

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **14K157**

School Name: **P.S. 157 BENJAMIN FRANKLIN**

Principal: **JULIANA NOTARO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Benjamin Franklin Health and Science Academy School Number (DBN): 14K157
Grades Served: Pre-K -8
School Address: 850 Kent Avenue
Phone Number: 718-622-9285 Fax: 718-398-4155
School Contact Person: Laura Morales Email Address: Lmorale7@schools.nyc.gov
Principal: Juliana Notaro
UFT Chapter Leader: Daniela Petraglia-Luccioni
Parents' Association President: Leticia Reyes
SLT Chairperson: Wanda Salerno
Title I Parent Representative (or Parent Advisory Council Chairperson): Ingrid Chicol
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 216 Heyward Street Brooklyn New York 11206
Superintendent's Email Address: Awinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-302-7978

Borough Field Support Center (BFSC)

BFSC: 4 Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn New York 11201 Room 501
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3107 Fax: 718-935-2587

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Juliana Notaro	*Principal or Designee	
Daniela Petraglia-Luccioni	*UFT Chapter Leader or Designee	
Leticia Reyes	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ingrid Chicol	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ingrid Chicol	Parent/PTA Secretary	
Celsa Ramirez	Parent	
Alicia Harris	Parent/PTA Co-President	
Maria Garcia	Parent	
Daniela Petraglia-Luccioni	Teacher/SLT Secretary	
Joesmi Fermin	Teacher/Co-Chairperson	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Teacher/Co-Chairperson	
Elba Cornier	Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of PS/IS 157 is to produce students that will embrace education and become lifelong learners. Our goal is to have every child attain essential knowledge and skills that will enable them to become exemplary citizens. We pursue excellence in education for every student. A shared partnership amongst staff, parents and students provides all children with a quality education.

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

At our school we take pride in building a culture where everyone works collaboratively to support our students. PS/IS 157 offers a free after-school program for students in Kindergarten through Grade 8. We have a wonderful working relationship with Woodhull Hospital, Pratt Institute, New York City Technical College, Saint Joseph's College, Saint Francis College and NYACK College. We offer all students academic and enrichment opportunities. We have on site a Physical and Occupational Therapist, two Speech Pathologists and two Guidance Counselors to service the supplementary needs of all our students. Our nurturing approach to learning encompasses all of our students; specifically, for our English Language Learners, we have two full-time ESL Teachers to service the needs of our K-8 students and teachers.

Our student's families share this strong belief in education. They believe that hard-work and determination together with teacher support is the best way for their child to succeed, both academically and emotionally. Parents are grateful to our dedicated teachers and staff members. This gratitude is particularly evident each spring when parents host a Teacher Appreciation Luncheon recognizing the faculty for their instructional expertise and tireless efforts. We maintain an effective home-school connection by conducting monthly parent meetings and workshops focused on important academic topics. We also communicate important messages to parents/guardians in English and Spanish via written letters, telephone calls and global messaging. PS/IS 157 has an open door policy. Parents are always welcome to schedule an appointment to meet with teachers to discuss any areas of concern and/or interest, chaperon field trips and attend school wide events. As evident in our School Learning Environment Survey, our parents have responded positively to all of our school initiatives. Positive feedback motivates us to continuously seek innovative ways to effectively involve our parents in the academic success of their children.

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

- At our annual Welcome Back Multicultural Festival, we celebrate the many diverse cultures that exist within our school community through song, dance, ethnic food and many fun-filled activities.
- Our annual Halloween Parade invites our students to dress in costume and join in a parade around our school building.
- For our Thanksgiving Feast, parents generously donate food to provide a Thanksgiving Luncheon for our students and their teachers to enjoy together.

- For the December holiday season, Santa Claus visits our school with gifts for each of our younger 2014-15 CEP 8 students; and, we conduct a Holiday Show where each of our classes perform festive songs and dances for our parents, staff and students to enjoy.
- Our Black History Month Assembly celebrates our African-American heroes through recitals, songs and dance performances conducted by our students.
- Our annual Poetry Assembly showcases our students' oral and writing talents by having them recite famous poems and/or write and present their own poems in an assembly setting.
- Career Day provides an opportunity for our students to explore a variety of career choices. A variety of professionals are invited to our school to speak to our students about different career choices. On this day, students are able to find our more information about a career that may be of interest to them, through question and answer sessions.
- A Cinco De Mayo Festival takes place every May and celebrates the Mexican culture with traditional Mexican food, music and dance for the enjoyment of our entire school community.
- National Running Day supports our commitment as a Wellness School to promote good health. On this day, our students and their teachers assemble outside the school building and jog around the park. Our senior students lead our youngest students.
- In June, two traditional events take place at Taaffe Park, located directly across the street from our school building. At our annual Dance Festival, each class performs a dance choreographed to a song of their choice. All students, parents and school staff are invited to this fun-filled afternoon to enjoy the music and dance, along with snacks and drinks. We also conduct a Staff vs. Students Basketball Game in June, where our Middle School students compete against teachers and other staff members in a friendly, but competitive, basketball game. Parents, students and school staff are all invited to attend.
- Movie Night takes place once a month on a Friday evening and provides our school community an opportunity to spend affordable quality family time together by viewing a popular movie in our auditorium complete with popcorn, hot dogs and other movie snacks, all at a discounted price.

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

- OST- Goodwill Industries – which houses a free after school program for students in Kindergarten to Grade 8
- Midori & Friends - After School Music Program where students become percussionists and violinists
- Bent On Learning – Yoga Program
- Swim For Life - Students go to the Metropolitan pool to learn how to swim
- Cycle Kids – Students learn about riding bicycles safely
- Relay for Life – American Cancer Association
- Puerto Rican Family Institute – Support for struggling families and children

The area, in which our school has made the most growth during the previous year, is in Rigorous instruction and Trust according to the NYC School Survey 2014-2015 Report. Our school has also made growth in student progress; specifically in English Language Arts with our bottom third population. Based on data analysis (specifically, the end of

the year MOSL results, the NYS Assessments in Literacy NYSESLAT), it is evident that our focus needs to be in writing in all grades across content areas supporting Rigorous Instruction. This practice is also noted in the 2014-2015 Quality Review, we will focus on having all learners fully exercise and apply critical and analytical thinking and high levels of involvement in discussions.

14K157 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	539	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	9	# SETSS	N/A	# Integrated Collaborative Teaching
				9
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.4%	% Attendance Rate		93.3%
% Free Lunch	79.8%	% Reduced Lunch		0.4%
% Limited English Proficient	21.3%	% Students with Disabilities		25.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		18.3%
% Hispanic or Latino	79.4%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.8%	Mathematics Performance at levels 3 & 4		10.3%
Science Performance at levels 3 & 4 (4th Grade)	72.4%	Science Performance at levels 3 & 4 (8th Grade)		33.3%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

1. An analysis of our historical data in English Language Arts State Test, students performed below 60% in craft structure and integration of Knowledge and key ideas and details. In the NYS Math Test, students performance poorly in Number and Operations/ Fractions with a drop of 15%. The Quality Review Report for 2014 -2015 in the area of Rigorous Instruction specified a rating of proficient (1.1, 1.2, 2.2) indicating a need to continue with the implementation of rigorous curricula, therefore, in addition to the CCLS the school uses programs that are aligned to the CCLS.

Specifically we are using:

- Ready Gen (Grades K-5) and Code X (Grades 6-8) for Literacy
- Go Math (Grades K-5) and CMP3 (Grades 6-8) for Mathematics
- For Science teachers follow the Scope and Sequence
- Along with the NYS Social Studies Framework teachers utilize the 2014-2015 Social Studies Scope and Sequence

2. An analysis of the school’s strengths and needs suggested that in order to provide Rigorous instruction teachers must use student data when creating daily lessons and units as evidence in their tracking unit test recorded under Data next steps. (Quality Review 2.2 Assessments). In addition, according to our supporting evidence from the Quality Review (1.1) indicates that lesson and unit plans across the grades and subjects plan numerous scaffolds and entry point for all students. Additional support include the following;

- Rubrics In All Content Areas
- Opportunities For Students Led Conversations
- Higher Order Thinking Questions (DOK)
- Scaffolding for SWD and ELLs
- Think Aloud
- Front loading essential vocabulary
- Reciprocal Teaching
- Multiple Entry Points

- - Thinking Maps
- Strategic Grouping

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Aligned with the Capacity Framework , the elements around rigorous instruction include:

