



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**09X055**

**School Name:**

**C.E.S. 55: THE BENJAMIN FRANKLIN SCHOOL**

**Principal:**

**MR. LUIS E. TORRES**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

## Section 1: School Information Page

### School Information

School Name: C.E.S. 55: The Benjamin Franklin Sch. School Number (DBN): 09X055  
School Level: Elementary Grades Served: Pre-Kindergarten to Fifth Grade  
School Address: 450 St. Paul's Place; Bronx, NY 10456  
Phone Number: (718) 681-6227 Fax: (718) 681-6247  
School Contact Person: Luis E. Torres Email Address: Ltorres2@schools.nyc.gov  
Principal: Luis E. Torres  
UFT Chapter Leader: Sharon Kitchings  
Parents' Association President: Lavinia Colon  
School Leadership Team  
Chairperson: Quarshie Comfort  
Student Representative(s): N/A

### District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 450 St. Paul's Pl., Room 204; Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: (718) 579-7143 Fax: \_\_\_\_\_

### Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 534 Network Leader: Ben Waxman

## 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 School Comprehensive Educational Plan (SCEP) 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)
Luis Torres	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Leader or Designee	
Lavinia Colon	*PA/PTA President or Designated Co-President	
Robin White	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Indhira Marichal	CBO Representative, if applicable	
Quarshie Comfort	Member/ Teacher	
Jasmine Perez	Member/ Teacher	
Joan Aziz	Member/ Teacher	
Yessenia Galloway	Member/ Parent	
Ebony White	Member/ Parent	
Isaura Calderon	Member/ Parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

<b>The Six Elements of the Capacity Framework</b>	
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.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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

At Community School 55, we dedicate ourselves to creating a safe, nurturing environment where academically rigorous, challenging, and engaging standards-based curriculum and instruction ensure that our students will achieve their highest potential and continue their life-long quest for learning. Because we understand, appreciate, and respect the diversity of our educational community, we celebrate our students' achievement and value the hard work and authentic accomplishments of all members of our school.

### OUR VISION

**"Educating lives for the betterment of the community and society."**

### WE BELIEVE

**We believe children always come first.**

**We believe good instruction leads to good results.**

**We believe in parental involvement.**

**We believe we can achieve greatness.**

**We believe in educating the whole child.**

### WHOLE CHILD APPROACH

**City Year** is a nonprofit organization that partners with public schools to provide full-time targeted student interventions. City Year employs teams of 17 to 24 year old AmeriCorps members led by a Program Manager to support students by focusing on attendance, behavior, small group tutoring, mentoring, and after school programs that keep kids in school and on track to success. The organization's culture emphasizes the values of leadership, diversity and community service.

**Counseling In Schools (CIS)** is a community based organization that provides counseling and supportive services to students and their families in NYC public schools. The philosophy of CIS is to identify, develop and reinforce the strength and resilience inherent in everyone. CIS works from a multiple perspective approach to support the development of each child so they may thrive in school and succeed in life.

**The SCAN of NY After-School Program** serves students from CS 55 and the surrounding community all year long. Through homework help, structured lessons, and opportunities to teach social, life, and character-building skills, they strive for academic and personal enrichment. Their goal is to help our students focus more, become well-rounded, and perform better. Their motto is: "Let's do more... Let's do different... Let's do better!"

**The Institute for Understanding Behavior** provides all school staff with the skills, knowledge, and confidence they need to safely and effectively anticipate behavior challenges before they escalate, creating a more stable and positive school environment. The Institute achieves this through professional development for all staff, the assessment of a school's unique needs, and on-site support from a behavior specialist. At the school level, we are adept at connecting with existing partners/resources while working to maximize the effect of their work. The Institute also works to develop or enhance existing school systems that identify and support individual students experiencing difficulty improving the general school climate and culture.

**The UFT Teacher Center** is a comprehensive professional development program that promotes educator excellence and academic achievement for all students. It focuses on assisting teachers in developing and implementing effective practices that build and sustains learning communities within schools.

**Montefiore's School Health Program (MSHP)** provides comprehensive primary healthcare to more than 27,000 elementary, middle and high school students throughout the Bronx, making it the largest and most comprehensive school-based health program in the country, with locations in 65 public schools at 21 locations throughout the Bronx. MSHP's four clinical divisions, medical, mental health, dental, and community health, work in collaboration to provide a wide range of comprehensive healthcare services. The interdisciplinary priority service areas include healthy lifestyle, asthma care, reproductive health, emotional health, and oral health.

**Lehman College Math Up Interns**

The Lehman College MATH-UP program prepares pre-service teachers to work in Bronx Schools and increase student performance in mathematics and address the achievement gap. Teaching candidates complete graduate level course work in childhood education, while simultaneously participating in a year-long internship that involves working alongside a mentor teacher at one of the five partnership schools. Since the program's inception, teachers at CS 55 have served as mentors to 15 pre-service teachers in the MATHUP Program.

**WHAT THE SCHOOL DOES WELL**

The school has a safe, nurturing environment and provides support for the academic and social emotional development of students. The school determined that students emotional needs must first be supported before they are able to learn, resulting in a multi-service system to teach the whole child. The school expanded the current on-site medical clinic to include free health, psychiatric service with two full-time psychologists, vision, and dental services, and uses a grant to pay for a full-time coordinator of its multiple health programs. Furthermore, the school houses Graham Windham, their partner to support families and students through ACS cases.

