



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X055
School Name:	P.S. 055 BENJAMIN FRANKLIN
Principal:	LUIS TORRES

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: C.E.S. 55: The Benjamin Franklin Sch. School Number (DBN): 09X055
Grades Served: Elementary
School Address: 450 St. Paul's Place; Bronx, NY 10456
Phone Number: (718) 681-6227 Fax: (718) 681-6227
School Contact Person: Luis E. Torres Email Address: Ltorres2@schools.nyc.gov
Principal: Luis E. Torres
UFT Chapter Leader: Sharon Kitchings
Parents' Association President: _____
SLT Chairperson: Quarshie Comfort
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A
N/A

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue; Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718) 579-7143 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Luis Torres	*Principal or Designee	
Sharon Kitchings	*UFT Chapter Leader or Designee	
Ebony White	*PA/PTA President or Designated Co-President	
Robin White	DC 37 Representative (staff), if applicable	
Amy Turner	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
IndhiraMarichal	CBO Representative, if applicable	
Quarshie Comfort	Member/Teacher	
Jasmine Perez	Member/Teacher	
Joan Aziz	Member/Teacher	
Naira Vega	Member/ Parent	
Kayon M Broderick	Member/ Parent	
Amy Turner	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

OUR VISION

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

WE BELIEVE

We believe children always come first.

We believe good instruction leads to good results.

We believe in parental involvement.

We believe we can achieve greatness.

We believe in educating the whole child.

WHOLE CHILD APPROACH

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

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

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

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

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

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

Lehman College Math Up Interns

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

What the school does well

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

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

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

09X055 School Information Sheet

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The feedback from the 2014-2015 Quality Review mentioned that the school’s goals were data-driven and aligned to last year’s CEP. Resources, such as technology, consultant coaches, and partnerships, helped to support the school’s instructional goals. However, the feedback also stated that P.S. 55 needs to deepen curricula development across content areas and grades consistently. The school also needs to improve teacher pedagogy to include effective questioning, discussions, and multiple entry points for all learners.</p> <p>P.S. 55’s priority needs are curricula in all subjects that promote higher-order thinking skills and contain various entry points to meet the needs of our population. Classroom teachers are currently using the NYC-approved ReadyGen and GoMath curricula in order to facilitate instruction aligned to the CCLS. Teachers meet weekly on grade-level teams in order to look at data, plan lessons, and reflect on instructional practice. Grade Leaders have an opportunity once a week to share how what they are doing on their grade-level teams is aligned to the school-wide goal. Professional learning has been provided on how to access and examine school-wide and individual class data. Over the course of this year, the school will provide professional learning on text-dependent questioning, the Depths of Knowledge wheel, and how to develop and differentiate the ReadyGen and GoMath curricula to provide for student needs. By the end of this school year, we should have ReadyGen and GoMath curricula adapted to the needs of our students.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by 2% increase on the benchmark assessments within ReadyGen and GoMath for Kindergarten to Second Grade and a 5% increase on the state ELA and Math exams for the remaining grades.

Part 3 – Action Plan

<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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Orientation/ Open School Night</p>	<p>Parents</p>	<p>Aug. 2015 – Sept. 2016</p>	<p>Assistant Principals & Parent Coordinator</p>

Professional Learning on how to increase rigor during lesson planning with <ul style="list-style-type: none"> • Text-Dependent Questioning • Depth of Knowledge Wheel • Inquiry Documentation Protocol 	Classroom Teachers	Sept. 2015 – Jun. 2016	Staff Developer
Teachers will work on grade-level teams to adjust the curricula based on the data and with support from resource personnel (e.g. IEP Teacher, Network Liaisons, Educational Consultants, Staff Developers, Coaches) to meet the needs of ELLs, SWDs, and at-risk students.	Classroom Teachers	Sept. 2015 – Jun. 2016	Assistant Principals
Intervention services (AIS, RTI, and after-school tutoring program) will be provided for at-risk students in need of additional assistance with support from the Network Liaisons	Students, Classroom Teachers	Sept. 2015 – Jun. 2016	BFSC liaison, Assistant Principals, Coaches, Out of Classroom Support Personnel

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Schedule adjustments for classroom teachers to adequately plan together and individually • Money to pay Educational Consultants • Money to pay administrator and teachers to work after-school program • Materials and books for afterschool program • Classroom libraries to support instruction • ReadyGen curriculum for grades K-5 • GoMath! curriculum for grades K-5 • Resource materials for lesson planning and unit planning PLs • School-wide, grade-level, and classroom data

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

Part 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		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

