

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q313

School Name:

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

Principal:

CARLA THEODOROU

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: BENJAMIN FRANKLIN HIGH SCHOOL
FOR FINANCE & INFORMATION
TECHNOLOGY School Number (DBN): 29Q313

Grades Served: 9 &10 (expanding to 9-12)

School Address: 207-01 116TH AVENUE, CAMBRIA HEIGHTS, NY 11411

Phone Number: 718 276 0150 EXT 1252 Fax: 718 276 4725

School Contact Person: CARLA THEODOROU Email Address: ctheodorou@schools.nyc.gov

Principal: CARLA THEODOROU

UFT Chapter Leader: PAULA GALLEGO

Parents' Association President: MYRIAM BONNY-FRANCOIS

SLT Chairperson: SUHEIRY ACOSTA

Title I Parent Representative (or
Parent Advisory Council
Chairperson): EASTER GADDY

Student Representative(s): DVONTE ROWE, ANISHA SINGH AND
AANISAH SINGH

District Information

District: 29 Superintendent: DONALD CONYERS
6565 Flatlands Avenue, Room 104C

Superintendent's Office Address: Brooklyn, NY 11236

Superintendent's Email Address: dconyer@schools.nyc.gov

Phone Number: 718-968-4100 Ext. 1044 Fax: 718-241-9223 (fax)

Borough Field Support Center (BFSC)

BFSC: QUEENS-ROCKAWAY
BLVD Director: MARLENE WILKS

Director's Office Address: 8201 Rockaway Blvd, Ozone Park, NY 11416

Director's Email Address: mwilks@schools.nyc.gov

Phone Number: 917-520-6743 Fax: TBD

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)
CARLA THEODOROU	*Principal or Designee	
CATHLEEN CUFFIE	*UFT Chapter Leader or Designee	
MYRIAM BONNY-FRANCOIS	*PA/PTA President or Designated Co-President	
SUHEIRY ACOSTA	DC 37 Representative (staff), if applicable	
EASTER GADDY	Title I Parent Representative (or Parent Advisory Council Chairperson)	
DVONTE ROWE	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
AANISAH SINGH	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ANISHA SINGH	Student Representative	
RALSTON DICKSON	Member/ PARENT	
JEANETTE MATTHEWS	Member/ PARENT	
EASTER GADDY	Member/ PARENT	
DONNA BARNES	Member/ TEACHER	
CLYDE MOHAMMED-BUJAN	Member/ TEACHER	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

School Overview:

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

- CTE – A Career & Technical High School

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

- Partnership with Higher Education

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

- Industry Partnership and CTE Advisory Council

Our industry partner TD Bank will help us develop a strong curriculum that applies to the real world of IT & Finance and provide the potential for internships in the professional world. We will also look to recruit other industry partners to support our school's mission.

- Institute for Student Achievement

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

- Sports, Extra-curricular activities

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

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

Strengths, Accomplishments & Challenges:

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

29Q313 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09	Total Enrollment	113	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	1	# SETSS	N/A	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		60.2%	% Attendance Rate		N/A
% Free Lunch		N/A	% Reduced Lunch		N/A
% Limited English Proficient		N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)		N/A
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
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		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 Science (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			
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.

In January 2015 our area of focus for the School Quality Review was to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. This is a goal we have been working on since last year’s CEP. Last year (2014-15) BFIT school leaders and teachers had implemented a baseline assessment in reading, writing and math during our summer bridge program in August 2014 to assess students’ skills and inform scheduling and instructional planning. In addition, the team looked at NYS 8th grade math and ELA data, where available, and the ESL teacher looked at LAB testing data for our ELLs. Analysis of baseline data highlighted the need to focus on literacy and writing to support student achievement (72% of students were level 1 or 2 in Math, and 23% had no 8th grade math data, 63% were level 1 or 2 in ELA and 23% had no 8th grade ELA data). We plan to do this analysis again for the incoming 9th grade class in the summer of 2015.

While each department assesses student learning through formative assessments, summative assessments, discussions, group tasks, homework and projects and plans accordingly, we realize that we need to generate a school-wide system to assess students, track progress, performance trends, accomplishments, and challenges throughout all subject areas. Teachers would then be able to use school-wide assessment tools to adjust their curriculum and teaching strategies based on more accurate data. A long term goal for the school, and follow-up to the development of an assessment system could be to develop a comprehensive literacy intervention program to meet the needs of struggling students. Last year as part of our CEP plan, we researched ways to assess and manage assessment data. We purchased DataCation- Skedula and “Data Driven Classroom “DDC” and Curriculum Associates i-Ready Diagnostics for Math and Reading and plan to use this school-wide to assess reading and math.

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.