The Positive and Behavior Intervention System (PBIS) includes school-wide expectations. Additionally, the school has become a IUB/Therapeutic Crisis Intervention Systems (TCIS)

Site that trains its staff to support students in "learning developmentally appropriate and constructive ways to deal with feelings of frustration, failure, anger, and pain."

## 09X055 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			91.1%
% Free Lunch	94.4%	% Reduced Lunch			1.8%
% Limited English Proficient	13.6%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			50.3%
% Hispanic or Latino	49.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4			14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

### 09X055 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	93.7%	% Attendance Rate		91.1%
% Free Lunch	94.4%	% Reduced Lunch		1.8%
% Limited English Proficient	13.6%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		50.3%
% Hispanic or Latino	49.7%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4		14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 09X055 School Information Sheet Key

### School Configuration (2014-15)

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			91.1%
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% American Indian or Alaska Native	N/A	% Black or African American			50.3%
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4			14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

### 09X055 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		93.7%	% Attendance Rate	91.1%
% Free Lunch		94.4%	% Reduced Lunch	1.8%
% Limited English Proficient		13.6%	% Students with Disabilities	17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	50.3%
% Hispanic or Latino		49.7%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		N/A	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		6.1%	Mathematics Performance at levels 3 & 4	14.2%
Science Performance at levels 3 & 4 (4th Grade)		66.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	NO
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	NO
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## 09X055 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			91.1%
% Free Lunch	94.4%	% Reduced Lunch			1.8%
% Limited English Proficient	13.6%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			50.3%
% Hispanic or Latino	49.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4			14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## 09X055 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			91.1%
% Free Lunch	94.4%	% Reduced Lunch			1.8%
% Limited English Proficient	13.6%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			50.3%
% Hispanic or Latino	49.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4			14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

### 09X055 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	93.7%	% Attendance Rate		91.1%
% Free Lunch	94.4%	% Reduced Lunch		1.8%
% Limited English Proficient	13.6%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		50.3%
% Hispanic or Latino	49.7%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.1%	Mathematics Performance at levels 3 & 4		14.2%
Science Performance at levels 3 & 4 (4th Grade)	66.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 09X055 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	731	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		93.7%	% Attendance Rate		91.1%
% Free Lunch		94.4%	% Reduced Lunch		1.8%
% Limited English Proficient		13.6%	% Students with Disabilities		17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		50.3%
% Hispanic or Latino		49.7%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		6.1%	Mathematics Performance at levels 3 & 4		14.2%
Science Performance at levels 3 & 4 (4th Grade)		66.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		NO	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		NO
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback from the 2013-2014 Quality Review mentioned that the school's goals were data-driven and aligned to last year's CEP. Resources, such as technology, consultant coaches, and partnerships, helped to support the school's instructional goals. However, the feedback also stated that P.S. 55 needs to deepen curricula development across content areas and grades consistently. The school also needs to improve teacher pedagogy to include effective questioning, discussions, and multiple entry points for all learners.

P.S. 55's priority needs are curricula in all subjects that promote higher-order thinking skills and contain various entry points to meet the needs of our population. Classroom teachers are currently using the NYC-approved ReadyGen and GoMath curricula in order to facilitate instruction aligned to the CCLS. Teachers meet weekly on grade-level teams in order to look at data, plan lessons, and reflect on instructional practice. Grade Leaders have an opportunity once a week to share how what they are doing on their grade-level teams is aligned to the school-wide goal. Professional learning has been provided on how to access and examine school-wide and individual class data. Over the course of this year, the school will provide professional learning on text-dependent questioning, the Depths of Knowledge wheel, and how to develop and differentiate the ReadyGen and GoMath curricula to provide for student needs. By the end of this school year, we should have ReadyGen and GoMath curricula adapted to the needs 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 – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by 2% increase on the benchmark assessments within ReadyGen and GoMath for Kindergarten to Second Grade and a 5% increase on the state ELA and Math exams for the remaining grades.

**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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<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>
Parent Orientation/ Open School Night	Parents	Aug. 2014 – Sept. 2014	Assistant Principals & Parent Coordinator
Professional Learning on how to increase rigor during lesson planning with <ul style="list-style-type: none"> <li>• Text-Dependent Questioning</li> <li>• Depth of Knowledge Wheel</li> <li>• Inquiry Documentation Protocol</li> </ul>	Classroom Teachers	Sept. 2014 – Jun. 2015	Staff Developer
Teachers will work on grade-level teams to adjust the curricula based on the data and with support from resource personnel (e.g. IEP Teacher, Network Liaisons, Educational Consultants, Staff Developers, Coaches) to meet the needs of ELLs, SWDs, and at-risk students.	Classroom Teachers	Sept. 2014 – Jun. 2015	Assistant Principals
Intervention services (AIS, RTI, and after-school tutoring program) will be provided for at-risk students in need of additional assistance with support from the Network Liaisons	Students, Classroom Teachers	Sept. 2014 – Jun. 2015	Network liaison, Assistant Principals, Coaches, Out of Classroom Support Personnel

**Part 4 – Resources Needed**

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

- Schedule adjustments for classroom teachers to adequately plan together and individually
- Money to pay Educational Consultants
- Money to pay administrator and teachers to work after-school program
- Materials and books for afterschool program
- Classroom libraries to support instruction
- ReadyGen curriculum for grades K-5
- GoMath! curriculum for grades K-5
- Resource materials for lesson planning and unit planning PLs
- School-wide, grade-level, and classroom data
- Professional development for Understanding Backwards Design

- Professional development for text-dependent questions
- Professional development for Depth of Knowledge wheel
- Staff developer
- Special Population Specialists (ELLs & SWDs)
- Space to accommodate the various professional learning workshops
- Literature to support best practices in instruction and planning

**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>	X	<b>Title I 1003(a)</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</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.