- Students will complete the following assessments:
 - ♣ Baseline Math Assessment in Sept-Oct 2015
 - ♣ Benchmark ELA & Math Assessment in Nov-Dec 2015
 - ♣ Mid-Year ELA & Math Assessment in Feb 2016
 - ♣ ELA & Math State Exams in April 2016
 - ♣ End of Year Assessment in May-June 2016
- Teachers will modify the GoMath curriculum during the following intervals:
 - ♣ End of each chapter
 - ♣ End of each critical area
 - ♣ After each citywide & state assessment
 - ♣ After end of year assessment
- Teachers will modify the ELA curriculum during the following intervals
 - ♣ After each performance-based assessment
 - ♣ After each citywide & state assessment

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>P.S. 55 determined that students’ social and emotional needs must be supported before they are able to learn, resulting in a multi-servicesystem to teach the whole child. The feedback from the Quality Review stated that the school expanded the current on-sitemedical clinic to include free health, psychiatric service with two full-time psychologists, vision, and dental services. Furthermore, theschool houses Graham Windham, their partner to support families andstudents through the Administration for Children’s Services (ACS). The partnership with the Institute for Understanding Behavior (IUB) provides training for teachers using the Therapeutic Crisis Intervention for Schools (TCIS) model and support in implementing the school’s Positive and Behavior Intervention System (PBIS). The number of incidents and suspensions at the time of the Quality Review went from 57 to 5. Students who were flagged for chronic absenteeismreceived mentors, adults on campus who are not grade level teachers. The mentors are part of the Attendance Team and meet weekly to monitor students through multiple weekly “check-ins.”To provide student voice, the school created astudent government. As a result, student voice is welcomed andvalued. Together, administration, teachers and students have co-created asafe and supportive environment that is conducive to student and adultlearning.</p> <p>For the 2015-2016 school year, the school has also partnered with AmeriCorps’s City Year program, Counselors in Schools, and other programs.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, faculty and staff will use the PBIS Framework to address students’ social and emotional developmental needs, including ELLs and SWDs, as measured by a 5% decrease in incident reports on OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Select and educate PBIS team members</p>	<p>Faculty & Staff</p>	<p>Sept. 2015 – June 2016</p>	<p>PBIS Chairperson and IUB Designee</p>
<p>Support faculty and staff in implementing PBIS school-wide</p>	<p>Faculty & Staff</p>	<p>Sept. 2015 – June 2016</p>	<p>PBIS Team</p>

<ul style="list-style-type: none"> • Professional Learning on PBIS • Providing teachers with small-group and one-on-one support when necessary • Professional learning on how to interpret student data and develop next steps using the PBIS Framework • In order to build trust, allow teachers to develop a matrix for their classroom that meets the needs of their students • Provide one-on-one support for classroom teachers who have concerns for at-risk students <p>Professional Learning on how to teach and support ELLs and SWDs with PBIS</p>			
Educate the school community on the reward & consequences system and the school-wide matrix	Faculty & Staff, Students	Jan. 2015 – June 2016	PBIS Team
Develop a system to reach students who do not respond to PBIS	Students	Feb. 2015– June 2016	PBIS Team

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.											
<ul style="list-style-type: none"> • Funding • Space for celebrations and professional learning workshops • Parent liaison • Schedule adjustments 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review, teachers currently have curricula aligned to the CCLS and common planning periods to plan together. However, there is a lack of consistency horizontally and vertically. This school year, grades Kindergarten through Fifth Grade have representation during the Grade Leaders meetings. These meetings provide grade leaders to align the curricula vertically so that there is consistency in instructional movement across grades. Teachers are also given a period once a week to meet with their colleagues on the grade to plan, modify, and develop multiple entry points for all learners accordingly. The school is also receiving support from network supervisory staff and various educational consultants in order to implement best practices and adjust the curricula to meet the needs of our students.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of the instructional staff will be involved in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning as evidenced by student questioning and discussions around CCLS-aligned instructional materials that contain high levels of text and content complexity.</p>

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? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Learning on the following:</p> <ul style="list-style-type: none"> • How to interpret the data • Protocols to examine student work/inquiry • How to develop next steps • Horizontal and vertical alignment 	<p>Instructional Staff</p>	<p>Sept. 2015 – Jun. 2016</p>	<p>Administration & Staff Developer</p>
<p>Teachers will work on grade-level teams to adjust the curricula based on the data and with support from resource personnel (e.g. IEP Teacher, Network Liaisons,</p>	<p>Classroom Teachers</p>	<p>Sept. 2015 – Jun. 2016</p>	<p>Assistant Principals</p>

Educational Consultants, Staff Developers, Coaches) to meet the needs of ELLs, SWDs, and at-risk students			
Faculty members will have inter-visitations within the school and the local community to collaborate and share best practices.	Instructional Staff	Oct. 2015 – Jun. 2016	Administration & Staff Developer
Instructional teams, such as the Response to Intervention team, will collaborate with teachers in order to develop a plan to move the learning of at-risk students forward.	Classroom Teachers	Oct. 2015- Jun. 2016	Administration & RtI Team