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

Part 3 – Action Plan

<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>Now that we have identified tools for assessment (i-Ready Diagnostic for Math and Reading and Data-Driven Classroom “DDC”, teachers in grade level teams will administer student assessments over time and gather actionable data.</p>	<p>Students scoring below grade level in ELA and/or Math or approximately 78% of our total student population</p>	<p>Develop a testing plan over the summer bridge and conduct assessments. Assessment program will continue for the entire school year.</p>	<p>ELA and Math Department chairs</p>
<p>Administration will provide tools (Dataation Data Driven Classroom- DDC and iReady Diagnostic Math and reading programs) and quality professional development to support data collection. Using the data, teachers will adjust curriculum according to student needs, work closely with special education and ESL teachers (see more under Capacity Framework Element 5C- Collaborative Teachers). Through this collaborative process administration and teachers will build trusting relationships through their work on the shared goal of improving student outcomes.</p>	<p>All content area teachers</p>	<p>DDC PD will take place in September 2015 and again in March 2016</p>	<p>School administration</p>
<p>To increase parent engagement, parents will be informed through our regular SLT and PTA meetings, will receive regular reports on student progress and will conference with teachers as necessary. Through sharing with parents, we will build trusting relationships through the shared goal of supporting the success of their children.</p>	<p>Parents</p>	<p>PTA and SLT meetings in December, January and February</p>	<p>SLT Members</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.

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

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

X	Tax Levy	X	Title I 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.

Administration will meet with department chairs and grade level teams in the fall to confirm that the assessment tool has been used during the bridge and initial assessments have been completed. Administration will also monitor progress in the training and use of the DDC- Data Collection system in January and again in June.

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.

Throughout the 2014-2015 school year we met with our PTA and SLT to keep parents informed and build a supportive environment. We are mindful that we are doubling in size this year as we increase by a full grade level. This means that we must instill the culture with a new team of teachers, a new class of ninth grade students and reassure a new set of parents. During our annual recruitment period, we conducted two orientation sessions with parents of incoming 9th grade students and plan to meet again with these parents during our summer bridge program in August 2015. During those sessions, we continue to see very important qualitative data. We found that within the community there is a general mistrust and fear of our campus due to the fact that it is a former “Impact” campus that had a high number of safety related incidents. We have done our best throughout the year to reassure parents and did our best to emphasize our own strengths as a new school. We reassured parents that our team had a good track record for safety, that we would be developing clear and consistent policies on behavior and that we are a uniform/dress-code school. We were grateful that many parents supported the school and demonstrated their trust. They are willing to take a chance on a new school on campus.

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.

Our school goal is to build upon the school routines, traditions and school processes that were developed during our first year of operation. That will include bring an new team of teachers on board and instilling the school culture to a new set of students. We wish to continue the work that will support an environment where students feel safe, supported and challenged by teachers and their peers.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will continue to develop our school discipline policy/code of acceptable behaviors, which include both incentives for good behavior and deterrents to off culture behaviors.	All students and staff	To begin in September and be developed throughout the 2015-2016 school year.	The Principal, school counselor, teachers and all support staff.
We will revise our 9 th grade school-wide advisory program which will focus on topics of health and social-emotional support. We develop a new curriculum for the new 10 th grade.	All students	To begin in September and be developed throughout the 2015-2016 school year.	Advisory teachers and the school counselor
We will provide professional development for all teachers on how to better support students' social-emotional well-being. This will include professional development that the advisory teachers from last year will turn-key to their peers (as well as Health Smart and reducing the Risk programs from the Office of School Wellness and in collaboration within teacher teams.	“ “	“ “	Administration and school counselor
We will build positive trusting relationships with parents, students and the community through the further development of school traditions such as our after-school program, community service programs, Thanksgiving Banquet, Career night etc.)	Parents, students and entire school community	“ “	Administration, school counselor, teachers and parents.

Part 4 – 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.
Funding for professional development, per session to fund after-school and additional planning time for collaborative work.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I 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.

Administration will meet with team in August, December and March to monitor progress in implementing our existing school-wide discipline code, after-school supports and development of a calendar of community/cultural events.

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 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.

As a new school, BFIT had originally conducted teacher recruitment over the spring of 2014 and completed the 18D Hiring Committee process in June of 2014. This year (2015), as we double in staff size we again engaged in the process of recruitment. This time our existing staff formed the 18D hiring committee. At the end of June all newly hired team members will attend our planning retreat and attended an ISA overnight planning conference, and some team members will attend the National Academy Foundation Conference in Anaheim California. During this time we will assess each team member’s ability to collaborate and participate in professional development in a culture of respect and continuous improvement. One strength administration has found is that all team members have been enthusiastic and showed a willingness to collaborate. In our January 2015 School Quality Review we received a grade of “well-developed” for engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning”. We now have the challenge of expanding that strength to our new team members. We are hiring nine new team members, most have reported that collaboration was limited at their previous schools and one is a new teacher. Even amongst experienced teachers, their experience in positive, collaborative environments varied.

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.

Our school goal is to form a new grade level team for 10th grade and include new staff to the existing 9th grade team to work collaboratively on the gathering of assessment data (see 5A Rigorous Instruction) to inform collaborative work on unit plans and curriculum maps within a culture of respect and continuous improvement.