- Students will complete the following assessments:
  - Baseline Math Assessment in Sept-Oct 2014
  - Benchmark ELA & Math Assessment in Nov-Dec 2014
  - Mid-Year ELA & Math Assessment in Feb 2015
  - ELA & Math State Exams in April 2015
  - End of Year Assessment in May-June 2015
- Teachers will modify the GoMath curriculum during the following intervals:
  - End of each chapter
  - End of each critical area
  - After each citywide & state assessment
  - After end of year assessment
- Teachers will modify the ELA curriculum during the following intervals
  - After each performance-based assessment
  - After each citywide & state assessment

At the time of the mid-point benchmark review, students should have shown measurable progress (1% increase in grades K-2 and 2.5% increase in grades 3-5) towards the end-of-year goal. Teachers should also document the modifications and adaptations to the curricula to meet the needs of the students so that the school can document what worked well and what did not work.

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

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

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

**Section 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

P.S. 55 determined that students’ social and emotional needs must be supported before they are able to learn, resulting in a multi-service system to teach the whole child. The feedback from the Quality Review stated that the school expanded the current on-site medical clinic to include free health, psychiatric service with two full-time psychologists, vision, and dental services. Furthermore, the school houses Graham Windham, their partner to support families and students through the Administration for Children’s Services (ACS). The partnership with the Institute for Understanding Behavior (IUB) provides training for teachers using the Therapeutic Crisis Intervention for Schools (TCIS) model and support in implementing the school’s Positive and Behavior Intervention System (PBIS). The number of incidents and suspensions at the time of the Quality Review went from 57 to 5. Students who were flagged for chronic absenteeism received mentors, adults on campus who are not grade level teachers. The mentors are part of the Attendance Team and meet weekly to monitor students through multiple weekly “check-ins.” To provide student voice, the school created a student government. As a result, student voice is welcomed and valued. Together, administration, teachers and students have co-created a safe and supportive environment that is conducive to student and adult learning.

For the 2014-2015 school year, the school has also partnered with AmeriCorps’s City Year program, Counselors in Schools, and other programs.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, faculty and staff will use the PBIS Framework to address students' social and emotional developmental needs, including ELLs and SWDs, as measured by a 5% decrease in incident reports on OORS.

**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>			
Select and educate PBIS team members	Faculty & Staff	Sept. 2014 – June 2015	PBIS Chairperson and IUB Designee
Support faculty and staff in implementing PBIS school-wide <ul style="list-style-type: none"> <li>• Professional Learning on PBIS</li> <li>• Providing teachers with small-group and one-on-one support when necessary</li> <li>• Professional learning on how to interpret student data and develop next steps using the PBIS Framework</li> <li>• In order to build trust, allow teachers to develop a matrix for their classroom that meets the needs of their students</li> <li>• Provide one-on-one support for classroom teachers who have concerns for at-risk students</li> <li>• Professional Learning on how to teach and support ELLs and SWDs with PBIS</li> </ul>	Faculty & Staff	Sept. 2014 – June 2015	PBIS Team
Educate the school community on the reward & consequences system and the school-wide matrix	Faculty & Staff, Students	Jan. 2014 – June 2015	PBIS Team
Develop a system to reach students who do not respond to PBIS	Students	Feb. 2014 – June 2015	PBIS Team

**Part 4 – Resources Needed**

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

- Funding
- Space for celebrations and professional learning workshops
- Parent liaison
- Schedule adjustments

**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	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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.

- Faculty (Teacher & Paraprofessional) Surveys will be given after every marking period
- Survey results will be reviewed and addressed by administration
- Data on safety/suspensions/incidents/attendance will be reviewed and addressed by the PBIS Team every few weeks

At the time of the mid-point benchmark review, students should have shown measurable progress in terms of displaying positive behavior (2.5% or greater decrease in incident reports) towards the end-of-year goal. Teachers should also document the modifications and adaptations to meet the needs of the students so that the school can document what worked well and what did not work.

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

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

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

**Section 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 Quality Review, teachers currently have curricula aligned to the CCLS and common planning periods to plan together. However, there is a lack of consistency horizontally and vertically. This school year, grades Kindergarten through Fifth Grade have representation during the Grade Leaders meetings. These meetings provide grade leaders to align the curricula vertically so that there is consistency in instructional movement across grades. Teachers are also given a period once a week to meet with their colleagues on the grade to plan, modify, and develop multiple entry points for all learners accordingly. The school is also receiving support from network supervisory staff and various educational consultants in order to implement best practices and adjust the curricula to meet the needs 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 – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the instructional staff will be involved in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning as evidenced by student questioning and discussions around CCLS-aligned instructional materials that contain high levels of text and content complexity.