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.											
<ul style="list-style-type: none"> • Schedule adjustments • Professional developers & resource personnel • PD Plan • Needs assessment • Data • Protocols for collaboration and looking at student work • Partner school for inter-visitation 											

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> • Faculty (Teacher & Paraprofessional) Surveys will be given after every marking period • Agenda & attendance will be reviewed by administration • Data on assessments will be reviewed and addressed by the grade-level and grade-leader teams 											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The feedback from the 2014-2015 Quality Review identified the need to align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. To address this concern, the school as decided to provide professional learning around lesson-planning and instruction. The network and various educational consultants have also provided support for the administration and the instructional staff.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, administration will make strategic decisions to organize programmatic, human, and fiscal capital resources measured by 2% increase on the benchmark assessments within ReadyGen and GoMath for Kindergarten to Second Grade and a 5% increase on the state ELA and Math exams for the remaining grades.</p>

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administration will create the organizational sheet based on the results the end-of-year assessments within ReadyGen and GoMath for Kindergarten to Second Grade and the state ELA and Math exams for the remaining grades.</p>	<p>Instructional Staff</p>	<p>May 2015– Sept. 2016</p>	<p>Administration</p>
<p>The principal and assistant principals will conduct a minimum of 6 informal classroom observations and provide teachers with formative feedback to ensure instruction is aligned with the Danielson Framework.</p>	<p>Instructional Staff</p>	<p>Sept. 2015 – Jun. 2016</p>	<p>Administration</p>

Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher based on classroom observations and student data.	Instructional Staff	Sept. 2015 – Jun. 2016	Assistant Principals
Administrative and Instructional Teams will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies.	Instructional Staff	Sept. 2015 – Jun. 2016	Administration & Instructional Team

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.											
<ul style="list-style-type: none"> • Assessment Data • Protocols for observation • PD Plan • Teacher’s needs/self-assessment 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ul style="list-style-type: none"> • Administration will assess the effectiveness of the school’s programmatic, human, and fiscal capital resources based on the results of the following assessments: <ul style="list-style-type: none"> ♣ Baseline Math Assessment in Sept-Oct 2015 ♣ Benchmark ELA & Math Assessment in Nov-Dec 2015 ♣ Mid-Year ELA & Math Assessment in Feb 2016 ♣ ELA & Math State Exams in April 2016 ♣ End of Year Assessment in May-June 2016

- The assistant principals will review the individual professional development plan for the teachers they supervise at the end of each marking period.

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

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the 2014-2015 School Survey, 90% of the parents were satisfied with the education their child received. Ninety-six percent of parents felt that the school kept them informed about their child’s academic progress and 90% of parents are informed about what their child is learning. Ninety-two percent of parents believe that the school has high expectations for their child and 91% of the parents feel as though teachers and staff treat all students with respect.</p> <p>This school year, P.S. 55 became a community school. As a result, our partnerships with community-based organizations (CBOs) have increased. We are now partnered with SCAN of New York, City Year, Counselors in Schools, Institute for Understanding Behavior, the UFT Teacher Center, CitiBank, HealthFirst, Montefiore Hospital, Bronx Lebanon Hospital, the New York Yankees, Graham Windham, Lehman College, the Bronx Children’s Museum, and Green Bronx Machine. The CBOs have provided various resources to the school community including tutors for students in grades 3-5, arts activities, and mental health support. The school’s focus for this year is to share data in a way that empowers and encourages families to use and understand data to promote better dialogue between parents, students, and school constituents centered on student learning and success.</p>		

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

By June 2016, the school will implement a plan to foster conversations with students, families, teachers and administrators regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development that are aligned to the CCLS as measured by 5% increase in parent participation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Plan and implement a Family Outreach Plan</p>	<p>Parents</p>	<p>May 2015- Jun. 2016</p>	<p>Parent Coordinator, Parent Association President, & Administration</p>
<p>NewParentOrientation/FamilyNight/OpenHouseforParents</p>	<p>Parents</p>	<p>Sept. 2015 – Jun. 2016</p>	<p>Parent Coordinator, Parent Association & Administration</p>
<p>Monthlyimplementationofparentalofferings and learning opportunities/ ELL Family Literacy Program</p>	<p>Parents</p>	<p>Sept. 2015 – Jun. 2016</p>	<p>Parent Coordinator, Parent Association & Administration</p>