- Teacher Teams will adjust and refine throughout the year 2015-2016 the Math/ELA Curricula/Unit Outlines to continue with the implementation of the Common Core Learning Standards (CCLS) and the Framework for Great Schools, and will include multiple entry points and annotated work that will result in higher-order thinking skills for all groups of students. Teachers will focus on the students writing to ensure that students demonstrate an increase in sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas as evident in the student’s annotated work. Teacher teams will meet during Common Prep Periods.
- Twice a month teachers will analyze student data that encompasses information for English Language Learners and Students with Disabilities (SWD) to develop dynamic and responsive lessons in all curriculum areas based on students’ strengths and needs, as evidenced by students’ work products that highlight vocabulary development and reading comprehension. We will take a deeper look at data that will include baselines, fall and spring benchmarks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Research based instructional programs are in place to support</p>	<p>Instructional Leaders and Teachers</p>	<p>September 2014 to June 2016</p>	<p>Instructional leaders, and teachers</p>

<p>a learning environment:</p> <ul style="list-style-type: none"> • Ready Gen by Pearson ; ELA K-5, Go Math by Hartcourt: • Math k-5, Code X by Scholastics: 6-8, CMP 3 by Pearson:6-8. • Cycles of observation, Learning Walks along with weekly teacher team meetings. • Periodic Data Analysis • On-going professional Development from Literacy Coach/ Math Experts, other constituents that support school goals, and inter- visitations paying particular attention to the instructional focus around feedback. • Student Centered Learning Practices that include cooperative learning, relating learning to real life situations and application of real life word problems. • Opportunities for students to assess their own learning and receive feedback based on rubrics and other resources that support learning. • Thinking Maps that promote student understanding through a variety of eight maps. 			
<p>2. Through multiple entry points and UDL approach teachers ensure that the needs of all students are met. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the Instructional ELA/ Math Shifts.</p>	Instructional Leaders and Teachers	September 2014 to June 2016	Instructional leaders, and teachers
<p>3. Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition,</p> <p>parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents' Association Meetings, Parents outreach on Tuesdays and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have.</p>	Instructional Leaders and Teachers Parents of all students	September 2014 to June 2016	Instructional Leaders and Teachers
<p>The element of trust is address within the following Groups:</p> <p><input type="checkbox"/> School Leadership Team Meetings</p> <p><input type="checkbox"/> UFT Consultation Meeting</p> <p><input type="checkbox"/> Parent Teacher Association</p>	Instructional Leaders and Teachers	September 2014 to June 2016	Instructional Leaders and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order for rigorous instruction to take place, there must be regularly scheduled meetings for grade meetings during the school day, after school opportunity such as the Vertical Inquiry team and SIT meetings. We will need to use the resources of Schoolnet, MSQI, Reciprocal Teaching and MYON along with the Core Curricula that are aligned to the CCLS.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid- Point Benchmark Assessments aligned with our Curricular Programs/ CCLS from Schoolnet (February 2016)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the results of our school’s Learning Environment Survey, our school academic programs reflects the following:

- There is an overall satisfaction of 93% of the Instructional Core at our school as opposed to the city’s rate of 89% satisfaction, the satisfaction rate for systems of improvement for PS IS 157 is at 91% compared to the city’s rate of 86% and the overall satisfaction rate for the culture of the school is 93% compared to 81% for the city

Based on the Framework for Great Schools Report;

- For Rigorous Instruction we scored a 64%, we scored an 80% for supportive environment, for safety and order we scored 94%, for classroom behavior and social emotional measure we scored 91% and for personal attention and peer support for academic work , we scored an 86%
- According to these findings, our Quality Review and the Framework for Great Schools Report, in order to continue and promote a Supportive Environment where the students feel safe and supportive; to promote learning aligned to the CCLS and College and Career Readiness in students including establishing supportive relationships with teachers and other adults; we will put into place, additional incentives and student recognition awards.
- Relative to the Capacity Framework, our school strength includes lesson plans that focus on student’s initiation of inquiry through questions and discussion supported by a variety of different strategies. Some practices include but are not limited to: Reciprocal Learning, Literature Circles (middle school) and Math discourse.
- These strategies will continue to support an environment where learning is valued by students, parents and educators. A behavior plan created by the students, teachers and guidance counselors has also been established, revised and modified to support a nurturing and positive school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the year 2015-2016, 100% of teachers will establish a supportive environment based on character education, collaboratively redefine and strengthen lesson plans to accommodate the needs of all learners, continue and set monthly meetings. In addition student ambassadors will meet and represent student voice in decision making and extracurricular activities as measured by a variety of resources assessable for all staff members.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • We will continue to set high expectations for all children to educate the “whole” child; continue and celebrate cultural and linguistic diversity; communicating and involving parents and establishing added attention to health and safety. <p>We will have the following in place:</p> <ul style="list-style-type: none"> • Leader in Me Education: will be initiated and developed by a variety of staff members • Adjust, modify all lesson plans as needed to meet expectation for all learners • Student Ambassadors: collaborate, lead and support implementing decisions • Learning Walks 	<p>Instructional Leaders , Teachers, Parents and all students</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders , Teachers, Service Providers</p>
<p>Through multiple entry points and UDL teachers ensure that the needs of all students are met. A transition plan for all students over the age of 12 has also been established; e.g., vocational assessments completed by students, teachers and Parents. IEP’s include the input of the students and of the Parents. Guidance and advisement is in place to support the needs of all our students including SIFE and shelter students . The School Implementation IT team will continue to meet twice a week to monitor student progress and make sure that students needs are met.</p>	<p>Instructional Leaders , Teachers, Parents and all students</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders , Teachers, Service Providers</p>
<p>Parents will have the opportunity to take part in a variety of</p>	<p>Instructional Leaders , Teachers,</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders , Teachers, Service Providers</p>

<p>workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents' Association Meetings and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have. The ESL teachers will also provide continuous workshops for parents that will keep parents informed and prepared to support their children as per Chancellor's Regulation Part 154</p>	<p>Parents and all students</p>		
<p>All constituents will build capacity on the element of trust through the following meetings:</p> <ul style="list-style-type: none"> • School Leadership Team Meetings • UFT Consultation Meeting • Parent Teacher Association • Student Council <p>We will also continue inviting our school community to all the yearly activities that bring our school together. Parents and staff will also be encouraged to fill our surveys that inform administration on the different needs of our school community; including reflection logs on what works and what is recommended.</p>	<p>Instructional Leaders , Teachers, Parents and all students</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders , Teachers, Service Providers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Monthly calendar of events will go out to all parents, common planning preps for all teachers, monthly calendar of Committee meetings, Engage NY, Curricular Programs (Ready Gen, Code X, Go Math, CMP3) all teachers will have a copy of the school discipline code, Leaders and Administrators</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Mid- Point Benchmark Assessment aligned with our Curricular Programs/ CCLS from Schoolnet (February 2016). Meeting Schedules for reflection and adjustments to our goal. The first meeting will focus on identifying the needs based on the Learning Environment Survey Results, The Framework for Great Schools Report and the School Progress Report.</p> <p>Reflection on our school progress in supportive environment Sept to Nov, Dec to Jan, Feb to March, and April to June (4 Reflection and adjustments Meetings)</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Teachers and other staff members routinely engage in professional collaborations at PS/IS 157, as noted in the 2014-2015 Quality Review. Teachers rely on colleagues for sharing best practices through inter-visitations, mentorships, one-on-one conversations, turn-keying of professional learning experiences and sharing of expertise, especially from our special education teachers, our ESL teachers, intervention teachers and service providers. These collaborations promote best teaching practices and improved student achievement.

As indicated in the 2015-2015 Quality Review, progress and student data are not always intentionally used in daily lesson and unit plans. Teacher teams will meet together and plan in a coherent manner that will reflect daily adjustments to lessons to raise all students’ awareness of their next steps, especially in writing.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence in writing instruction across classrooms, 100% of teacher teams will collaborate regularly and use protocols for looking at student work for the purpose of determining next steps, and reflect on what has worked or needs revision. By June 2016 75% of students will increase their writing proficiency by one level on pre and post assessments in the informational writing units .