Part 3 – Action Plan

<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 teacher-parent collaborations to improve student achievement. 	<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>Administration will provide professional development and support through ISA partners and other DOE sources to introduce Understanding by Design, Writing Across Curricular areas and other elements of CCLS.</p>	<p>Teachers and BFIT staff</p>	<p>Beginning with September Professional development and throughout the year until June 2015.</p>	<p>Administration, ISA coach, Teacher Team Leaders.</p>
<p>New teachers will be provided with in-school mentors, who will work collaboratively to improve teaching practice.</p>	<p>New teachers</p>	<p>“ “</p>	<p>Administration and in-school mentors</p>
<p>Grade level teams will participate in learning walks and inter-visitation so that they can learn from their peers and build trusting, respectful relationships with one another in a culture of continuous improvement.</p>	<p>All teachers</p>	<p>“ “</p>	<p>“ “</p>
<p>Grade level teams will work collaboratively, using data, to engage in goal setting for unit planning and curriculum mapping for both 9th and 10th grades.</p>	<p>“ “</p>	<p>“ “</p>	<p>Administration, teacher leaders and ISA coach</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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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

<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>

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

Part 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.

As a school leader I am aware that I must continually grow in the role of school leader and be prepared to face new challenges and provide social-emotional support to staff. During this first year of operations of BFIT I collaborated with my peers on campus and through leadership Institutes with ISA and Kim Marshall. After the opening of the school the Institute for Student Achievement (ISA) assigned Ms. Terry Born to support and coach me and my team. Finally, I have been assigned a leadership coach, Dr. Norman Wechsler, who has been working with me over a 10 year period and knows my strengths and areas of needed growth. I also benefited from the support and feedback from our high school superintendent Donald Conyers and Deputy, Mr. Ali Shama. I believe that having the support of these coaches in this first year on a new campus has strengthened my practice. I know that I must continue to seek ways to work collaboratively with my new and existing team members so that our school can have a positive impact on the campus and community as a whole and provide the support that drives student achievement. During this first year we successfully submitted a PROSE application but have only just begun the work of innovating the school through PROSE.

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.

My goal for 5D, Effective School Leadership, is to work collaboratively with new and existing teachers as part of a team for planning for continued innovative practices of the “Progressive redesign for Schools of Excellence” or “PROSE” on behalf of BFIT. This will mean to continue our work in partnership with teachers and parents and building consensus in the school community. Each year as part of PROSE, we can only develop innovative practices with full consensus of the varying constituent groups. We will identify specific areas of innovation, gain constituent support and begin implementation.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School leader together with a team of teachers will do a continued needs assessment and explore possible innovations now that we have been officially accepted into PROSE.</p>	<p>All students fall within the target group for our innovations</p>	<p>Beginning in June 2015 and continued work throughout the 2015-16 school year.</p>	<p>School leader collaboratively with teachers and parents</p>
<p>School leader and teacher team will collaboratively develop the new PROSE innovations</p>	<p>“ “</p>	<p>“ “</p>	<p>“ “</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>Common planning time, per session funding for additional PROSE planning work, shift in scheduling.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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

<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>Evidence of planning for PROSE will be available by the end of January 2016. We will continue to attend PROSE planning sessions. Progress will be monitored throughout the fall and spring semesters .</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 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.

During our first year of operations and our second annual recruitment period, we held regular PTA, and SLT meetings. We also conducted two orientation sessions with parents of incoming students, and will meet again during our summer bridge program. During those sessions, we found that parents wanted to have better communication with their child’s school and needed to be kept informed of student progress including attendance. We reassured parents that our team had a good track record, that we would keep them fully informed of student progress and that we would work to address all parent concerns. We worked throughout the year to build a positive relationship with parents by keeping them informed through our regular meetings. With only 114 students, we were not yet funded for a parent coordinator so this was challenging to do.

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.

To recruit and hire a parent coordinator to continue to develop strong school processes and systems that support positive communication with our parent community.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>To develop a posting and identify an appropriate candidate</p>	<p>Administration, parents and teacher team members</p>	<p>Summer and fall 2015</p>	<p>School administration</p>
<p>We will once again purchase Datacation Skedula/Pupil Path software and provide professional development for staff to use the program, which includes a web-based electronic gradebook with parent log-in component.</p>	<p>Teachers and staff</p>	<p>September 2015</p>	<p>School leader and Computer Tech Specialist</p>
<p>In addition to the parent log-in component, we will continue to create a parent calendar and provide parents with hard copies of students' progress reports at two-week intervals.</p>	<p>Students and parents</p>	<p>Throughout the school year</p>	<p>School leader and teacher teams</p>
<p>The school counselor will maintain regular communication with any students with a pattern of absence or lateness and work with the attendance committee to develop interventions and incentives for positive attendance</p>	<p>Parents</p>	<p>“ “</p>	<p>School leader and counselor</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>Funds for the purchase of Skedula/Pupil Path program and professional development. Team planning time for school events</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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.

By February 2016, evidence will be the existence of teacher grade-books (with work and assignments reflective of the whole term), ample anecdotal records of parent outreach, community service hours and behavior records.