Student recognition events	Students & Parents	Oct. 2015 – Jun. 2016	Parent Coordinator, Parent Association & Administration
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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.											
♣ Space to hold the recognition event and orientation											
♣ Professional developers to lead the parent workshops											
♣ PD Plan											
♣ Schedule adjustments											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
<ul style="list-style-type: none"> • The Parent Coordinator and Parent Association President will assess progress towards the goal using the following : <ul style="list-style-type: none"> ♣ Attendance sheet for PDs & Parent-Teacher Conferences ♣ Agendas ♣ Parent survey(s) • The assistant principals will review the individual professional development plan for the teachers they supervise at the end of each marking period. <p>At the time of the mid-point benchmark review, parent participation should have shown measurable progress (2.5% increase) towards the end-of-year goal. If the current systems are deemed ineffective, the Parent Coordinator, Parent Association President and Administration will make adjustments as they see fit (when possible).</p>											
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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)	All students	Waterford (K-2) and Successmaker (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
Mathematics	All students	Waterford (K-2) and Successmaker (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
Science	All Students	Waterford (K-2) and a Biodiversity Lab (3-5)	Computer based program, tutoring and small groups instruction	During the school day and after
Social Studies	Chronic Absences; Achieving level 1 on classroom assessments/ state exam	Interactive writing	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Chronic Absences; Achieving level 1 on classroom assessments/ state exam	Student is brought to the attention of the Response to Intervention Team	Conferencing with the classroom teacher in order to plan next steps for the student	During the school day

Section 7: Title I Program Information

Directions:

- 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.

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

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.

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	742,637.00	X	12,14,17,20,23
Title I School Improvement 1003(a)	Federal	\$	X	12,14,17,20,23

Title I Priority and Focus School Improvement Funds	Federal	\$	X	12,14,17,20,23
Title II, Part A	Federal	203,023.00	X	12,25
Title III, Part A	Federal	11,200.00	X	23
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,553,071.00	X	12,14,17,20,23

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **C.S.055X: The Benjamin Franklin School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **C.S.055X: The Benjamin Franklin School** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

programs as they assess student’s language acquisition.

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 055
School Name Community School 55		

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 Mr. Luis Torres	Assistant Principal Ms. Simmons
Coach Ms. Soto	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Solange Figueiredo	School Counselor Ms. Guzman
Teacher/Subject Area Ms. Wedderburn-Data Specialist	Parent Ms. Colon
Teacher/Subject Area Ms. Salcedo-1st grade	Parent Coordinator Ms. Falu
Related-Service Provider type here	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Leticia Rosario	Other (Name and Title) type here

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	4	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	737	Total number of ELLs	98	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	1	1	1											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	98	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	32	0	0	0	0	0	0	0	0	0
ENL	39	0	9	26	0	2	1	0	0	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	9		14		9														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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	3	11	14	11								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1			1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	2	1	4	3	5								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								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

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				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 Community School 55 uses a variety of assessment tools to monitor student progress and inform instruction. Currently the school uses Fountas & Pinnell (Spanish and English), ELL Periodic Assessment (Grades 3-5) and Estrellita assessments to assess literacy and vocabulary development in addition to language acquisition of ELLs.
 A review of current assessment data in grades K – 3 reveals that students are still struggling with some aspects of phonemic awareness and comprehension. Specifically, in the K-2 grades, students were unable to master syllable clapping, initial and final consonant, blending and segmenting. Also, students struggle with mastering certain aspects of phonics – spelling patterns, decoding and word structure.
 Grade-level inquiry teams focus on developing instructional practices to target these early literacy skills. The use of such data informs the teacher of the necessary aspects of literacy they need to create an instructional plan for. It is during the Balanced Literacy block-guided reading that the teachers are able to address the needs of the students and focus in on the targeted areas within a small group. While using the ReadyGen curriculum, teachers focus on overall student needs during their mini-lessons, with follow-up activities and use formative assessments during independent work to check for understanding, as well a summative assessment to assess objectives.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- 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?

Paste response to questions here:

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](#).]

Paste response to question here:

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

Paste response to question here:

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?

Paste response to questions here:

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

Paste response to question here:

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.