### Part 3 – Action Plan

<p><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:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Learning on the following:</p> <ul style="list-style-type: none"> <li>• How to interpret the data</li> <li>• Protocols to examine student work/inquiry</li> <li>• How to develop next steps</li> <li>• Horizontal and vertical alignment</li> </ul>	<p>Instructional Staff</p>	<p>Sept. 2014 – Jun. 2015</p>	<p>Administration &amp; Staff Developer</p>
<p>Teachers will work on grade-level teams to adjust the curricula based on the data and with support from resource personnel (e.g. IEP Teacher, Network Liaisons, Educational Consultants, Staff Developers, Coaches) to meet the needs of ELLs, SWDs, and at-risk students</p>	<p>Classroom Teachers</p>	<p>Sept. 2014 – Jun. 2015</p>	<p>Assistant Principals</p>
<p>Faculty members will have inter-visitations within the school and the local community to collaborate and share best practices.</p>	<p>Instructional Staff</p>	<p>Oct. 2014 – Jun. 2015</p>	<p>Administration &amp; Staff Developer</p>
<p>Instructional teams, such as the Response to Intervention team, will collaborate with teachers in order to develop a plan to move the learning of at-risk students forward.</p>	<p>Classroom Teachers</p>	<p>Oct. 2014- Jun. 2015</p>	<p>Administration &amp; RtI Team</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Schedule adjustments</li> <li>• Professional developers &amp; resource personnel</li> <li>• PD Plan</li> <li>• Needs assessment</li> <li>• Data</li> <li>• Protocols for collaboration and looking at student work</li> <li>• Partner school for inter-visitation</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>													

**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> <ul style="list-style-type: none"> <li>▪ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> </ul>
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- Specify a timeframe for mid-point progress monitoring activities.

- Faculty (Teacher & Paraprofessional) Surveys will be given after every marking period
- Agenda & attendance will be reviewed by administration
- Data on assessments will be reviewed and addressed by the grade-level and grade-leader teams

At the time of the mid-point benchmark review, the instructional staff should have shown measurable progress (95% or higher attendance rate) towards the end-of-year goal. Teachers should also document the modifications and adaptations to the curricula to meet the needs of the students so that the school can document what worked well and what did not work.

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

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

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

**Section 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
12. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback from the 2013-2014 Quality Review identified the need to align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. To address this concern, the school as decided to provide professional learning around lesson-planning and instruction. The network and various educational consultants have also provided support for the administration and the instructional staff.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administration will make strategic decisions to organize programmatic, human, and fiscal capital resources measured by 2% increase on the benchmark assessments within ReadyGen and GoMath for Kindergarten to Second Grade and a 5% increase on the state ELA and Math exams for the remaining grades.

### 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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Administration will create the organizational sheet based on the results the end-of-year assessments within ReadyGen and GoMath for Kindergarten to Second Grade and the state ELA and Math exams for the remaining grades.	Instructional Staff	May 2014– Sept. 2014	Administration
The principal and assistant principals will conduct a minimum of 6 informal classroom observations and provide teachers with formative feedback to ensure instruction is aligned with the Danielson Framework.	Instructional Staff	Sept. 2014 – Jun. 2015	Administration
Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher based on classroom observations and student data.	Instructional Staff	Sept. 2014 – Jun. 2015	Assistant Principals
Administrative and Instructional Teams will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies.	Instructional Staff	Sept. 2014 – Jun. 2015	Administration & Instructional Team

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Assessment Data</li> <li>• Protocols for observation</li> <li>• PD Plan</li> <li>• Teacher’s needs/self-assessment</li> </ul>

#### **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>	X	<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

#### **Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol> <ul style="list-style-type: none"> <li>• Administration will assess the effectiveness of the school’s programmatic, human, and fiscal capital resources based on the results of the following assessments: <ul style="list-style-type: none"> <li>▪ Baseline Math Assessment in Sept-Oct 2014</li> </ul> </li> </ul>
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- Benchmark ELA & Math Assessment in Nov-Dec 2014
- Mid-Year ELA & Math Assessment in Feb 2015
- ELA & Math State Exams in April 2015
- End of Year Assessment in May-June 2015
- The assistant principals will review the individual professional development plan for the teachers they supervise at the end of each marking period.

At the time of the mid-point benchmark review, students should have shown measurable progress (1% increase in grades K-2 and 2.5% increase in grades 3-5) towards the end-of-year goal. If the programmatic, human, and fiscal capital resources are deemed ineffective, administration will make adjustments as they see fit (when possible).

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

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

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

15. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

According to the 2013-2014 School Survey, 90% of the parents were satisfied with the education their child received. Ninety-six percent of parents felt that the school kept them informed about their child's academic progress and 90% of parents are informed about what their child is learning. Ninety-two percent of parents believe that the school has high expectations for their child and 91% of the parents feel as though teachers and staff treat all students with respect. This school year, P.S. 55 became a community school. As a result, our partnerships with community-based organizations (CBOs) have increased. We are now partnered with SCAN of New York, City Year, Counselors in Schools, Institute for Understanding Behavior, the UFT Teacher Center, CitiBank, HealthFirst, Montefiore Hospital, Bronx Lebanon Hospital, the New York Yankees, Graham Windham, Lehman College, the Bronx Children's Museum, and Green Bronx Machine. The CBOs have provided various resources to the school community including tutors for students in grades 3-5, arts activities, and mental health support. The school's focus for this year is to share data in a way that empowers and encourages families to use and understand data to promote better dialogue between parents, students, and school constituents centered on student learning and success.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will implement a plan to foster conversations with students, families, teachers and administrators regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development that are aligned to the CCLS as measured by 5% increase in parent participation.