Part 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)	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge, course pass rates for 9 th graders. Ongoing assessment throughout the year.	Double periods of ELA in 9 th and 10 th grades	ELA/ESL support services- during the school day and after-school, during after-school tutoring. ESL support services after school or during Team taught classes.	During the school day and after school
Mathematics	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge, course pass rates for 9th graders. Ongoing assessment throughout the year.	Double periods of Math in 9th and 10th grade- and tutoring	Double periods of Math in 9th and 10 th grades- during the school day, and Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes.	During the school day and after school
Science	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge, course pass rates for 9th graders. Ongoing assessment throughout the year.	Tutoring and ESL support services for Science.	Tutoring after-school and/or during lunch. ESL support services after school or during Team taught classes. ESL support services after school or during Team taught classes.	During the school day and after school
Social Studies	Examination of Data such as 8th grade NYS exams, baseline assessments from summer bridge, course pass rates for 9th graders. Ongoing assessment throughout the year.	Tutoring and ESL support services in Social Studies	Tutoring after-school and/or during lunch. ESL support services- during the school day and after-school	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor,	Examination of data: close examination of middle school records for 9 th grade	Counseling- during the school day for mandated counseling	Students will receive small-group or one to one counseling during advisory and	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	and counseling records for 10 th grade. Record of mandated counseling on IEP or anecdotal data from parents, summer bridge or advisory teachers.	students as well as other students at-risk	health classes and in the counselor's office as scheduled.	
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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.
<p>Recruitment: As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. We look for candidates through TeachNYC, recruitment fairs and through references from other good teachers. Teachers are informed about our school model and must be willing to support the work that we do to join the team.</p> <p>Retention: Once teachers are on board, we hope that most stay because of the collegial and supportive, sharing environment. Teachers work collaboratively together and share ideas during our annual retreat, common planning time and at whole staff meetings. Teachers who are satisfied with their work and having an impact on student success are more likely to stay with a school.</p> <p>Teaching Assignments: As always teachers are given assignments based on their licensing, their talents and their stated preferences. Teachers complete preference sheets every year and a schedule is developed based on the needs of the school and the students.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
As a PROSE school and a school which received a “Well-Developed” on our School Quality Review, we will continue to work to include teachers in all decision making in regards to assessments. Teachers will form the MOSL committee and will lead the grade level teams that make these decisions.

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 that it has met the intent and purposes of each program whose funds are consolidated². 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	102,503.	X	
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local			

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

The Benjamin Franklin High School for Finance & Information Technology, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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;
- support the school's dress code policy by making sure that my son/daughter leaves home in appropriate attire;
- 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.

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 29	Borough Queens	School Number 313
School Name Benjamin Franklin HS for Finance and I.T		

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 Carla Theodorou	Assistant Principal Susan Keyock
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Margaret Amores	School Counselor Kevin Downey
Teacher/Subject Area Paula Gallego/ELA	Parent Myriam Bonny-Francis
Teacher/Subject Area N/A	Parent Coordinator Tarrick Johnson
Related-Service Provider N/A	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	213	Total number of ELLs	13	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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" 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
Dual Language														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	13	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	3
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	2

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
DL										0
ENL	10	1	1	1	1	1	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										2	2			0
Chinese														0
Russian														0
Bengali										1				0
Urdu										1				0
Arabic										1				0
Haitian											2			0
French										2				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Twi/Philippine										2				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 NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	1			0
Emerging (Low Intermediate)										1	2			0
Transitioning (High Intermediate)										1	1			0
Expanding (Advanced)										5	0			0
Commanding (Proficient)										1	5			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 NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSES LAT 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

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									0	1	5			0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									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
8									0
NYSAA Bilingual (SWD)									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	8	0	3	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	8	0	3	0
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 Students completed baseline reading and writing assessments. They also do interim assessments. Based on the literacy skills of our ELLs, we are providing two ELA classes each day for students to acquire the necessary reading and writing skills. We are also providing an AIS class using iReady for students who need further assistance in reading and math.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the data from last year, which was our first year and had only a small number of students, we noticed that based on the work students were doing in the classroom, the Expanding students were able to improve their skills and often test out of ENL. Our Newcomers made significant progress, particularly in receptive skills but struggled more in expressive skills. Overall, the NYSESLAT indicated that ELLs of all levels are making progress learning the language but need reinforcement with writing skills. NYSITELL data indicates that students first arriving at our school do not have much if any background in English. Thus far, they have all tested at the Entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 At this time, we only have one year of data so we are unable to see any patterns. Using the AMAO tool, we can see the AMAO 1 is not available at this time. AMAO II was met for last year and it is anticipated that we will meet AMAO II through the 2016-2017 school year.
- 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?
 - Last year, all of our students opted to take their Regents in English, though they used the exam in their home language for reference. Therefore, we can not compare the results with students who took the exam in their home language.
 - We do not use ELL periodic assessments. Teachers give their own assessments and work in conjunction with the ENL teacher to modify

their lessons based on the results.

- c. We do not use the periodic assessments. For those students who speak Spanish, the ENL teacher is able to clarify areas of confusion in L1. For other students, we are only able to use translation services when students have challenges.
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*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
We design aims to target student needs. The ENL teacher works with content area teachers to design differentiation to best suit the needs of our ELLs.
7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?
We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs by examining their progress on in-class assessments and quarterly exams. Last year we met AYP for our ELLs, based on AMAO II. AMAO I data was not available because we are a new school.