Community School 55 requires that all parents/guardians registering their children for the first time in a New York City Public School fill out a Home Language Identification Survey (HLIS), which includes a formal interview for both the parent and student. A review of the HLIS will indicate what language is used in the child's home. If the HLIS indicates that the child uses a language other than English to communicate in the home, the school makes the determination that the child may be eligible to take the New York State Identification Test for English Language Learners (NYSITELL) assessment. Students found to be limited English proficient based on the HILS and interview, are administered the NYSITELL by the school's ENL teacher, Solange Figueredo or the ELL Coordinator, Ms. Irina Soto. They are the pedagogues responsible for the initial intake of a new student and administering the NYSITELL. The results of the NYSITELL will indicate the child's level of English Proficiency and will determine the child's entitlement to English language development support services. If the student does not pass the NYSITELL, and he or she uses Spanish at home, he or she will be administered the Spanish LAB-R to determine home language dominance. If the parents are available to stay for the parent orientation, they will view a video that explains the research on the types of programs they could request their child to be placed in. If not, we set up a time before the 10 days following registration, in which the child is in school, in order to do the parent orientation. We will either make phone calls or send a letter to parents, stating the date and time of the meeting. This is done in order to ensure that parents/guardians of ELL students fully understand the programming options available for their child. Materials are distributed during these meetings detailing the programming options that the school offers (ESL services). Translation services are given in Spanish or other. At the meeting, parents/guardians receive the Parent Survey and Program Selection Form, on which they will indicate the program that they are selecting for their child. Forms are signed and returned to the school's assistant principal, Marilyn Simmons. As per parental preference, the child will be designated to receive pull-out/push-in ESL services.

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

that all students who are mandated to be tested are tested.

2. 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).

At the beginning of the each school year, teachers administer a reading and a writing assessment. The writing baseline assessment consists of students writing about a topic of their choice without support or time. This is done in order to identify student needs and/or SIFE students and provide explicit support. Teachers use a baseline-writing rubric to identify the level of writing. Fountas and Pinnell running records are conducted to identify literacy needs such as fluency and comprehension. This assessment also identifies SIFE students in that it based on reading levels pertaining to each grade. The lower the level a child attains, the greater the need of potentially intensive instruction if identified as SIFE.

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).

The Language Proficiency Team (LPT) (which includes the Data Specialist, ELL Coordinator, IEP Teacher, SETTS Teacher, Pupil Personnel Secretary and the AP supervising students with needs) will meet and review any evidence of the student's language development. The LPT will determine whether or not the student takes the NYSITELL. Students deemed as eligible for the NYSITELL will continue the ELL identification process. Students that are recommended not to take the NYSITELL will be sent to the principal for further review. The principal then makes a determination of whether the student should/should not take the NYSITELL. If the principal determines the student should take the NYSITELL, the student then takes the NYSITELL and continues with the identification process as with all students. If the principal the student should not take the NYSITELL, the principal's determination is sent to the superintendent or designee for review and a parent/guardian is notified within 3 days of the decision. Upon review, the superintendent or designee makes the final determination on whether the student should/should not take the NYSITELL. If the superintendent or designee determines that the student should take the NYSITELL, the student takes the assessment and continues the identification process. If the superintendent determines that the student should not take the NYSITELL a parent/guardian is notified and the ELL identification process is terminated.

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.

Immediately after scanning the NYSITELL answer document, a NYSITELL scan report (RLCB) will be printed out. Immediately following the print out, a letter of ELL service entitlement or non-entitlement will be generated based on the final score on the RLCB report. The letter will be sent home with the student and a copy mailed to the home. Two days after the notification is sent, parent/guardian will be called to ensure they receive it.

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).

During the parent orientation, parents will be informed that they have a 45-day window in which they can appeal the ELL's status, by requesting that the ELL identification process be administered a second time. We will inform parents that they are to write a request for an appeal and that a re-identification process will be completed in 10 days from the time the notice is received. In addition to the parent orientation, we will include the appeal process on the notification letters.

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.

In order to ensure that the parents understand all three program choices, parents receive a formal interview and a parent orientation with an ENL teacher or ELL Coordinator who will then proceed to thoroughly explain the program choices. They will receive information in their native language through an interpreter. Then, they will view the video that will further explain the types of programs that the school is offering. For further clarification, the ENL teacher will explain the goals of each program. This fosters growth and progress academically, as they are adapting to another culture and another language. They are placed in differentiated groups, using various ELL strategies that will promote strengthening their second language acquisition. The goal of an ENL model program is to provide flexible grouping, with proficiency levels that are grade appropriate and targeting the skills needed to help them develop proficiency in the four modalities. We also offer a Dual Language Program, which provides students with instruction, and differentiation in both English and Spanish. If not enough parents come to the initial parent orientation; a second one is scheduled for the same week to ensure parent participation. Parental outreach is provided several times a year as well. We follow-up with phone calls, have afterschool sessions and also send letters to parents during parent-teacher conferences in order to remind them to visit the ENL teachers, that will inform them of their child's progress in language acquisition and academic content.

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.