**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: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
Plan and implement a Family Outreach Plan	Parents	May 2014- Jun. 2015	Parent Coordinator, Parent Association President, & Administration
NewParentOrientation/FamilyNight/OpenHouseforParents	Parents	Sept. 2014 – Jun. 2015	Parent Coordinator, Parent Association & Administration
Monthlyimplementationofparentalofferings and learning opportunities/ ELL Family Literacy Program	Parents	Sept. 2014 – Jun. 2015	Parent Coordinator, Parent Association & Administration
Studentrecognitionevent	Students & Parents	Oct. 2014 – Jun. 2015	Parent Coordinator, Parent Association & Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>▪ Space to hold the recognition event and orientation</li> <li>▪ Professional developers to lead the parent workshops</li> <li>▪ PD Plan</li> <li>▪ Schedule adjustments</li> </ul>

**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	X	Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		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:

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.

- The Parent Coordinator and Parent Association President will assess progress towards the goal using the following :
  - Attendance sheet for PDs & Parent-Teacher Conferences
  - Agendas
  - Parent survey(s)
- The assistant principals will review the individual professional development plan for the teachers they supervise at the end of each marking period.

At the time of the mid-point benchmark review, parent participation should have shown measurable progress (2.5% increase) towards the end-of-year goal. If the current systems are deemed ineffective, the Parent Coordinator, Parent Association President and Administration will make adjustments as they see fit (when possible).

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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>	All students	Waterford (K-2) and Successmaker (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
<b>Mathematics</b>	All students	(Waterford (K-2) and Successmaker (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
<b>Science</b>	All Students	Waterford (K-2) and a Biodiversity Lab (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
<b>Social Studies</b>	Chronic Absences; Achieving level 1 on classroom assessments/ state exam	Interactive writing	Small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Chronic Absences; Achieving level 1 on classroom assessments/ state exam	Student is brought to the attention of the Response to Intervention Team	Conferencing with the classroom teacher in order to plan next steps for the student	During the school day

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

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

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

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local collegesto identify new staff and attend Central borough wide hiring fairs.

**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).

- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increasedengagement in the school's education program

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

In May, various community-based organizations (CBOs) and daycares schedule group tours to observe the kindergarten program. Pre-kindergarten students and teachers also have a question and answer session to clarify any concerns. Parents are also invited to come and meet the Kindergarten teachers during individual tours of the school. At the end of the school year, Kindergarten teachers provide an orientation for new parents where they explain the curricula and the expectations for the grade. There is also another parent orientation provided in August.

**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.

The MoSL Team was developed as a collaborative effort between the principal and the UFT Teacher Representative. The UFT Teacher Representative choose3 teachers and the principal selected 2 assistant principals and 2 teachers. The team followed NYC’s suggestion to use the NYC Performance Tasks for the MoSL. Each member facilitated professional learning workshops on how to administer, norm, and score the assessment. After students completed the exam, teachers met on grade level teams in order to norm the assessments. They marked the MoSL independently. Once the assessment data was visible on Schoolnet, the data specialist conducted a workshop on how to access the data from the MoSL, including how the class performed compared to the network and the city. Teachers were also able to view the students’ performance for each strand. With assistance from the data specialist, teachers will interpret the data and develop next steps accordingly. This includes adjusting the pacing, lessons, and assignments based on the needs demonstrated.

Grade-level meetings allow educators on the same grade to discuss how and when they will measure student learning.

**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 (SCEP) 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	\$610,100	X	12,14,17,20,23
Title I School Improvement 1003(a)	Federal	\$16,961	X	12,14,17,20,23
Title I Priority and Focus School Improvement Funds	Federal	\$147,337	X	12,14,17,20,23

Title II, Part A	Federal	\$201,494	X	12,25
Title III, Part A	Federal	\$11,316	X	23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,281,401	X	12,14,17,20,23

**<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:

17. 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.
18. 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:

19. **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).
20. **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.
21. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
22. **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.
23. **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.

24. **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:

25. **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.
26. **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.
27. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
28. **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 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S.055X: The Benjamin Franklin School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **P.S.055X: The Benjamin Franklin School** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

**P.S.055X: The Benjamin Franklin School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>055</b>
School Name <b>Benjamin Franklin Elementary School</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>Mr. Luis Torres</b>	Assistant Principal <b>Marilyn Simmons</b>
Coach <b>Healy</b>	Coach <b>type here</b>
ESL Teacher <b>Solange Figueirido</b>	Guidance Counselor <b>Ms. Guzman</b>
Teacher/Subject Area <b>Iris Medina 5<sup>th</sup> grade</b>	Parent <b>Jennifer Teasley</b>
Teacher/Subject Area <b>A. Hernandez</b>	Parent Coordinator <b>Maribel Falu</b>
Related Service Provider <b>E. Lezema</b>	Other <b>Joselyn Salcedo</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>692</b>	Total number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>14.88%</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English and Spanish

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	25	0	0	0	0	0	0	0	0	25
ESL	51	3	6	27	0	0	0	0	0	78

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>76</b>	<b>3</b>	<b>6</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>103</b>
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>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	20		4																24	0
SELECT ONE Tonga	1		0																1	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>25</b>	<b>0</b>														

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>6</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>5</u>	Asian: <u>0</u>	Hispanic/Latino: <u>38</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>6</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	9	8	13	15	11								78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	3	8	7							23
<b>TOTAL</b>	<b>22</b>	<b>11</b>	<b>9</b>	<b>15</b>	<b>18</b>	<b>19</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	24	1	1	1	6	6								39
Intermediate(I)	0	6	7	8	8	6								35
Advanced (A)	0	3	2	8	9	7								29
Total	24	10	10	17	23	19	0	0	0	0	0	0	0	103