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.
When a potential ELL comes for intake, the ENL Coordinator, Margaret Amores administers the Home Language Survey. After Ms. Amores completes the student and parent interview, she will administer the NYSITELL if necessary. NYSITELL administration will take place over two days following the student's intake. Ms. Amores will then contact the parents and invite them to come in within the following week. She will show the parent the video, in their home language, detailing the various types of instruction for ELLs, ask the parent to complete the Parent Choice Form, and then explain the self-contained model that we are using, a version of Free-Standing ENL. Ms. Amores will help the parent enroll their child in the program or assist them in finding a program that best matches their choice. Parents will be notified of their child's placement via letter. If the parent does not speak a language spoken by someone on staff, we will utilize the DOE's interpretation services. We currently have staff who speak Spanish, Greek and Hebrew. If the student is a Spanish speaking ELL, they will complete the Spanish LAB in the days after the NYSITELL. This process will take place within 10 ten school days within the student's admission.
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).
Once a student is enrolled, Ms. Amores uses data gathered from the parent and student interviews, the SIFE questionnaire, as well as preliminary classroom data to identify SIFE. She then administers the LENS if it is deemed appropriate. Identification as SIFE takes place within 30 days of admission.
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).
If a newly enrolled student had an IEP, the LPT (the ENL teacher, Margaret Amores, the IEP coordinator, Talesia Felder, the assistant principal Susan Keyock, and the student's parent/guardian) would meet to determine if the student should take the NYSITELL. The determination of the team would be presented to the principal, Carla Theodorou, who would make a determination and then send it to the superintendent. ELL service placement is within 10 days. LPT acceptance or rejection must be completed within 20 days. If necessary, translation and interpretation would be provided.
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.
As soon as a student has completed NYSITELL testing and results are confirmed, Ms. Amores sends parent notification letters in the parents' preferred language.
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).

The ENL teacher, Ms. Amores, informs parents in their preferred language that they have the right to appeal ELL status within 45 days of enrollment via the updated parent notification letters, which detail the right to an appeal as well as the process for appealing. Copies of all documentation are maintained in the student's permanent file. The ENL teacher also maintains copies.

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.

When parents enroll their child at our school, the ELL coordinator, Ms. Amores, conducts both parent and student interviews. If, based on the interviews, it is clear that the student will need ENL services, the parents are shown the program choice video that day, in their preferred language, avoiding a second trip to the school. If it not clear whether or not the student will require ENL services, parents are offered the choice to watch the video that day or to return in the event that they need to make a selection for their child. Students are tested as soon as possible, usually within their first day or two of school and the results are shared with the parents, first via phone call (inviting them in to complete program selection) and then via the parent notification letter in their preferred language. A bilingual program is the default placement for parents who don't return the program selection form. We do not have a bilingual program so students would be placed in the free-standing ENL program that we have. In the event that a TBE/DL programs becomes available, the ENL teacher will contact the parents of all students eligible or interested and inform them of the opportunity in their preferred language.

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.

The ENL teachers works with parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner. In the event that a form is not returned, that is documented in ATS and parents are notified that they child has been placed in a Free-Standing ENL program, which is the only program we have at this time, and that they can request a change of program. Parents are notified of this information by letter in their preferred language. Parent Program Selection is monitored by the ENL teacher via spreadsheet so that if we approach the number of students necessary to open a bilingual program, we can begin outreach and planning.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. Amores, the ESL coordinator, works with parents to ensure that Parent Survey and Program Selection forms are completed and returned. Parents are given all documents in their preferred language. Ms. Amores enters all information into ATS.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once a student has been placed in a program, the ENL teacher, Ms. Amores, sends placement parent notification letters in the parent's preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documents are placed in the student's permanent file in the principal's office. In addition, the ESL teacher maintains copies of non-entitlement and entitlement letters.

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.

Each spring Ms. Amores, the ENL teacher, runs the RLER report to determine NYSESLAT eligibility. All students who are eligible to take the NYSESLAT are scheduled to take it during the regular school day. Students and parents are notified of the exam dates and times. In the event that a student is absent during one of the exam days, the ENL teacher, Ms. Amores, provides several make-up sessions for groups of students. If a student does not make it to any of those sessions, the ENL teacher provides a one-to-one make-up session.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In August, when NYSESLAT scores are released, the ENL teacher, Ms. Amores, comes to school to begin the process of forming the parent notification letters, in the parent's preferred language. Once school has begun in September, letter are sent to students who remain on our register.

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 school has only been open for one year. We do not yet have data for a three year period.

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.

ELLs travel in small groups, based upon their skills in Math as well as the credits they require. The ENL teacher provides integrated services to students primarily in their ELA class but also in other content areas, when necessary. Stand alone ENL students are placed in an ungraded ENL class. At this time, we only have 9th and 10th grade students and the group of students requiring standalone is under 10 students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Entering and Emerging students are programmed for Free-standing ENL each week. In addition, they receive integrated ENL services during one of their two ELA classes. They also have integrated ENL services in additional content areas as needed. This results in a total of 540 minutes per week for Entering students and 360 minutes per week for Emerging students. Transitioning students are programmed for Free-standing ENL each week in addition to ENL within the ELA classroom and ENL within content area classes. Because they travel with students who are Entering and/or Emerging, Transitioning students receive more than the required 180 minutes of service each week. Expanding students receive Integrated ENL within their ELA class as well as within their content area classes. Because they travel with students who are at different proficiency levels, they receive more than the required 180 minutes of service each week. Commanding students are programmed for 90 minutes of Integrated ENL within the ELA class each week.
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.