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Teachers will receive a wide variety of professional learning on how to address the needs of special populations and struggling learners, including Universal Design for Learning (UDL), multiple entry points and differentiation of instruction. • Teachers will receive a wide variety of professional learning on how to address the needs of special populations and 	All teaching Staff	September 2105- June-2016	School Leaders, Special Education Professionals, IEP Teacher, Teaching Staff, ESL Teachers, Literacy Coach, Professional Learning Committees

<p>struggling learners, including Universal Design for Learning (UDL), multiple entry points and differentiation of instruction.</p> <ul style="list-style-type: none"> • Cycles of observation, Learning Walks along with weekly teacher team meetings. • Periodic Data Analysis 			
<ul style="list-style-type: none"> • Collaborative planning time for teachers across grades of students with special populations (students with disabilities and ELL students) to modify curriculum to address specific needs & best practices. • Grade level inquiry teams focus on change strategies to improve student to student discussion & best practices. Vertical teams meet monthly to analyze data and look for trends across grades & best practices. • Analysis of student work, using protocols, to identify areas of strength and relative weakness, and to create plans for addressing those needs. 	All teaching staff	September 2105- June-2016	School leaders will attend meetings and participate in decision making.
<ul style="list-style-type: none"> • Parents will be notified of events/activities involving their children through phone calls, letters, newsletters, flyers, global connect messages. • Parents will be invited to Tuesday parent engagement, and workshops to explain the mutual collaboration of our staff to help service their children and work on greater student achievement 	All parents and caregivers will be notified about student instruction, extra help and important tests	September 2105- June-2016	School leaders, teaching staff, Parent Coordinator
<p>To ensure teacher-teacher trust, teachers will engage in peer inter-visitations to establish strong partnerships that:</p> <ul style="list-style-type: none"> • build confidence • establish effective teaching practices <p>enhance interdependence amongst colleagues</p>	All constituents of the school community.	September 2105- June-2016	School leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Scheduling common preps (at least twice a week), so that teachers can meet with grade-level colleagues.

- Schedule monthly vertical team meetings to ensure articulation between grades about supporting at-risk or low performing students.
- Scheduling of 80-minute professional learning on Monday afternoons.
- Use of Danielson Frame Work for Teachers and Advance for teacher evaluations.
- Scheduling for inter-visitations
- Substitute teachers coverage for teachers who go out for professional learning
- Use of New York City Department of Education resources, to help support teachers

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid- Point Benchmark Assessments aligned with our Curricular Programs/ CCLS from Schoolnet (February 2016) By February, all collaborative teams will analyze student growth or lack of progress. Teams will regroup and come up with more strategies to ensure student achievement and progress. Teacher teams will look to find patterns and trends in student growth and find ways to accelerate that progress to achieve greater results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Instructional leaders will collaborate closely with teachers to analyze student data and look for patterns and trends among the student population. They will take into consideration the demographics of the school which boasts a very high percentage of English Language Learners and Students with Disabilities. They will also look closely at the higher achieving students’ data to make sure we continue to challenge them in daily instruction. Instructional leaders will also make sure that missed opportunities for all learners to fully exercise and apply critical and analytical thinking and high levels of involvement in discussions are applied in classrooms and made aware to teachers in planning lessons. (QR 1.2) After charting the needs and highlighting the weaknesses, teacher teams and instructional leaders will maximize the opportunities for students to learn and establish an alignment to the Common Core Learning Standards in particular, the writing across the curriculum. Instructional Leaders will maintain a strict coherence to the Danielson Framework and provide opportunity for growth in their professional pedagogy. Instructional leaders will make sure that teachers, when planning, are conscious of making sure that some questions and tasks are generated by the students, extensions to the lessons fully engage higher achieving students and there is a deeper connection between the concepts learned and real world application to push their thinking beyond the task (QR1.2) In addition, instructional leaders will provide feedback that is goal referenced, actionable and ongoing. Timely feedback will be paramount, following an observation. Teachers and leaders purposefully use common assessments aligned to curricula in all subjects and consistently track student progress toward goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will see a growth in ELA and Math progress of 10% with our General Ed population and an increase of 5% with our Students with Disabilities and ELLs. By February, a midpoint review, we will analyze data and strategies and make sure that the instruction in place has produced desirable outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In ELA, we will further enhance the use of Reciprocal Teaching in grades 3-8. In grades K-2, we will begin exposure to using the Socratic Method in ELA instruction. In Math, we will increase our writing capacity across all grades focusing on informative/explanatory short responses to math skills learned.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders and teachers</p>
<p>Our two ESL teachers will meet and confer with classroom teachers and use a push in model whenever possible to achieve better results.</p> <p>Students with disabilities will be educated in ICT or Self-contained classes with the use of multiple entry points and scaffolding.</p> <p>Teachers will incorporate the various learning styles and be aware of multiple intelligences so as to provide the most conducive learning tools.</p>	<p>All ELLs K-8</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders and teachers</p>
<p>Parents will be surveyed and workshops set up to review class work and homework in ELA and Math. The workshops will be conducted in English and Spanish. Additional newsletters, global connect phone messages and progress reports will be sent home to inform parents of current work and testing that is taking place.</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders and teachers & Parent Coordinator</p>
<p>Parents will be informed at all PTA meetings of upcoming events and academic programs. The SLT will meet and discuss the best ways to meet student goals and share findings among their membership.</p> <p>Teachers will know they have the support of the Instructional Leaders and that opportunity for professional learning will be made available through workshops, inter-visitation, webinars and collaborative meetings such as vertical inquiry will take place to enhance their pedagogical growth.</p>	<p>All constituents of school population</p>	<p>September 2015-June 2016</p>	<p>Instructional Leaders and teachers & Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This action plan can be supported through effective planning and rigorous tasks using our Curricular Programs and CCLS. Teachers can collaborate and meet to look at student work during Teacher Teams, with Vertical Inquiry members, and on Common Preps. Additional support to the staff to reach our goals will be provided by weekly Professional Learning Activities that will enhance our ELA and Math instruction. After school programs can help support students by preparing them for state tests.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid- Point Benchmark Assessments aligned with our Curricular Programs/ CCLS from Schoolnet (February 2016).

Formal and informal assessments will be used to chart student progress. Data from baseline and benchmark

exams will be analyzed and action plans will be developed by February. Running records will be conducted periodically, as well NYC performance assessment and unit tests in Math and ELA. Feedback from teachers will be ongoing to assess our progress towards our goals as well as feedback from Professional Learning Activities conducted weekly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- SLT Parent members and Title I Committee Advisory (PAC) Board meet with the Principal and Parent Coordinator to review and assess the school’s academic programs at the beginning and at the end of each school year. Revision of data on tests scores, Environmental School Surveys, and findings for improvement found on Quality Review are analyzed to set new goals and prepare a plan of action.
- Based on having a high percentage of students who are asthmatic and/or have a family history of diabetes we felt it was important to educate our community on living a healthy lifestyle through the implementation of health and wellness. Our goal is to maintain our Wellness Committee and further educate all constituents.
Based on the variety of opportunities for parent participation but the lack of different parent participants we feel the need to have a plan to raise level of parent participation. Our goal is to keep the parents informed of their right to be involved.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 75% of the school community will be involved in implementing structures that strategically align professional development and family outreach that maintains a school culture which supports personal growth of students and adults, as evidence by increased awareness of a healthy lifestyle that includes good food choices and physical activity, which combat the rising rates of childhood obesity, diabetes and asthma.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To provide parents with different PTA meetings, parent teacher conferences throughout the year, monthly parent workshops and celebrate career day with local professionals. All parents will be invited to a variety of healthy lifestyle workshops, e.g., Yoga and healthy cooking classes.</p>	<p>Parents and Students</p>	<p>September 2015- to June 2016</p>	<p>Instructional leaders, teachers and parent coordinator</p>
<p>Classes will be offered in both English and Spanish to satisfy the needs of our high Spanish speaking community. Translation options will also be provided for all workshops and/or notices that go home.</p> <p>Teachers including clusters, ESL and other staff members will work on a monthly newsletter to update the parents on all the events, assessments and instructional activities their child is part of. PTA meetings and School Leadership Meetings will include in the agendas information for our parents and communities about our school, our successes and the areas in which we have plans to improve.</p>	<p>Parents and Students</p>	<p>September 2015- to June 2016</p>	<p>Instructional leaders, teachers and parent coordinator</p>
<p>Through Title I funding parents receive stipend for attending workshop to support their children’s academics.</p>	<p>Parents and Students</p>	<p>September 2015- to June 2016</p>	<p>Instructional leaders, teachers and parent coordinator</p>
<p>Parents will have the opportunity to take part in a variety of workshops where they will obtain information on how to work alongside our school to support their child at home. In addition, parents will be kept informed about this goal through attendance at School Leadership Team Meetings, Parents’ Association Meetings and Tea with the Principal. Also, the parent coordinator will set up meetings for parents and teachers that address concerns that the parent may have.</p>	<p>Parents and Students</p>	<p>September 2015- to June 2016</p>	<p>Instructional leaders, teachers and parent coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A survey will be sent out in February 2016 as a midpoint benchmark to identify the needs to our school community in relation to instructional expectations, healthy choices for our school cafeteria and options for workshops.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Data from ELA Core Curriculum ,City and State Assessments, progress monitoring through the SIT team in collaboration with the teachers.	ReadyGen Program (k-5), Code x (6-8), Wilson/Foundation, RTI, Reciprocal Teaching Closed Reading, MSQI (6-7) Thinking Maps to support the writing across different genres, MYON Highlighting important information in a text when reading	Small groups instruction using UDL, Multiple Entry Points, Academic programs (3 to 5 students)	During the school day
Mathematics	Data from Math Core Curriculum, City and State Assessments, progress monitoring through the SIT team in collaboration with the teachers.	Go Math (k-5) CMP3 (6-8), Practice Skill for Fluency, Modeling with a peer best practices that will	Small group instruction using UDL, Multiple Entry Points (3 to 5 students)	During the school day