During the parent orientation, the ENL teacher or ELL coordinator, makes sure that the parent survey and program selection forms are distributed the parents and filled out immediately following the orientation. For parents that do not attend a face-to-face orientation,

the forms are sent home with the student and the parent is called to be informed of the importance and implications of not returning forms (default program). If the parents have not returned the forms, we follow-up with phone calls to remind parents to bring them in; or, we could make an appointment so that we could meet with them personally to receive these forms, or redistribute forms to be filled out at this time. If the forms are not returned within 10 school days, the default program for Spanish ELLs is to receive bilingual education. In the event that we do not offer a program selected by the parent, we keep a "tally sheet" with student name, parent name and contact information and the program choice until we have the students numbers required to open the program of choice or refer them to a school that may offer the program of their choice at that time.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Coordinator keeps track of student records by maintaining all documents in secure binders (all originals will be placed in student cumulative records when completed). All documents are reviewed. If documents are incomplete or missing, a phone call is made to the parent for an appointment to come in and fill out the forms. If the parent is not able to come in, the parent is informed that the student will be given the form to take home and parents must fill-out and return it to the ELL Coordinator. Also, at the beginning of the year, we hold a curriculum night inviting parents to come out and meet teachers. This is another time to address the parents whose forms are incomplete or missing.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once parents have selected the program choice, a placement letter is generated and is sent home with the student to give to the parent. A copy of the letter is mailed to the parents as well. Two days after the letter is sent home, a follow-up phone call is made to ensure parents have received the notification letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Two copies of all original documents (HILS, NYSITELL scan sheet/results, entitlement letter, parent survey and program selection, and placement letter) are made and kept in two binders. The originals are placed in the student's cumulative record and one binder with copied documents is kept in the main office. The other binder is kept in the ELL Coordinator's office.
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.
The testing coordinator meets with the ELL coordinator and ENL teacher to review the data on the RLAT and/or RLER report to ensure eligible students will be tested properly according to grade bands. Then, the testing coordinator sits with a team of 4 teachers (including the ENL teacher and ELL coordinator) that will be trained on administering the NYSESLAT according to the Administrators guidelines. The ENL teacher can only test students that do not receive ENL services (students she does not service) such as students that are in our Dual Language Program. The trained teachers are given a grade band to test, ex. K, 1/2, 3/4, 5/6 and begin testing in the speaking modality (on-on-one). Once the window has opened to administer the Listening, Reading and Writing, teachers group students by grade bands in small groups until all eligible students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once scores are available for review and we know the students that will need to continue to receive services, a continued entitlement letter or transitional support letter is generated and is sent home with the student to give to the parent. A copy of the letter is mailed to the parents as well. Two days after the letter is sent home, a follow-up phone call is made to ensure parents have received the notification letter.
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).
After reviewing the Parent Survey and Program Selection Forms for the past few years, the LAP team noticed that the trend in programming choices for parents/guardians of Spanish-speaking ELLs, has been the selection of a Dual Language program of ENL services. Because we do not currently have a TBE program, parents are not requesting it as a 1st choice on the program selection form. This is also due to a decline in the Spanish-speaking population entering our school. This has made the ENL Program, the selected model of choice. This is represented in the following data:

ENL Model 66

Dual Language 32

The school's model is somewhat aligned with the majority of parent requests. In order to make sure that programming continues to be aligned with parent requests, the school monitors parent choice closely for any changes in the current trend. Presently, our instructional Dual Language Program utilizes the 50/50 model. We have 3 DL classes, K-2. The students receive instruction in the alternate language through the content area. This is scaffolded through the use of ELL strategies, such as QTEL (Quality Teaching for ELL), graphic organizers, visuals, realia, etc. This eliminates the need to create bridge classes and focus only on the grade level of the students. If parents opt for an English-only classroom setting, students are designated for ENL services. Parents are informed that we do not have TBE classes, therefore students will receive ESL services until we have the required numbers to open a TBE class.

Benjamin Franklin Elementary School utilizes ENL pull-out/push-in services as organizational models for its programming. ELL students who receive pull-out/push-in ENL services, adhere to the mandated minutes allotted per week according to their proficiency level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Instruction is delivered through the pull-out model. Students are grouped per grade and proficiency levels. They are grouped in a small setting (8-10 students) and are taken to a separate location for instruction. We also use the push-in model, in which we collaborate with the classroom teacher and teach a component of the Balanced Literacy Model, using ELL strategies. The program model we use depends on the proficiency levels. For the entering students, we group them according to grades (homogeneous) and focus in on developing their oral and academic skills. At times, depending on the capacity that the students have demonstrated, we may group them heterogeneously with the other proficiency levels (Emerging, Transitioning, Expanding, and Commanding) from the same grade. This will allow us to not only focus in on the skills they need to acquire, but also support the classroom teacher with the curriculum they are teaching. This promotes collaboration and continuity. In addition the ENL teacher co-teaches with the classroom teacher for two periods a week in another content area other than literacy.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

The Dual Language Program utilizes the 50/50 model. We have 3 DL classes, K-2. The students receive instruction in the alternate language (Spanish) through the content area. This is scaffolded through the use of ELL strategies, such as QTEL (Quality Teaching for ELL), graphic organizers, visuals, etc. Teachers monitor the progress in both English and Spanish using Estrellita and the Spanish Fountas and Pinnell literacy kit.
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)?