All classes are taught in English. Teachers in content areas use some translated materials or leveled reading materials to help students access the content. The students have access to translators and dictionaries. Teachers use images to create a context for the lessons. Sentence starters and writing prompts are used throughout the content areas. During classes, the ENL teacher works with small groups to help them access the texts and tasks via scaffolding activities that vary based upon the text and task. Building the language skills necessary for success is one of the primary goals of the Common Core. By breaking down texts, studying how language functions, reading grade level texts, and writing using textual evidence, students are working toward meeting the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As we do not have a biligual or dual language program here, we do not monitor progress in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using the previous year's NYSESLAT results as a starting point, the ENL teacher assesses each student's level in each modality during the first weeks of school. Throughout the school year, she assesses students in a variety of ways, including presentations, writing assignments, listening activities and speaking tasks. She also works with content area teachers to integrate activities into their classes that will help target and strengthen these skills for ELLs, FELLs, and other students. The ENL teacher maintains a record of the different activities that students are able to accomplish throughout the year. In addition, we use I-Ready to help assess the students' reading and math skills. These assessments occur 3 times during the year and are followed up by targeted activities for each students' needs.
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. SIFE: Currently, we use leveled texts to help students access grade level material while building their skills. We also have iReady, which helps students learn to read and understand phonics as well as math skills. Students are provided with translators, subject specific glossaries, and extended time for activities as well as modified tasks.
 - b. Newcomer: Our Newcomer students attend classes with other ELLs as well as gen. ed. students. We try to make language buddies where possible. Students use images and modified texts, including texts in L1 to access the content material. Students are provided with translators, subject specific glossaries, and extended time for activities as well as modified tasks. They can respond to their Regents in their home language and have additional time.
 - c. Developing: Currently, our only Developing student also has an IEP. He has both SPED and ELL services to help him with reading comprehension and writing. We use scaffolded assignments, leveled texts, sentence starters and writing prompts. Directions are given in a variety of ways and graphic organizers are provided. He is also provided additional time and modified assignments. They can respond to their Regents in their home language and have additional time.
 - d. Long-Term ELLs: Our long-term ELLs attend classes with our other ELLs as well as gen. ed. students. Because of their advanced language skills, they are grouped with Newcomers and Native English speakers. This build confidence as they assist other students who are just beginning to learn English, and provides them with Native fluency and vocabulary so they can continue to build their skills. They are provided with translation dictionaries, subject specific glossaries and extended time for activities as well as modified tasks. They can respond to their Regents in their home language and have additional time.
 - e. Former ELLs: Former ELLs are provided with translation dictionaries and subject specific glossaries. They can respond to their Regents in their home language and have additional time.
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.
- In the situation that a student is identified as an ELL or non-ELL and the parent appeals the decision, within 10 days of written notification from the parent, the ENL teacher will review all documents, classwork, administer the NYSITELL, if not previously done, and provide a recommendation to the principal. In the case that the student is SPED, the CSE will also provide input, within 20 days. The principal will then make a determination, which is forwarded to the superintendent. The ENL teacher will notify the parent in their preferred language of the superintendent’s determination. Within 6-12 months of the superintendent’s decision, the ENL teacher will review the student’s transcript and classwork, as well as gather anecdotal evidence from teachers to assess the progress of the student. If it is determined that the student’s progress has been adversely affected, they will be provided additional academic supports, upto and including the possibility of reversing the previous determination. In that case, the superintendent must make the final decision. The parent is then notified in their preferred language of the final decision. For students re-identified as ELL or non-ELL, the ENL teacher maintains these students on her caseload. She checks with both content area teachers and students to assess the progress students are making and determine which, if any, services should be offered to assist in language development.
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?
- ELL-SWDs are placed in classes with both a SPED and content area teacher. They use visuals, graphic organizers, tiered texts, pair-shares, and bilingual material to allow for multiple entry levels. Students are provided with electronic translators, dictionaries, subject specific glossaries, additional time, as well as modified tasks and texts. Modified materials are teacher created. ELL-SWDs are placed in content classes with other SWDs and other ELLs so they have access to the Special Education teacher, ENL teacher, and all related service providers as determined by the IEP.
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?
- ELLs with Special Needs are serviced by both the ENL and SPED teachers. Based on the requirements of the IEP and the annual IEP meetings, student needs are revisited. They receive co-teaching with the SPED teacher and content area teachers based upon the needs outlined in their IEPs. Depending on the requirements of their NYSESLAT scores, they may be programmed for ENL. Regardless, all ELL-SWDs receive push-in ENL services in the content areas to support their learning.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