		show their conceptual understanding		
Science	Data from Core Curriculum assessments and NYS Science test for grade 4 Hand	Hand on Experiments, Strategies to do research and how to support their hypothesis, Thinking Maps, Highlighting important information in a text when reading	Small group instruction using UDL, Multiple Entry Point (3 to 5 students)	During the school Day.
Social Studies	Data From the Core Curriculum Assessments	Thinking Maps to support their understanding and guide them with writing, strategies to do research to support their thinking	Small group instruction using UDL, Multiple Entry Points (3 to 5 students)	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that are failing in meeting their academic standards , students who need guidance with behavior expectations; they are taught	Strategies to support them with improving their behavior and academics through focusing, character	Small groups based on student need	During the school day

	alternative ways to deal with problem situations and students that come across a crisis situation	development, Pair/Peer grouping to assist in understanding how to get along with peers, Dealing with crisis		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To attract Highly Qualified Teachers we will have representation at Hiring Fairs and College Fairs. An Interview Panel which consists of Administration, Parents, and UFT Members has been created to ensure that any possible hiring will benefit our students.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers will receive Professional Development align to the Framework and utilize EngageNY for additional support, to enhance their Pedagogical skills in order to stay current on new strategies in their field.
<ul style="list-style-type: none">• All teachers will be supported throughout the year to review and modify curriculum so that it is responsive to needs and interests.• As a Wellness School Teachers will have the opportunity to learn about research based initiatives that help foster Healthy life styles and beneficial eating habits. They will be included in all planning stages and learn about the School Health Index to implement various Programs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre-school children are introduced gradually into the future kindergarten curriculum by visits to the kindergarten classes and other specialty classes such as: the art lab, the computer lab, the multi-media center, the physical education class and the science lab. Pre-school students also join the rest of the students in the cafeteria for breakfast and lunch.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers follow the prescribed assessments from the various programs utilized by the school. Teachers meet during their weekly common preps to monitor instruction and set up a schedule for testing. The data from testing is used to drive instruction and decide on the instructional focus for the next professional development. Various meetings take place to support instruction including: vertical inquiry meetings where data is analyzed to set expectations.

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

<p>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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	422,678.00	X	
Title II, Part A	Federal	38,746.00	x	
Title III, Part A	Federal	12,128.00	X	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,063,591.00	X	
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¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Benjamin Franklin Health & Science Academy, PS/IS 157, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Benjamin Franklin Health & Science Academy, PS/IS 157 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, , e.g., literacy, math, and use of technology;
- Workshops in literacy, math, technology, and other areas of need chosen by our parents are scheduled and offered to parents every month, and throughout the school year. This year Parents were offered the opportunity to learn typing through a web based program. receive school prepared materials and literature to support their children learning, including a series of materials, websites and guides from The Parent Guide to Students Success and Engage NY.

- 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;

- Parents receive the support and education from the Parent Coordinator through workshops on PTA, SLT and CEP so that they are better prepared to be effectively involved in their children’s education, at home and school.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- Teachers cultivate a caring home-school communication by conferencing/calling at least once a week to inform parents about their children academic progress and behavior.

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- Parents attend scheduled workshops at school on City, State and Federal standards and assessments. Supporting materials are used by the Department of Education website, Engage NY.

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- Parents receive information about the school activities and meetings in a variety of ways such as, monthly calendars send home with students, phone calls send home by Black Board Connect. In addition, information is shared with parents during the PTA and Title I Meetings, and at Parents Workshops. Letters and messages are translated into Spanish, the language mostly spoken by parents, and also interpretation services are offered during workshops, PTA and Title I meetings.

- 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;

- The Parent Coordinator holds informational meetings, workshops/trainings, Program Assessment Meetings on PTA, Title I, SLT and CEP. In addition, parent leaders also review and update the two Parental Involvement documents contained in our school’s CEP, The Parent Involvement Policy (PIP) and the School Parent Compact (SPC)

- 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;
- The 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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; 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;
- supporting or hosting Family Day events;

- 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;

School-Parent Compact (SPC)

The Benjamin Franklin Health & Science Academy, PS/IS 157, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Benjamin Franklin</u>	DBN: <u>14K157</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>101</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: _

Supplemental Program

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

The after school program is scheduled from Jan 2015 to April 2015, to all grades and all proficiency levels of ELLs. Repeated on 2015-2016. There will be 5 groups consisting of 15 to 20 students between first to eighth grades for a total of approximately 101 ELL's. The classes will meet once a week (Fridays) from 2:30-4:00. They will be taught by certified ESL teachers and will service 101 students. All instruction will be in English with the implementation of Native Language support when possible. If necessary, ESL teachers will team teach with regular education teachers and schedules will allow for collaboration and team teaching.

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

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

•ESL Reading Smart. This program offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced English language learners (ELLs). ESL Reading Smart supports WIDA, TESOL, and state ESL learning objectives.

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

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

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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

Part C: Professional Development

- name of provider

Begin description here: _____ Professional Development

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

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

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

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Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parent engagement

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

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

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

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

Part D: Parental Engagement Activities

district and/or network. Parents will receive notification of these meetings via notices and the [School Messenger System](#).

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Juliana Notaro	Assistant Principal Sara Medina
Coach Laura Morales	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Connie A. Castro	School Counselor N/A
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Christian Rodriguez
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent N/A	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	495	Total number of ELLs	131	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	22
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	6

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	68	0	12	21	0	7	6	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	19	14	8	11	7	4	13	7	11					0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	0	0	2	0	2	0	5	3					0
Emerging (Low Intermediate)	6	3	0	1	0	1	1	1	3					0
Transitioning (High Intermediate)	10	0	2	2	1	2	2	1	1					0
Expanding (Advanced)	12	6	9	2	3	8	4	4	8					0
Commanding (Proficient)	6	0	8	7	3	7	2	3	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	6	0	8	7	3	7	2	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	0
4	4	0	0	0	0
5	9	0	0	0	0
6	6	0	0	0	0
7	5	1	0	0	0
8	0	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	1	1	0	0	0	0	0	0
4	4	0	0	0	0	0	0	0	0
5	7	3	4	0	1	0	0	0	0
6	5	0	0	0	0	0	0	0	0
7	6	4	4	0	0	0	0	0	0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	1	0	3	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tools used to assess early literacy skills are MOSLs, ELL Periodic Assessments, Running Records, ReadyGen reading and writing assessments and DRA is also used by some of our teachers. NYSESLAT scores are also shared with all the teachers and they provide us with benchmark information on reading, listening and writing skills. These assessments provide data that indicates our students reading and writing performances for instructional and intervention purposes. They provide us with formative information on student learning that will enhance and redirect our instruction. The ReadyGen assessments require for all students including the ELL's to use content specific language. This allows teachers to scaffold strategies based on their understanding of the vocabulary in context. These assessments inform teachers of students' levels to teach according to student's needs, and enable teachers to scaffold and differentiate instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data allows us to know the levels of English proficiency of each student. The data also reveals that the majority of our ELLs are at Expanding level.

Grade	Entering	Emerging	Transitioning	Expanding	Commanding
K	3	3	9	5	0
1	1	2	2	7	7
2	2	0	0	7	0
3	0	0	2	8	5
4	3	1	2	2	0
5	1	0	1	3	3
6	2	1	2	8	7
7	0	1	2	4	2
8	5	1	1	4	3

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our school uses the AMAQ data to identify our ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 in ELA and Math. In addition, we can identify our ELL subgroups, at risk ELLs to then use this information to plan and guide our classroom instruction and intervention programs. The data reveals that we meet AMAQ 2 with 16 (18.39%) students that reached proficiency on the NYSESLAT. The target for this year is 16.30% we have a difference of 2.09% between the target and our current status.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns across proficiencies reveals that our students are gaining language rapidly based on NYSESLAT results. Based on the data on NYSESLAT scores, the trends for the ELL's is to pass or score expanding at the listening and speaking modality but continue to have difficulty with reading and writing modality. Based on this information, the students are placed in groups that best fit their instructional needs while targeting the modality that requires extra support as required in reading or writing skills.

