

c. We do not have any ELLs receiving service 4 to 6 years.

d. Long-term ELLs are fully immersed in the classrooms and do not get pulled out. Adaptations are provided within the curriculum as needed, along with specific grammar instruction.

e. After testing proficiently, we intend to keep students involved in the multicultural environment, as well as requesting former ELLs to be primary language mentors and helpers to newly arrived ELLs.

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

We incorporate first language texts, leveled reading, TIP charts, visual and language dictionaries, graphic organizers,

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?

Students are scheduled in the least restrictive environment, in mainstream classes, along with an inclusion special ed teacher.

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

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

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

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

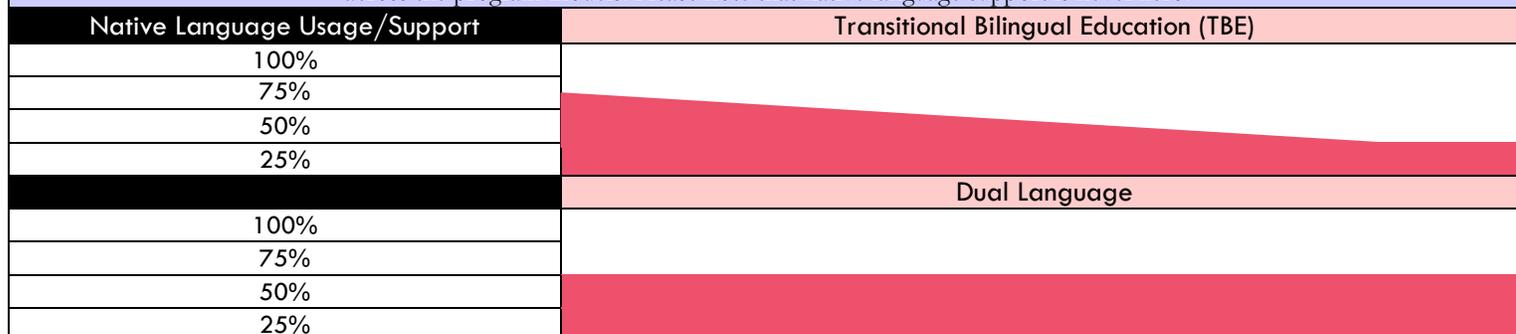
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
Extra help is available after school for all students in each content area. Two of the three beginner/intermediate ESL pull-out periods per day are focused on Math and Science content areas to support their growth with that content. All students also have access to a language club, where they do activities related to learning and sharing their primary language and new languages. Content area teachers also make additional arrangements with struggling students to provide supports before school and during lunch.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
So far, our advanced ELLs are showing success with completed work, but our beginners have greater needs for differentiation which will be met with the implementation of adapted task-based learning.
11. What new programs or improvements will be considered for the upcoming school year?  
In the next year, we will have a better opportunity to create heterogeneous groupings among ELLs. We also intend to provide therapeutic and behavioral supports to assist students who are dealing with the transition, which is often a major hurdle in school.
12. What programs/services for ELLs will be discontinued and why?  
We will discontinue using an adapted alternate assignment for ELA in favor of translated texts.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Students have access to extra help sessions that run in the core subjects, as well as access to after school clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Adapted and translated texts, scaffolded activities and graphic organizers, access to dictionaries, thesauruses, visual dictionaries, toobaloo, phonetics, leveled readers, Easy English News.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
The ESL teacher has an intermediate level of Spanish and can use that with some ELLs. We also make use of translation services and dictionaries as well as using quotes and small pieces of text that are available in the L1. Students also write freestanding personal journals in their L1.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Students are still using grade level materials but adapted to their capacity. Lessons and discussions are age appropriate and connected to their content areas. Cultural lessons and information are related to their experiences as average teenagers and as teenage immigrants.
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.  
We do a summer bridge where we do baseline reading writing and math assessments. We plan to incorporate a summer activity plan but have not yet as this is our first year.
18. What language electives are offered to ELLs?  
We do not offer language electives at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### 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.

So far, teachers, guidance, and support staff have had one hundred minutes of ELL training and will have 100 more in the new year. Teachers also have access to related PDs given by the DOE and sign up at their discretion. The ELL teacher has scheduled visits with schools, and workshops offered by the DOE, as well as outside workshops and conferences. To support staff as they work with transitioning students, teachers learn about the skills generally taught in middle school, and we learn how to assess and build on those skills.

### 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?

Translated communications are sent home to parents so they are invited to PTA meetings, PTCs, and other events for parents. Activities are going to be setup whereby ESL students can become translators for their parents so they can be active at PTA meetings and other events.

### 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.

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: **29Q313**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Carla Theodorou	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Katherine Dalton	ESL Teacher		1/1/01
Myriam Bonny-Francis	Parent		1/1/01
Paula Gallego	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kevin Downey	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01