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<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	89	31	4	0	124
4	66	22	3	1	92
5	57	24	1	0	82
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	59	1	47	0	17	0	1	0	125
4	54	7	24	1	7	0	2	0	95
5	69		12		3	0	0	0	84
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	3	35	2	35	2	14	0	93
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	0	10	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.
  - Benjamin Franklin Elementary School uses a variety of assessment tools to monitor student progress and inform instruction. Currently the school uses Fountas & Pinnell, ELL Periodic Assessment (Grades 3-5) and Estrellita assessments to assess the early literacy skills of its

ELLs. A review of current assessment data in grades K – 3 reveals that students are still struggling with some aspects of phonemic awareness and comprehension. Specifically, in the K-2 grades, students were unable to master syllable clapping, initial and final consonant, blending and segmenting. Also, students struggle with mastering certain aspects of phonics – spelling patterns, decoding and word structure. Grade-level inquiry teams focus on developing instructional practices to target these early literacy skills. Using this data informs the teacher what aspects of literacy they need to plan for in creating their instructional plan. It is during the Balanced Literacy Workshop that the teachers are able to address the needs of the students and focus in on the targeted areas during their mini-lessons, with follow-up activities, as an assessment, to make sure the students are developing their skills. As the students master a skill, then another skill is introduced, until they acquire mastery in phonemic awareness and comprehension skills.

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

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

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

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

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

We have examined the pattern in proficiency for the NYSESLAT. From Grades K-1, ELL students have shown an increase in Listening/Speaking; but there is a decline in 2nd grade and it increases by the 3/4 grade; then, it usually declines in 5th grade. For the Reading/Writing, K-1 also increases in proficiency levels; whereas, in 2/3 it decreases. In 4th grade there is an increase, only to decrease in proficiency level by 5th grade. There appears to be an equal amount of students in 3/4 grade that are scoring at a Level 1/2 in ELA. But, in 4th grade, there is an increase in the amount of Level 2 students. Very few students score at a Level 3 and there are no Level 4. In comparison to the NLA, more students score at 26-75 percentile. This shows more comprehension in the students' native language.

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We evaluate the success of our program for ELLs, by comparing the NYSESLAT scores from year to year. We are able to monitor the progress the students are making, as they move across the grades and proficiency levels, by analyzing these two ATS Reports: NYSESLAT Combined Modality Report (RNMR) and LAB-R NYSESLAT Exam History Report (RLAT). These reports help us identify the students that have moved up or remained the same in the proficiency levels. The teachers are also able to access information on their students through the NYC DOE ARIS Reports, which has a history of all assessments, including Acuity and Scantron, given to the students. We also monitor both the NYS Mathematics and NYS ELA scores and compare them by current and previous years to find out if they have made any progress. Also, we look at the "AMO" (annual measurable objective) to see if we met it and work on a plan to meet that goal.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- a. The English proficient students are assessed through the use of Estrelitta which has a continuous diagnostic assessment that informed instruction.
- b. Due to the rigorous instruction in Spanish daily, or EP students were able to actively participate with native Spanish speakers in Spanish. The program is centered on promoting academic success through the use of language in a meaningful way. Instruction is provided in two languages (English/Spanish) and integrate native English speakers with native Spanish speakers.
- c. NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

: 1)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

T

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

ESL Model 78

Dual Language 25

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

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

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- A. 1)  
The majority of the time, instruction is delivered through the pullout model. Students are grouped per grade and proficiency levels. They are grouped in a small setting (8-10 students) and are taken to a separate location for instruction. We also use the push-in model, in which we collaborate with the classroom teacher and teach a component of the Balanced Literacy Model, using ELL strategies.
- B  
The program model we use depends on the proficiency levels. For the beginners, we group them according to grades (homogeneous) and focus in on developing their oral and academic skills. At times, depending on the capacity that the

students have demonstrated, we may group them heterogeneously with the proficiency levels (Intermediate/Advanced students) from the same grade. This will allow us to not only focus in on the skills they need to acquire, but also support the classroom teacher with the curriculum they are teaching. This promotes collaboration and continuity.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

Students will also receive instruction in their own native language, which consist of the following: Beginners 45 minutes per day, Intermediate 45 minutes per day, and Advance 45 minutes per day.

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in the TBE classes in Spanish for Social Studies/Science and Mathematics. The content area instruction (Science and Social Studies are provided by a highly qualified teacher. During those periods of the day the teacher providing the services spend time in the classroom.\*

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

4)  
T

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

To ensure that ELLs are appropriately evaluated in their native language, we use the EL SOL and the Estrellita assessments to evaluate the ELLs. For the English assessments, we use Fountas & Pinnell, running records in both English and Spanish and guided reading. We also use the ELL Periodic assessments and the ELE assessment in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  - a) To adjust the needs of SIFE students, materials are selected to scaffold the text, such as audio and visuals. Teachers use TPR, graphic organizers and peer partners. They use content materials that are familiar and can tap into their prior knowledge.
  - b) Newcomers are given extra visual support through activities and materials. We also use a program called, English Now, that consists of verbal commands and the use of TPR to scaffold their language development.
  - c) For ELLs that are receiving service for 4 to 6 years, we use small group intervention in guided reading/writing. The students are

placed in flexible grouping that allows them to move up in levels, as they master a new skill. We use the Balanced Literacy Model and also use the I-Ready program to give them extra support in comprehension and test-taking strategies. We also collaborate and communicate with special services providers regarding the students' needs, so they could get the extra support needed.

d) For long-term ELLs, we use the same methods described above, with extra AIS intervention and refer them to afterschool programs and Saturday Academy. We also use the data from the NYSESLAT to help us develop an action plan suited to the individual needs of the students. This would help us strengthen those areas that they are struggling in.