The majority of our students do not come with a sound native academic knowledge. Therefore, in comparing the ELL's test results with their native language tests it is indicated that they are academically more challenged in their native language.

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

Our ELLs receive native language support with the availability of Spanish Native Language Students Editions and native language libraries.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Once the needs for the ELL's are identified, students are provided with increasingly intensive targeted instruction designed to match their learning needs. Teachers work with students in small groups and align instruction based on their needs and the expectations of the Common Core Learning Standards. Instruction for ELLs starts in tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support.

Support Services for ELLs (RTI and AIS)

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, the school must determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability

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

Teachers use a variety of strategies and instructional resources to build on student's language development and differentiate instruction accordingly. Students are group by level of proficiency and grade level to build an understanding of the students language development.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Currently we do not offer dual language programs

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

The success of our programs for ELL's is evaluated by how many of our students reach proficiency and how much growth they've achieved each year. Currently 16(18.39%) of our ELLs reached English proficiency in the 2015 NYSESLAT therefore we meet our AMAO 2 goal. Teachers continuously monitor student growth among the ELL's in all their formal and informal assessments such as rubrics, portfolios, project based learning, debates, oral language presentations among other. The programs in place also include ENL strategies to support instruction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The identification process for our English Language Learners (ELL's) begins during the initial student enrollment to our school. We follow the guidelines as specified in CR Part 154: Commissioner's Regulations of New York State. The following steps and placement into the ELL program chosen by the parent is completed within 10 school days (20 school days if student is entering with an IEP) by our ENL teacher/ELL program coordinator or a licensed pedagogue.

- Step 1: Administer The Home language Identification Survey(HILS)

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

The home language is determined based on the HLIS, and both parent interview and student interview in English and the home language (Translation and Interpretation Unit will be contacted we necessary). A final decision of students' home language will be decided once interviews and HILS form are completed. Home language and Survey information will be entered into ATS.

A licensed pedagogue (Mrs. Castro or Mrs Peguero) will complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (e.g., QADM). As per CR Part 154, the licensed pedagogue must be

- Trained in cultural competency, language development, and the needs of English language learners
- Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands

Connie A. Castro and Wileydi Peguero are our ESOL teachers and they will be conducting the language interviews. When language assistance is needed the Translatin and Interpretatin Unit will be contacted. The language spoken by our licended pedagoges that may conduct language interviews is English and Spanish.

A. The completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record

B. If the student's home language is English, the ELL Identification Process terminates at this

step; if the student's home language is not English, the ELL Identification Process continues to Step 2

- Step 2: Determination of NYSITELL Eligibility

oFor students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A. A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading,

writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3.

NOTE: If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status (see page 20 for more information on SIFE).

B. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of :

- A school/district administrator: Mrs Medina
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Mrs. Castro and Mrs. Peguero
- The director of special education or individual in a comparable title: Mrs Collado
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- *The result of Step 1 (see above)
- *The student's history of language use in the school and home or community
- *The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- *Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

*If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

*If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

• The principal must accept or reject this recommendation o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

* If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

It is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE.

• Step 3: Administration of the NYSITELL

Schools must print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school calendar days will result in noncompliance.

Principals must order NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year. Along with the exams, schools will receive directions for administration. Answer documents must be generated and printed via ATS printers. All information needed to identify students will automatically print on the answer documents.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15. Compliance is determined by the NYSITELL scan date, not the bubble date. An administration of the NYSITELL that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

- **Step 4: Administration of Spanish LAB-R**

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance. An administration of the Spanish LAB that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window will be considered out of compliance.

The procedures outlined above must be completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program, if applicable.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Our SIFE identification process begins at initial enrolment when parent is completing HILS form when prior schooling questions are answered. If a suspicion of interrupted or inconsistent schooling is evident PS/IS 157 will make a SIFE determination based on the SIFE Identification Process within 30 school days. The SIFE Identification Process is for students who are newly identified as ELLs, and are in grades 3 to 9, and are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSESLAT results. The SIFE identification process is conducted by the ENL teacher. The teacher will administered an oral interview questionnaire and Literacy Evaluation for Newcomers SIFE (LENS) for those students who have home language Arabic, Bengali, Chinese, Haitian Creole, or Spanish.

Initial SIFE status will be indicated in the DOE's data collection systems no later than 30 days from initial enrollment. However, as per CR part 154, schools have up to one year to make a final determination of SIFE status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Upon initial entry or reentry after 2 years of newly enrolled student with IEP to PS/IS 157 the language proficiency team (LPT) will meet to determine whether the students should take the NYSITELL. The LPT will consider all evidence of the students English language development including but not limited to the following:

- Home language other than English
- The students history of language use in the school or community
- The results of the individual evaluation of the student with assessments conducted in students home language
- Information provided by the CSE as to whether the students disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence gathered, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English Language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYITELL, the recommendation is sent to principal for review. The principal must reject or accept this recommendation. If principal accepts recommendation, this recommendation is sent to superintendent or superintendent designee for final decision (10 days to accept or reject the LPT's recommendation). If superintendent determines the administration of NYSITELL, within 5 additional school calendar days we will administer NYSITELL and notify parent or guardian. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in student's cumulative folder.

Our LPT members are:

- Mrs. Medina Assit, Principal
- Mrs. Castro, ENL Teacher/Coordinator
- Mrs. Peguero, ENLTeacher
- Mrs. Collado , Special Education Teacher

- Student's parent

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL program coordinator is responsible for ensuring that entitlement and non-entitlement letters are sent home with every ELL student promptly after NYSITELL score is obtained to ensure parent or guardian receive notification within five school calendar days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed at parent orientation of their right to appeal ELL status and go thru the ELL Re-identification Process. Parents will be informed that if they believe their child has been misidentified as an ELL or non-ELL they may request within 45 days of enrollment only for a re-identification process to be administered for a second time. The parent must submit a written request for this process to begin. They will be informed that this process is only for students who

- Have a home language other than English and,
- Are ELLs and Non ELLs

The Re-identification process must be completed within 10 school calendar days of receipt of the parent's written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

All ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, schools are encouraged to maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

Critical ELL documents include the following:

- Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
 - o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent Orientations are available to ensure that each parent is appropriately informed of the three program choices offered by the New York State Department of Education. ESOL teachers Mrs. Castro and Mrs. Peguero conduct these parent orientations.

1-10 days

Within the initial 10 days of enrollment, each parent is given the opportunity to observe the Orientation Video for parents of Newly Enrolled English Language Learners in the language they understand best. After receiving the orientation, parents have the opportunity to clarify and ask questions regarding the child's program selection in addition to receiving materials in their home language about ELL services. At the end of each orientation parents will complete the Parent Survey and Program Selection Form. The orientations are offered after newly enrolled students are tested within 10 school calendar days of initial enrollment. Two sessions per day are scheduled to ensure all parents have the opportunity to participate. In addition, one-on-one meetings and phone calls are also performed to accommodate parent's needs. If a parent/guardian did not participate in the school orientation, a one-to-one meeting is scheduled to assure the parent is well informed of the ELL programs available in our school. As a very last resource, the Parent Survey and Program Selection Forms will be sent home with the student with a due date to be returned within 5 school calendar days. Parents are that as per New York State's Commissioner's Regulations Part 154, not selecting an ELL program is the equivalent of selecting a bilingual program. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to ELL services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics state tests and are more academically successful than those who alternate between different programs. Also parents are informed that not selecting an ELL program is the equivalent of selecting a bilingual program. However, at the current time, due to insufficient numbers, our school only has ENL/ESL, which is the program your child was placed into. However, you have the right to request a transfer to another school within our district if a bilingual program exists and there are available seats.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our main goal is to meet and inform parents of all three program choices at the parent orientation and have all questions and concerns answered to assure parents are well informed of the program choices offered by the DOE regardless of whether the program model is currently offered in PS/IS 157 or not. Mrs. Castro and Mrs. Peguero are responsible for the ELL-related documents (including but not limited to those listed below) must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Critical ELL documents include the following:

- Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
 - o Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form