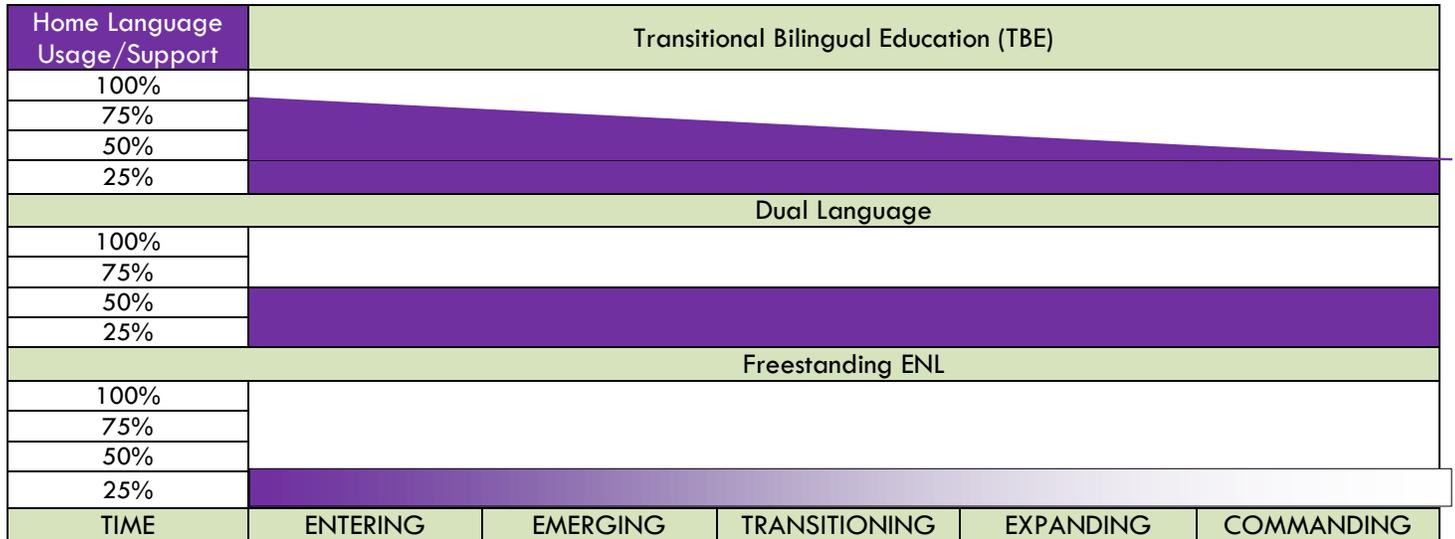


*Note “other approved services” does not apply to New York City at this time.

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. Currently, newcomer ELLs have class time dedicated to developing the content area vocabulary that will allow them to succeed in the content areas. In addition, the ESL teacher provides push-in support for ELLs and FELLs in accordance with the CR 154. Students can attend after school tutoring. Furthermore, we are using I-Ready to assess the skill levels of all of our students in reading and math. These assessments will allow teachers to provide targeted assignments for each student. As this program is just being launched, we do not yet have any data about its effectiveness.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Last year was our first year and 37.5% of our ELLs tested Commanding at the end of the year. Of the remaining students, 25% moved up one level, 25% stayed at the Expanding level and 12.5% moved up 2 levels. Also, in looking at the transcripts of the students who were entering level last September, they earned more credits in the 2nd semester as our ENL program took shape and they were better able to access the curriculum. Each semester, the ENL teacher notifies the teachers about who the ELLs are as well as their proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?
We hired a full-time ENL teacher to ensure that all students' needs are met. Based upon the requirements of CR-154, we will offer both Free-Standing ENL as well as Integrated ENL services.
13. What programs/services for ELLs will be discontinued and why?
As a new school, we are building our programs and therefore, will not be discontinuing any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are encouraged to participate in all after school programs. PSAL teams and clubs are available after school and if necessary, translation services can be used to explain the requirements of these activities to both students and parents.
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.
We used adapted and translated texts, scaffolded activities and graphic organizers. Students have access to dictionaries, thesauruses, visual dictionaries, and leveled readers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ENL teacher is able to help students whose L1 is Spanish. Translation services and dictionaries as well as some texts in L1 are used with other students. Students also write in personal journals in their L1.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond to ELL's ages and grade level. Everything is tailored to the challenges facing incoming Freshmen as they transition from middle school to high school or Sophomores as they continue to accumulate credits and take Regents. Each semester the ENL teacher reviews the needs of the ELLs regarding their programs and services. ELL-SWD's services are also reviewed by the SPED Coordinator.
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).
Incoming students are offered the opportunity to attend our Summer Bridge program. All freshmen are placed in an advisory, which allows them the opportunity to connect with a group of students and a staff member.
19. What language electives are offered to ELLs?
As a new school, we have not yet opened language electives to our students. In the coming school years, we will be offering a language elective to all students, including ELLs.
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)?