In order to ensure that the mandated number of instructional minutes is provided, we prepare our schedules and articulate with our teachers regarding the mandated minutes during the week, according to their proficiency levels. We try to work with the teachers by arranging to pick up the students during literacy, preps, common planning, etc. The cluster teachers are also asked to use visuals, graphic organizers and the use of projects that will enhance learning and develop their oral and content skills. If the ENL teacher has an advanced class, the students are only required to be serviced 4/wk for 45 minutes. The ENL teacher pulls out the entering and emerging students for (8) 45 minute sessions. There is also Integrated ENL where the ENL teacher co-teaches with the classroom teacher in a content area twice a week. The students will then have the allotted structured support in their native language. During the ENL component, the students that may be in the beginning levels (Entering/Emerging) could be asked to write in their native language, if they want. They could be paired with a student that is more proficient to assist them with the writing, or their work could be shared with someone who can translate it for them.
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.

The content areas are delivered by the classroom teacher and supported by the ENL Teacher. Literacy and ENL are given in English by the classroom teacher. Teachers use graphic organizers, visuals project-based learning, Ready Gen and the four modalities.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, we use the Spanish Fountas and Pinnell and the Estrellita assessments to evaluate the ELLs. For the English assessments, we use Fountas & Pinnell, running records in English and guided reading. We also use the ELL Periodic assessments.

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

Teachers are provided with scaffolding strategies and techniques to evaluate students in the four modalities via professional development and one-on-one support. Teachers are assisted in creating assessments that assess the modalities during the lesson, in small groups and during one-on-one conferences.

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) At this time, we do not have any SIFE students. However, if we did we would adjust the needs of SIFE students by selecting materials that will scaffold the text, such as audio and visuals. Teachers use TPR, graphic organizers and peer partners. They use content materials that are familiar and can tap into their prior knowledge.

b) Newcomers are given extra visual support through activities and materials. We also use a program called, English Now that consists of verbal commands and the use of TPR to scaffold their language development.

c) For Developing ELLs that are receiving service for 4 to 6 years, we use small group intervention in guided reading/writing. The students are placed in flexible grouping that allows them to move up in levels, as they master a new skill. We use the Balanced Literacy Model and also use the MyOn reading program to give them extra support in comprehension and test-taking strategies. We also collaborate and communicate with special services providers regarding the students' needs, so they could get the extra support needed.

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

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.

The principal must review the re-identification process decision to ensure that the student's academic process has not been affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period.

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?

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

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

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?

Our targeted intervention program for ELLs in ELA, math and other content areas are supported during the AIS portion of the day. Throughout the day, the school has AIS clusters, coaches and other pedagogical staff that supports the students that are at risk or Level 1. The school is working together to target those struggling students and give them small group instruction. The teachers work on an individualized group plan that will help move the students forward. Small group intervention in ELA, peer

Chart

tutoring, visuals and graphic organizers are used to scaffold the students' knowledge in science and social studies. We use various programs for the ELL students that are at different proficiency levels. For example, for the entering and emerging students, we use computer programs, such as Starfall and Tumblebooks. These technology programs use visuals and audio in order to assist the students with both oral and cognitive abilities. The students learn how to pronounce words and use visual cues to help them connect the initial letters that relate to the pictures. The teachers have small group intervention for guided reading during Balanced Literacy. For both the transitioning and expanding students, the teachers group them according to their reading levels and focus on questioning skills, strategies and organizers to help build comprehension. For math, the beginners are also placed according to ability. The use of glossaries, reference books and textbooks are given in the native language. Students are also grouped heterogeneously, in order to build autonomy in the classroom, as there is a leader in the group that will guide and instruct the struggling student in his/her appointed tasks. They also are given manipulatives, charts and visuals to help scaffold their learning. For the transitioning and expanding students, they have a choice as to what language they want to do their mathematics problems, or what language they want to take the test in. Giving them the choice gives them the confidence and allows them to communicate their thinking and learning more effectively. Especially, when they have to write short responses in the mathematics portion of the NYS Mathematics Test. For the other content areas, we use basically the same concept across the proficiency levels. Students also have the option to select the textbooks in either their native language, in English or both. Teachers scaffold the students with lots of visuals, labeling pictures, using primary source documents, technology, videos and provide flexible grouping/peer grouping to assist the students with language and ability.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