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

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

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

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

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

8)

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

grouping/peer grouping to assist the students with language and ability.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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**

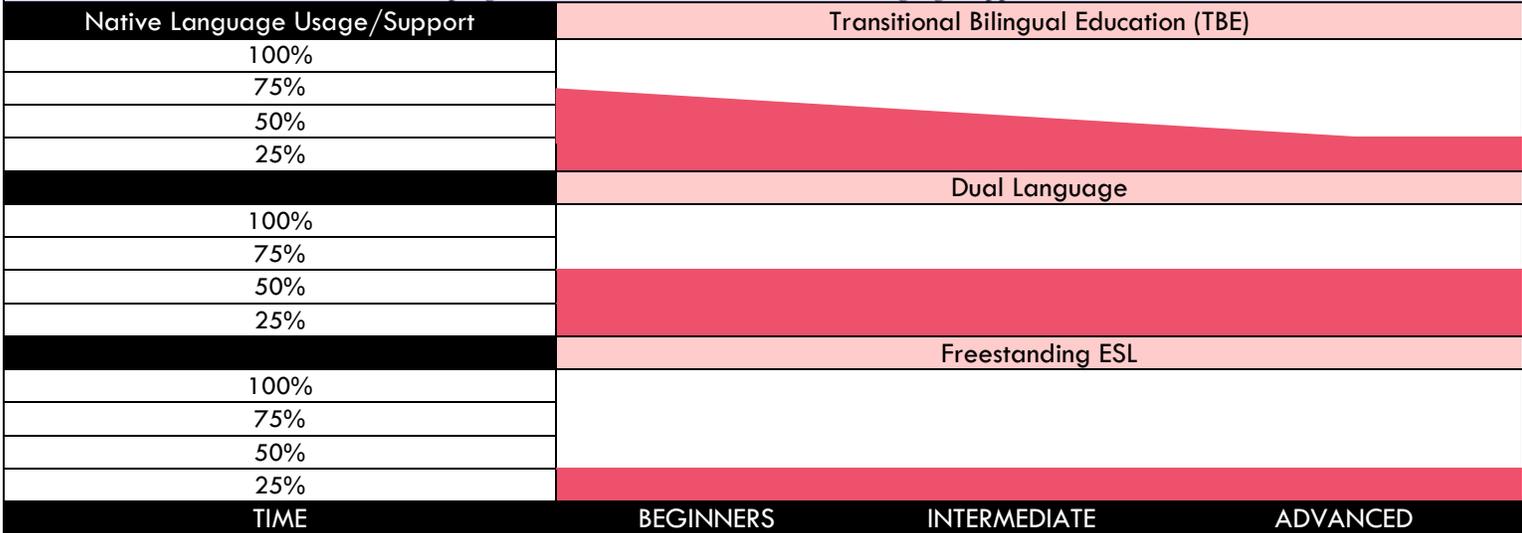
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our plan for continuing transitional support for the ELLs reaching proficiency is that they have the option to remain in the TBE classes for an additional two years, if needed, and the parents choose the program to stay in. They also continue to use testing accommodations, are entitled to Title III afterschool programs, Saturday Academy and daily small group instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Estrellita, which is an accelerated reading program and Ready Gen are used to provide targeted intervention in Reading and Writing. Also, the teachers are being trained during common planning and PD sessions to use the Depth of Knowledge pattern that will help the teachers strategically plan their lessons to help push the students' thinking and increase their academic skills/levels.
11. What new programs or improvements will be considered for the upcoming school year?
- At Benjamin Franklin School, there will be no ELL programs/services that are discontinued.
- E
12. What programs/services for ELLs will be discontinued and why?
- ELLs have equal access to all school programs: AIS during the beginning of the school day and afterschool. They also have a Saturday Academy, in which they use practice books from the program "Getting Ready for the NYSESLAT" and also practice test-taking strategies for ELA by using the program, "I-Ready". The parent coordinator sends each student a flyer and booklet describing all the programs that the school offers. She sends them the information both, in English and Spanish. Then the parents are asked to fill out an application with the code of the program they have selected for their child. The programs the students are entitled to are: Scan, this is a program that is offered 5 days/week. Other SES programs include: School Professionals and IEP (Innovative Educational Program), this program has a science component that enhances the academic language with hands-on activities. These two programs are offered 3 days/week, for the week.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The instructional materials used to support ELLs are: leveled libraries in Spanish/English, reader's theatre, listening tapes/cassettes, the use of technology programs, that includes leveled reading in English and is supported by visuals, such as Starfall.com, Tumblebooks, I-ready for math and spanish glossaries for math.
- Tutoring for our second grade student in afterschool utilizes Waterford a computer based program. This program provide support through listening to stories and reading along. Each word is highlighted and pronounced clearly. The program also provide incentives for students as they complete levels of reading.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In the TBE classroom, the native language support is delivered through the math, science and social studies periods. We use books in both Spanish/English to assist the students with comprehension. The use of reference books in both languages are used also. These include glossaries that assists the students with challenging vocabulary. We also peer more advanced students with beginners so that they could help them with concepts, language and vocabulary.
- 15) 15)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Required services support use grade-level materials for student's appropriate ages and grade levels. Support is also provided through pull-out and push-in services.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Presently, our school does not offer activities to our newly enrolled ELLs before the beginning of the school year; however, we plan

on having a student orientation to help the students with a smooth transition to our school. This would include a walkthrough of our school and buddying them with someone who knows and speaks their language.