N/A

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.)
The professional development plan for ELL personnel is based upon the needs of the students. DELLSS routinely offers training as do other groups associated with the DOE. When an area of challenge becomes apparent, the ENL teacher looks for opportunities to grow either through formal PD, online webinars, or through reading research and case studies. Our PD calendar has not be finalized this year but thus far has included Vocabulary Strategies for ELLs (Oct. 9) for all staff. The ENL teacher is attending the ELL Instructional Leadership Institute-Academic Language (Oct. 26, Nov. 19, Dec. 17). She is also attending Grant Writing-Writing to Improve ENL Instruction (Oct. 30) and is participating in For Teachers, By Teachers: Best Practices in Common Core Literacy Instruction (Oct. 27-Nov. 22). These PD sessions will be turnkeyed to other staff during our weekly Professional Development.
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?
Professional development is based upon what is offered by DELLS and other organizations. We partner with ISA, which has an ENL specialist. Currently the ENL teacher is taking part in a four week course, "Best Practices in Common Core Literacy Instruction", which she will turnkey to other teachers and staff during staff development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All students, including ELLs are invited to New Student Orientation during the summer, as well as Summer Bridge. All freshmen are assigned an advisor to help them transition to high school. The guidance counselor provides individual and small group counseling on an as needed basis. Because we do not have seniors yet, we have not begun any supports to transition from high school to high school.
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.
The ENL teacher routinely goes to professional development during the school year. Upon return, she uses the teachers' professional development time to turnkey these strategies to other teachers. For each professional development she attends, she has an agenda and usually other materials. These are used when providing turnkey PD to other staff members and are maintained with the agendas and attendance for each meeting.

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?

The ENL teacher has time dedicated to planning and meeting with ENL parents. Interpretation and translation services are provided if required.

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.

The ENL teacher maintains records of parent meetings, phone calls, and letters. Meetings and phone calls are stored as Anecdotal in our online grading/attendance system, Skedula. Entitlement letters are also maintained in the students' files as well as in the ENL teacher's files. All documents and meetings are conducted in the parent's preferred language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As a new school, last year we focused on getting the PTA started. Translation/Interpretation services were offered to parents at all meetings. This year, we have added a Parent Coordinator to our staff and will plan more specialized activities/workshops for ELL parents. Possibilities, depending on parent interest, include culture night, understanding high school credit, exams and graduation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We currently partner with TD Bank and Queens College, but have not yet organized any workshops of services to ELL parents. When we create these workshops, translation services will be available.

5. How do you evaluate the needs of the parents?

When parents enroll their children, we meet with them one-on-one. We also speak to parents during conferences and this year, the ENL teacher will hold individual parent meetings to further explore their needs. Translation services are available.

6. How do your parental involvement activities address the needs of the parents?

As we learn more about the needs of our parents, we will create activities and opportunities to provide these services. The parent coordinator is contacting parents to assess their needs and bring them into the school for programs based upon their interest and or needs.

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.

Part VI: LAP Assurances

School Name: Benjamin Franklin H.S. for Fin		School DBN: 29Q313	
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)
Carla Theodorou	Principal		1/1/01
Susan Keyock	Assistant Principal		1/1/01
Tarrick Johnson	Parent Coordinator		1/1/01
Margaret Amores	ENL/Bilingual Teacher		1/1/01
Myriam Bonny-Francis	Parent		1/1/01
Paula Gallego/ELA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kevin Downey	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **29Q313**

School Name: **Benjamin Franklin HS for Finance**
Superintendent: **Michael Prayor**

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.

Each year we ask parents to complete emergency cards, which request the parents' preferred written and spoken language. When students are enrolled, either as freshmen or new admits, we work directly with parents to determine their preference. We use the RAPL report in ATS to identify parents' preferred language. The ENL teacher updates the parents' preferred language annually.

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.

English, Spanish, Haitian Creole, Arabic, Philipino, Bengali, Nepali, Urdu, Mandarin, Yoruba

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.)

Skedula account information-start of the school year/as needed, Parent-Teacher Conferences-throughout year, PA and SLT meetings-monthly, after school program information-prior to start of program, testing dates-January, April, June, and August, Teacher letters-as needed

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.

Curriculum night-September and February, Parent-Teacher conferences-November and March, PA and SLT meetings-monthly, orientation-summer/early fall of freshman year, summer bridge parent session-August, student performances-throughout year, annual ELL parent teacher meetings- throughout year, attendance teacher, guidance counselor, teacher calls as needed.

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.

Spanish language translation is done in house by bilingual staff. Other languages must be done by the Translation and Interpretation Unit. For routine notifications, such as school closings or parent-teacher conferences, we use the templates provided by the Translations and Interpretation Unit.

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.

Spanish language interpretation is done by bilingual staff. If we had need of either Greek or Hebrew, that could also be done by bilingual staff. Other languages are interpreted by the Translation and Interpretation unit.

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.)

During school-wide professional development, all staff will be provided the necessary resources to use translation services and over-the-phone interpretation service.

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

The Language ID Guide is currently at Parent Coordinator's office. The Welcome Poster is located at the entrance to our school. The Parents' Bill of Rights is distributed when students are admitted either as freshmen or as new admits as is the Parents' Guide to Language Access.

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)

The ENL teacher and Parent Coordinator regularly communicate with parents about their needs and wishes for their children. They will be surveyed annually.