These and other documents can be downloaded from the DELLSS' website. If parent does not attend parent orientation after several attempts to meet, then Parent Survey and Program Selection is sent home with student for parents review and completion and to be returned to school. A parent brochure is sent home in parents preferred language to ensure parent is well informed of their decision. Also parent is will informed in writing that if Parent Survey and Program Selection is nor returned within 5 school calendar days the student will be placed in a bilingual program if exist at PS/IS 157 ; otherwise, student will be placed in ENL. Parent outreach will be documented to include the number of attempts made to reach parent. The outreach conducted will be written notification and phone calls to parents or guardians. Paretns previoes program choices are monitored with ATS report RELC, when and if TBE/BL program becomes available parents will be notified of this availability of program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The Parent Survey and Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained and placed in student's permanent record and accessible for state or city audits and reviews. A copy of the completed form may be provided to the parent upon request. If parent does not return Parent Survey and Program Selection evidence of outreach (letter sent home, telephone calls and/or home visit) by ELL program coordinator to retrieve these documentation will be filled in student's permanent record.
9. Describe how your school ensures that placement parent notification letters are distributed.
- ELL program coordinator plans parent orientations. Each parents receives placement letter and brochures in parent preferred language. If parent or guardian did not attend parent orientation after outreach is done with unsuccessful results placement letter is sent home with child with a copy to the student's permanent record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- At PS/IS 157 all ELL documentation HILS, non-entitlement, entitlement, Parent Survey and Program Selection Form original and copies of outreach are retained and filed in student cumulative record folder.
11. 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.
- During spring each year all ELLs are evaluated annually with the New York State English as a Second Language Achievement Test (NYSESLAT). Prior to the testing window of the NYSESLAT administration, a NYSESLAT testing schedule is prepared using the ATS reports RLER/ RLAT to determine testing eligibility by ELL program coordinator Mrs. Castro, ENL teacher to ensure all ELLs are accounted for and properly tested. All testing accommodations are assured for ELLs with IEPs. NYSESLAT sections are administered to students' as recommending on School Administration's Manual. Speaking modality is administered individually by licensed pedagogue our ENL teachers while Listening, Reading and Writing are administered by grade bands within testing period. Proctors are properly trained to ensure they follow all testing accommodations students are entitled of. Testing protocol is in place for all NYSESLAT modalities.

PS/IS 157 follows the NYSESLAT guidelines establish on the ELL Policy Reference Guide such as: The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Schools are not penalized for administering

the speaking section during the last 2 weeks.

In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student should first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.

To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps:

Step 1: Identify Eligible Students

- Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of your NYSESLAT materials count the number of booklets and answer documents; for information on when materials should arrive. If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID);

Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- Note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, do the following:
 - Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
 - To administer the reading, listening, and writing subtests during the administration window, do the following:
 - Note that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly.
 - Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL program coordinator Mrs. Castro ensures the continuation of ELL services, placement letters are distributed at beginning of school year to promptly inform parents of continued entitlement based on NYSESLAT results.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

PS/IS 157 meets the need of our ELLs with push-in (intergrated) and pull-out (stanalone) organizational models. The program models currently used for the ENL program are block, graded, heterogeneous and homogeneous depending on the students proficiency levels. Each group is carefully formed after analyzing the student's individual needs and proficiency level.

Flexible grouping for academic intervention, differentiation, and integrating ELLs into heterogeneous classes is practiced based on student needs and learning targets. Multiple means of assessment are used to address the needs of the students and accommodating the best ENL model and the units of ENL mandated by the CR part 154. Regular inquiry meetings are in place, where data is gathered and analyzed to track the development of students and teachers over time, and allow for appropriate program selections and instructional decisions.

- b. TBE program. *If applicable.*
Currently we do not offer bilingual programs
 - c. DL program. *If applicable.*
Currently we do not offer dual language programs
 2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The organizational models at PS/IS 157 Freestanding ENL pull-out and Push-in classes. In the ENL programs the students are grouped according to their level of language proficiency. All beginner/entering and low intermediate/emerging students' receive 360 minutes of instruction. Intermediate/transitioning and advance/expanding students receive 180 minutes of instruction of integrated ENL in ELA or content area with a common goal of successfully achieving academic rigor in English Language Arts. Proficient/Commanding students receive 90 minutes of instruction of integrated ENL in ELA or content area. This time is used as a transition for developing student's needs and preparing them to successfully interact and show progress in a monolingual setting. We have two certified ESL teachers in place. One ENL teacher services grades K-4 and the other ENL teacher services grades 5-8. All ELL's will receive mandated units of study as required and specified by CR part 154 assuring they receive the necessary stand-alone ENL and Integrated ENL instruction guidelines.

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

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

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

Our ELL students are annually tested on those modalities throught the NYSESLAT and ELL Periodic Assessment. English acquisition is monitored by teachers, to provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning. In addition to the testing mentioned, teachers may use rubrics, selfassessments, checklists, portfolios, project based leaning, students presentations, end of unit assesments, etc. These assessments are used troughout the year.
 6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. The SIFE students' receive the maximum units of support and academic rigor. Instruction focuses on students' growth and individual success as indicated in the state tests, periodic assessments and class work. Assessment and goal setting is aligned with instruction for all student needs to reach and maximize their learning potential. Our focus for these students according to their needs is developing their writing skills by using a variety of strategies and activities to support them.
- b. The new incoming ELL's are targeted by providing meaningful and authentic activities with language practice opportunities. The instructional plan is to prepare these students for the NYS English Language Arts Test and reach proficiency.
- c. Our developing ELLs are mostly in grades 3-5 with 4 to 6 years of service receive the mandated time of support units and are grouped by levels while differentiating according to their language specific need. Our focus for long term ELL's according to the data on multiple assessments is developing their writing skills by using a variety of strategies and activities to support them.
- d. Long term ELL's receive the maximum amount of instructional minutes required in addition to after school and/or Saturday programs to meet their needs.
- e. Former ELLs receive all ELL testing accommodations and mandated time of instruction integrated with ELA to support with the ENL teacher. All our ELLs participate in the school supplemental programs and activities that would benefit their language development.

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. Schools should determine which accommodations are most suitable and beneficial (will maximize the potential for achievement on all exams) for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT.

We provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., mathematics, science and social studies). Schools must make all necessary arrangements to make these accommodations available for ELLs who need them. A list of NYS-approved accommodations may be found in the School Administrator's Manual (SAM) for each respective test.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

PS/IS 157 follows the guidelines according to the CR Part 154 and the qualified and trained staff to manage the initial identification or re-identification process will be the ELL program coordinator.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with

the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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

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

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

Depending on the students strenghts and academic ability they are being mainstreamed in LA, Math, Science or any other content area with the support of the ENL teacher and continuous professional development that supports teachers of ELLs. All students are given a 2 year timeframe to support with RTI and ENL strategied before considering them for an evaluation, unless otherwise stated by parents. The SIT discusses strategies and implements best practices to help meet the needs of the ELLs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