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

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

18. What language electives are offered to ELLs?

We have a Dual Language program in Kindergarten and First.

19. For schools with dual language programs:

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

a. 50%

b. EP's and ELL's spend 100% of the day together.

At this point the content area instruction is given to the students at the same time.

C. Ms. Salcedo provides instruction through the use of Estrellita.

d. Side by Side

e. Both languages are taught simultaneously.

## C. Professional Development and Support for School Staff

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

1)

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

2)

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

3)

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

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

## D. Parental Involvement

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

1)

Our school offers many opportunities for parents to be involved.

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

2)

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

3)

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

4)

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 55**

**School DBN: 09X55**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis Torres	Principal		1/16/14
Marilyn Simmons	Assistant Principal		1/16/14
Maribel Falu	Parent Coordinator		1/16/14
Solange Figuerido	ESL Teacher		1/16/14
Jennifer Teasley	Parent		1/16/14
A. Hernandez- 5 <sup>th</sup> Grade	Teacher/Subject Area		1/16/14
I Medina- 4/5 <sup>th</sup> Grade	Teacher/Subject Area		1/16/14
	Coach		1/1/01
	Coach		1/1/01
Ms. Guzman	Guidance Counselor		1/16/14
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 09BX55 School Name: Benjamin Franklin School

Cluster: 05 Network: 534

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

Part A: School Information	
Name of School: <u>Public School 55</u>	DBN: <u>09X055</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The intent of establishing an English Learner Afterschool Program for English Language Learners is to promote an acceleration of student's acquisition of English as a Second Language and enable students to become proficient in English by increasing academic language, building vocabulary necessary in all content areas, developing comprehension skills, and encouraging listening/speaking in the most useful conversational phrases. In doing so, we can also ensure our school's success in achieving the AMAO I and AMAO II targets.

The program that will be used as part of the supplemental instruction is Sound Reading Solutions in order to boost students' literacy capacity in reading comprehension. It provides a research-based, language acquisition curriculum specially designed to meet the needs of English language learners through the use of a web-based software which students will access in our computer lab. Teachers will effectively monitor students progress through various generated reports.

In addition, "Getting Ready for the NYSESLAT" workbooks by Attanacio & Associates, Inc. will also be purchased and utilized to target the four modalities (Reading, Writing, Listening and Speaking) in which English learners will be tested for English Proficiency. Students' writing, listening and speaking abilities will improve using explicit scaffolds, skills and strategies suggested in the workbooks. Both of these programs will be co-taught in the English language by an ESL teacher and an ELA specialist teacher.

A targeted group of 30 students will receive supplemental services since these are our bottom 1/3 - ELL population according to the New York State ELA Exam data and NYSESLAT RLAT data report. This group is composed of approximately 10 ELL students from each 3rd, 4th, and 5th grade. Students were strategically selected using the RLAT data and are mostly advanced students. The expectation is that these students will become proficient in English as assessed by the NYSESLAT Exam through thorough and intense, explicit supplemental instruction.

The English Language Afterschool Program is to commence in January 2014 and continue through May 2015 contingent upon funding. The program will be held afterschool on Wednesday's and Thursday's for two hours from 2:30 - 4:30pm.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: In order to ensure that teachers are well equipped to provide explicit supplemental instruction that will meet the needs of our English learners, teachers will receive professional development from Sound Reading Solution consultants and Attanacio and Associate consultants. Teachers will use the skills and strategies provided to execute the proper use of these programs as they assess student's language acquisition.

Professional development will be provided for both ESL teachers and non-ESL teachers facilitating the afterschool program. The schedule and time are to be determined for Sound Reading Solution and Attanacio & Associates professional development sessions.

In addition, there will be four Dual Language professional development sessions provided throughout the year for teachers teaching the Dual Language program (Spanish/English). Consultants provided by NYS-NYC Regional Bilingual Education Resource Network (RBERN) will facilitate the professional development and work with teachers to increase teacher's methodologies and best practices for teaching and assessing students in two languages. These professional development sessions will be held in November, January, March, and May on Monday's for 80 minutes each.

### Part D: Parental Engagement Activities

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

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

Begin description here: While our English language learners are being immersed in language acquisition, parents will be as well. During the English Language Afterschool Program, parents will simultaneously be engaged in an adult ESL class. This class will be held in a separate classroom taught by an ESL teacher on Thursday's from 2:30-4:30. Parents will be utilizing the Rosetta Stone Program and English In Action.

Parents will be exposed to the English language through oral communication and reading/writing activities that will engage and excite parent's English language development. Parents will be utilizing the Rosetta Stone web-based program in the school computer lab when students have completed their session with Sound Reading Solution. The ESL teacher is trained in using the Rosetta Stone Program and English In Action therefore, will facilitate parent's learning of the English Language.

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

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____