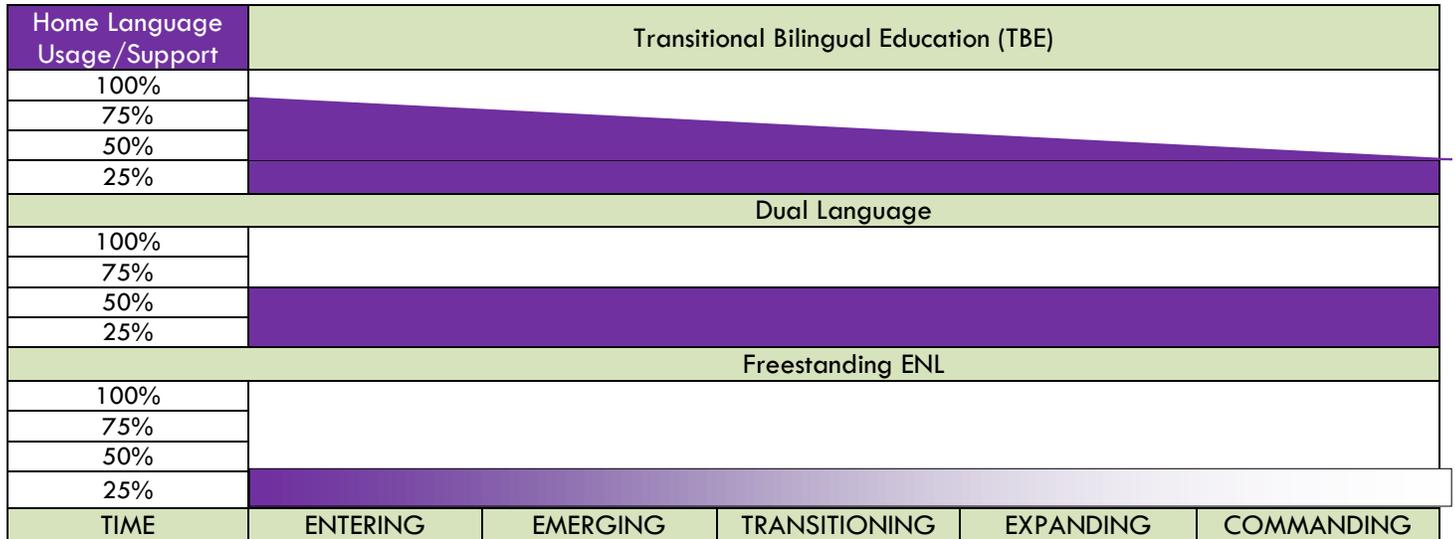


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 targeted intervention programs for ELLs in ELA, Math and other core content areas are based on individual student progress students are groups by skills of need to close the gap. Our ELLs are groups with intervention services thru online reading programs such as Rosetta Stone Entering students, Reading Eggs for ELLs in 1-4 grade and ESL Reading Smart/Mate for ELLs in 5-8 grade. Also after school progras are offered covering all content areas. All intervention sevicees are conducted in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our plan to support all ELL's reaching proficiency on the NYSESLAT includes but not limited to using strategic differentiation methods according to the area of need (Listening/Speaking or Reading/Writing) most of our students reaching proficiency need extra support in reading and writing. The core program used to instruct these students is Ready Gen using ELL Extra Support Kit that is aligned with the curriculum in place in the monolingual classroom. In addition, these students participate in small group instruction after school programs and the participation in our Title III after-school program. Teachers differentiate their practices according to students needs and plan ahead on supporting their ELL students.
The effectiveness of our program is not only measured yearly by our students growth in leveling up on the NYSESLAT, AMAO or the AYP, but also in the classroom setting throughout the year with informal classroom assesments such MOSLs, portfolios, rubrics, self assessments, student presentations, etc.
12. What new programs or improvements will be considered for the upcoming school year?
For this school year, our ELL's will benefit from pilot technology supplemental programs such as Rosetta Stone, Reading Eggs and ESL Reading Smart. Once a week students participate in this interactive online programs to reinforce their reading and writing skills. We are also using a new CCLS aligned program for mathematics (Go Math).
13. What programs/services for ELLs will be discontinued and why?
Fortunately, this school year, none of our programs or services will be discontinued for ELL's. Our school programs are offered to all students and will continue to be offered through the rest of the school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
There is an equal access opportunity to our programs. We offer an after school programs as previously mentioned for all students and supplemental after school services are offered to target those skills that need extra support. In addition, we offer after school programs such as test prep, sports, Champs and Saturday Academy, Dance, these programs are available to all students including our ELLs. All students including ELL's are equally represented in all programs. We have a high population of ELL's and our attendance roster for these programs indicate that there is an equal representation of ELL's in all academic programs and extra-curricular activities available to our students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials for ELL's are Ready Gen and Code X. All programs in place are aligned to the CCLS and provide additional support for ELL's and SWD's. Our ELLs, specifically the advanced students also will use ESL Reading Smart Learning as a technology supplement to support students and provide them with additional resources that may help accelerate their learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ENL teachers supports native language thru variation of techniques used to build on students' prior knowledge acquisition in addition to Spanish libraries and resource books. All required services and resources correspond and support our ELL's according to their grade level and age. Furthermore, native language is not limited to the ENL classroom. School personnel who are able to provide support to students during the school day provide clarification in their native language. Material in their native language is also available to students and parents.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All Ell's programs are aligned to CCLS to ensure high-quality instructional practices to facilitate academic excellence for our ELLs. Teachers use materials within the ELL programs that are age and grade appropriate to support ELLs. Careful planning and curricular alignment with general teacher is ensured with pull-out model to not jeopardize in content instruction of our ELLs. Related Service Providers also work in collaboration with the teachers and the ESL teachers to ensure a quality education for the ELL's.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the registration process the school assists possible newly enrolled ELLs by guiding them through the registration process with the support of our multi-cultural and multi-lingual staff. Open house Tours are held during the registration period where parents visit the school and the classrooms. Home-School activities and brochures are sent home to invite and inform parents of regular school activities and extracurricular school activities available to our students.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently we do not offer dual language programs

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All PS/IS 157 personnel receive ongoing professional development in language acquisition that reflects the needs of our school. Skills such as: scaffolding instruction, applying CCSS for ELL's, transferring native language skills, and differentiating lessons based on student data. This professional development is offered thru the CSD 14, DELLSS, I Teach NYC, NYU Brookling North Support Center, BETAC, UFT and among others.

Professional Learning Calendar, Dates, Topics, Next Steps

January 5, 2015

K-8 Citywide Instructional Shifts in Math Six Shifts in Math Math Videos
Ms. Notaro/ Ms. Medina

January 12, 2015

K-8 Review of Schoolnet Benchmark and Baseline Assessments
Math Item analysis of Common Core Learning Standards
Supported by Edison Teano/ Morales
Teachers submit action plan for discussion and implementation

January 13, 2015

Continue adjusting action plan using Data/ /Parent Outreach
Teachers submit action plan for discussion and implementation

February 3, 2015

Pre-k-3 Engaging students in a math Classroom by Tisei /Mercatante
4-8 Shift 5 Applications in Mathematics by Olivera / Xanthopoulos

February 9, 2015

Pre-k Preparation for early childhood visit (Ms. Notaro)
K-2 Writing in the Classroom using Rubrics(Teacher Team)
3-8 Educators guide to the 2015 Common Core ELA and Math test (Morales)
Share with students the formatting of the test and testing protocol

February 23, 2015

K-8 Mindfulness in School
Ms. Ross
Implement Mindfulness exercises in the classroom

March 2, 2015

K-8 Yoga in the Classroom
SONIMA Foundation
HASH Grant
Implement Yoga exercises in the classroom

March 9, 2015

K-8
3-8 Scoring Spring Benchmark
(ELA/Math)
K-2 Running Records
Analyze Spring Benchmark Data

March 16, 2015

K-8 Preparation for Parent Teacher Conference
Distribution of the Parent Surveys

March 23, 2015

Pre-K - Ms. Notaro

K-8 Math Teachers- Bridgette (Network 412) Math Strategies/Spring Benchmark Data
ELA, Science and Social Studies Teacher - Ms. Johnson/ Ms. Morales
Analyzing Spring Benchmark
Educational Assistants: Ms. Ross
Teachers will use the Spring Data to prioritize and differentiate instruction

March 30, 2015
Changes to the NYSESLAT
Ms. Peguero
K-8 Awareness of changes such as performance levels

April 13, 2015
ELL Strategies and CR Part 154
K -4 Peguero
5-8 Castro
Implementation of strategies introduced

April 20, 2015
Speech Pathology
Language versus Speech Disabilities
Workshop
(Observations/ Referrals)
Follow recommendations

April 27, 2015
Turning Key from Anita Archer Workshop
Peterson K-5
Fracchiolla 6-8

May 4, 2015
Advance
End of Year
K-8
Ms. Morales

May 11, 2015
Turning Key from Kevin Feldman Workshop
Improving Critical Literacy in the context of the Common Core State Standards
Ms. Medina/ Ms. Morales

May 18, 2015
Advance
Norming Training

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ENL teachers are given the opportunity through professional development to collaborate with one another on the delivery of instruction using ENL methodologies to scaffold understanding. Professional Development includes but not limited to:

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

* Teachers are supported by cluster or Network PD, held on a continuous basis and also PD through the Division of students with Disabilities and English Language Learners Office of English Language Learners.

CSD 14 English Language Learners Professional Development Plan

Researchers and educators have discussed the importance of specialized training in language education pedagogy and curriculum, materials and resources (Cloud et al, 2000; Day & Shapson, 1996; Met & Lorenz, 1997), and assessment (Cloud et al, 2000).

Guerrero & Sloan (2001) report that teachers need professional development in Spanish to develop higher levels of proficiency.

Therefore, it is of utmost importance that the educational leaders, teachers, and coaches understand the philosophy, principles, goals, and administrative issues necessary for the implementation of a successful ELL/LEP program. For this reason, we will have

focused on-going professional development for teachers and staff. We recognize that professional development is a key component to the successful implementation of ELL/LEP program. Professional development opportunities will be provided for all second language teachers and classroom teachers. Our schools recognize the importance of planning and have scheduled common planning times for all teachers by grade. The professional development design, to support our K – 12 ELL Program models, is comprehensive and builds the professional capacity of teachers to ensure the academic achievement of English Language Learners. The professional development program is based on the premises of reflective practice. Teachers and instructional leaders are given opportunities to:

- *Have information on content and its classroom application
- *Have time to construct knowledge and understanding of the new information
- *Have time to implement, practice, and assess the newly learned information
- *Have time and opportunities to share and reflect on their newly acquired knowledge
- *Realign, restructure, and practice based on their reflection and professional sharing.

Examples of professional development activities include:

Scaffolding Instruction for ELLs: Professional Development sessions will focus on supporting teachers of English Language Learners in their understanding of scaffolding instruction for ELLs aligned to the Common Core and research-based instructional strategies for developing content and language with ELL students. In addition, we will focus on instructional strategies in literacy that support language acquisition. We will use the newly issued resources from NYSED for literacy and mathematics, “Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics”. The resource guides were developed by national experts in ELL instruction, Diane August and Diane Stehr Fenner.

Strategies for Enriching Spanish Language Instruction: Reading, writing, listening, and speaking must be taught within a "literate environment", in context that is meaningful to students. Many of our ELLs are literate in Spanish but they struggle to apply the knowledge they know in English. These workshops will focus on strategies that support literacy and language development in Spanish that will support the acquisition of English. We will discuss how knowledge and skills in first language transfer to second language and how students learn knowledge & skills on-grade level using the native language while learning the second language. Spanish will be the primary language for these sessions. Teachers will discuss educational and academic concepts with colleagues in Spanish.

The Power of Two: Professional Development on the planning for and implementation of high quality Dual Language and Bilingual programs using research-based practices. We will discuss the practical issues to consider during the planning and implementation phase. We will discuss best practices in English literacy and the native language in bilingual and dual language programs, strategies that support making cross-linguistic connections and the bridge between languages. Participants will be given an overview of instructional practices specific to teaching reading and writing in each language and a unit design framework for developing and delivering bilingual units of instruction that integrate the teaching of literacy and content as well as guidelines for choosing, creating, and using resources to support bilingualism and biliteracy.

New Teacher Study Group- Participants will receive comprehensive information on instruction in their classrooms which will include, regulations, systems and structures, documentation, methods of assessments, tiered levels of support, instruction, and intervention strategies, case study presentations, considerations for sub populations, as well as numerous opportunities for problem solving and reflection. This is a wonderful opportunity for first- year teachers or teachers new to the current grade they are teaching.

Teacher Leader Study Group- A core group of Instructional Lead Teachers from selected schools, , will participate in these advanced sessions which will deepen their learning and allow them to build capacity in their schools as they create lab sites, share best practices and a plethora of resources with new teachers and other colleagues.

Additionally, DELLSS offers many opportunities for teachers to attend intensive institutes where they can learn directly from national and in-house experts on how they can begin to make significant changes to their instructional practices for ELLs. Online videos as a supplemental form of professional development to reach the thousands of teachers responsible for ensuring ELLs develop into successful learners in their classrooms are also used. For example, a video series on Response to Intervention was created and posted to support educators on effective strategies for implementing Rtl with ELLs.

Also see attached calendars:

- * I Teach NYC <http://campaign.r20.constantcontact.com/render?ca=33b0ee8a-dd61-4b66-b76b-acda6357dd30&c=03b530a0-ef38-11e3-82a6-d4ae52a2cb52&ch=04ae36a0-ef38-11e3-831a-d4ae52a2cb52>
- *DELLSS <http://us9.campaign-archive1.com/?u=8fa0f043ac1c2ef490f6e1c28&id=6fa7e48ac7&e=397c9de10b>
- *

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Professional development will be continuous throughout the year in data analysis utilizing engaging and advance to support the transition to servicing middle school students and preparing all students for the rigorous expectations of the CCLS and the New York City Wide Instructional Expectations.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

PS/IS 157 will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Agendas and attendance sheets are kept of our professional development in main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We will be collaborating with the district to offer meetings throughout the year. Annually in the spring a conference for parents of ELLs is offered. This conference includes workshops on programs, language development progress, college readiness, STEM, language assessments in all content areas.

2015 New York State English Language Learner Parent Conference in New York City

Thursday, October 29, 2015

9am – 2pm

Kimmel Center NYU

Washington Square Campus

+ Sponsored by the NYSED OBE - WL,

NYS Statewide Language RBERN at NYU,

and the NYS/NYC RBERN at Fordham University

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. According to CR part 154, schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures.

The Benjamin Franklin Health & Science Academy, PS/IS 157, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Benjamin Franklin Health & Science Academy, PS/IS 157 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, , e.g., literacy, math, and use of technology;

- Workshops in literacy, math, technology, and other areas of need chosen by our parents are scheduled and offered to parents every month, and throughout the school year. This year Parents were offered the opportunity to learn typing through a web based program. receive school prepared materials and literature to support their children learning, including a series of materials, websites and guides from The Parent Guide to Students Success and Engage NY.

- 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;

- Parents receive the support and education from the Parent Coordinator through workshops on PTA, SLT and CEP so that they are better prepared to be effectively involved in their children's education, at home and school.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- Parents were offered the tool to monitor their children's grades and attendance by setting up their accounts with NYS Schools Account. The Parent Coordinator took an active role to support parents with this initiative.

- Teachers cultivate a caring home-school communication by conferencing/calling at least once a week to inform parents about their children academic progress and behavior.

- Teachers had also been assigned one hour a week on Tuesdays to have a one-one conference with parents concerning students behavior and academic progress.

- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - Parents attend scheduled workshops at school on City, State and Federal standards and assessments. Supporting materials are used by the Department of Education website, Engage NY.
 - _Parents also receive workshops from experienced school personnel on Literacy, Math, NYS Schools Account, Common Core State Standards and Curriculum.
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Parents receive information about the school activities and meetings in a variety of ways such as, monthly calendars send home with students, phone calls send home by Black Board Connect. In addition, information is shared with parents during the PTA and Title I Meetings, and at Parents Workshops. Letters and messages are translated into Spanish, the language mostly spoken by parents, and also interpretation services are offered during workshops, Schools Committees, PTA, SLT and Title I meetings.
 - 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;
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 157 partners with many agencies and Community Based Organizations that provides our parents with orientations of many necessary services for the success of our English Language Learners. These Community Based Organizations mostly sponsor our parent's workshops. Our school is partner with Cornell University who grants nutrition classes, special workshops, money management and opportunities to open a saving account for parents. Also the Woodall Hospital offers our parents and families with asthma prevention and smoking cessations workshops. Other CBOs that provide services to our parents are Midori & Friends where students become percussionist and violinist, Bent on Learning is a yoga program, Swin for life where students are taken for swimming classes, DELLSS, NYU, BETAC, after school programs and OST. When language assistance other than spanish is needed the Translation and Interpretation Unit is contacted. The language spoken by our padagoges that can translate for our parent is spanish.
 5. How do you evaluate the needs of the parents?
The parents' needs are evaluated and met by the use of surveys to inform the school on parents' needs and preferences. These surveys include choices for workshop topics, best time for presentations and meetings. Collaborate work with our parent coordinator and review of our Learning Environment Survey as well as internal surveys, teachers feedback with parent involment and our PTA.
 6. How do your parental involvement activities address the needs of the parents?
The needs of our parents are meet by providing the activities they requested on survey responses.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Not applicable at this time

School Name: PS/IS 157 Benjamin Franklin

School DBN: 14K157

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juliana Notaro	Principal		10/30/15
Sara Medina	Assistant Principal		10/30/15
Christian Rodriguez	Parent Coordinator		10/30/15
Connie A. Castro	ENL/Bilingual Teacher		10/30/15
N/A	Parent		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
Laura Morales	Coach		10/30/15
N/A	Coach		1/1/01
N/A	School Counselor		1/1/01
N/A	Superintendent		1/1/01
N/A	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 1 **School Name: PS/IS 157 The Benjamin Franklin**
Superintendent: A

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the following sources to gather our parents' language preferences: HLIS, emergency contact cards, language preferences sheets, conversations between parents and teachers as well by observations.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parents' preferred languages are Spanish and Chinese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that are typically translated are: parent handbooks, school calendars and important letters that must go home.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year our school complies with all face to face meeting as indicated in the NYDOE school calendar in addition to the dates establish by the NYDOE we also have many informal interections with parents such as open houses, class readings, IEP meeting, 100 day of school activities, among other face to face contact with our parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school provides written translation services by using an outside vendor as part of testing accomadations and in house staff translates school documents

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school provides oral translation services by using the Trasnlatisn and Interpretation Unit, an outside vendor as part of testing accomadations and in house staff translates school documents

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of and know how to use the translation services and the over the phone interpretation service by having our LAC attend the in person or online training by the Translation and Interpretation Unit. Our LAC meets and advises our staff members about the availability of the services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill these requirements by providing the parents with access to the view Welcome Posters, Parents' Bill of Rights, Parents' Guide to Language Access and Language ID Guide at security desk and main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will gather feedback on the quality of our available translation services thru parent surveys.