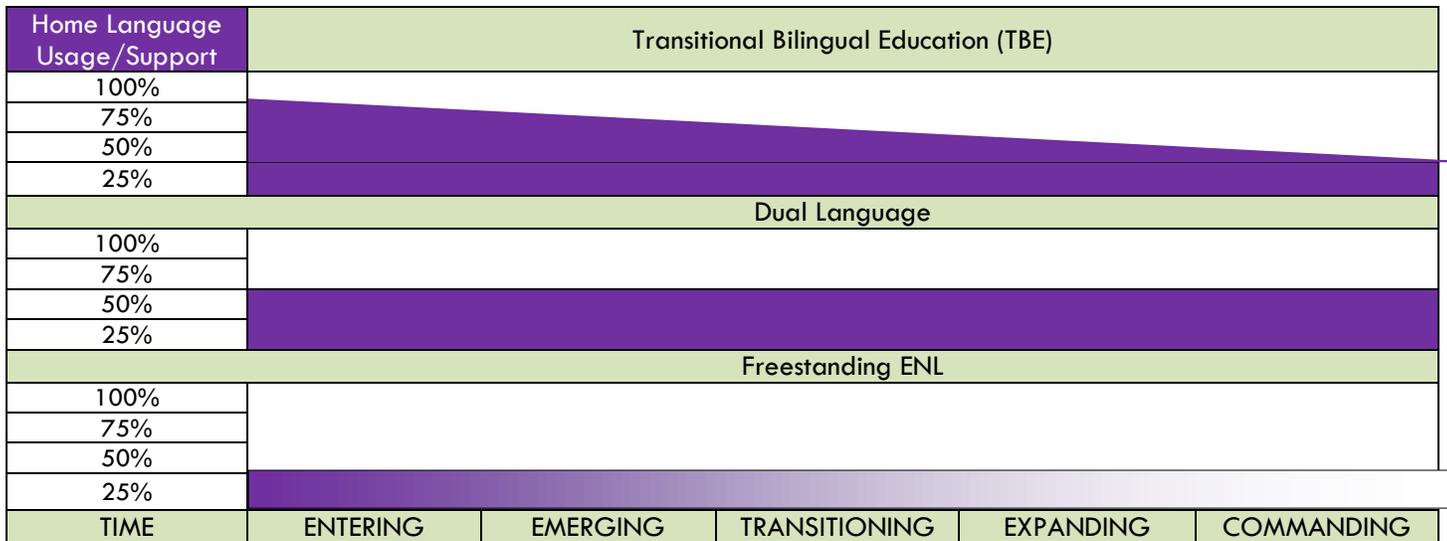


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school ensures that the ELL-SWDs receive the appropriate program by having a parent/student interview with the IEP Team. Once the team meets with the parents, they discuss whether the student needs speech, hearing, vision and the required services they are mandated to receive. Then the students are placed in the least restrictive environment. They either are placed in a 12.1.1 classroom setting or a CTT (collaborative team teaching) in either an English classroom, with pullout ENL services; or for the bilingual students Based on the IEP, the school is able to provide the appropriate classroom setting for the student. Also, in order to provide access to academic content and accelerate English language development for ELL-SWDs, we use the programs, Getting Ready for the NYSESLAT and English Now. The instructional strategies we use are visuals, graphic organizers, balanced literacy, listening centers and technology, such as, overhead projectors, Internet and smart boards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We will continue to utilize Estrellita, which is an accelerated reading program. Also, the teachers are being trained during common planning and PD sessions to use scaffolding strategies effectively that will help the teachers strategically plan their lessons to help push the students' thinking and increase their academic skills/level.
12. What new programs or improvements will be considered for the upcoming school year?
At Community School 55, there will be no new ELL programs.
13. What programs/services for ELLs will be discontinued and why?
No service will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs: There is an after-school ELL Academy, in which they use practice books from the program "Getting Ready for the NYSESLAT" and also practice test-taking strategies for ELA by using the program. The parent coordinator sends each student a flyer and booklet describing all the programs that the school offers. She sends them the information both, in English and Spanish. Then the parents are asked to fill out an application with the code of the program they have selected for their child.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials used to support ELLs are: leveled libraries in Spanish/English, reader's theatre, listening CDs, the use of technology programs, that includes leveled reading in English and is supported by visuals, such as Starfall.com, Tumblebooks, and Spanish glossaries for math.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our Dual Language classroom, the native language support is delivered through the math, science and social studies periods. We use books in both Spanish/English to assist the students with comprehension. Reference books in both languages are also used. These include glossaries that assist the students with challenging vocabulary. We also peer more advanced students with beginners so that they could help them with concepts, language and vocabulary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support use grade-level materials for student's appropriate ages and grade levels.
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).
Presently, our school does not offer activities to our newly enrolled ELLs before the beginning of the school year; however, we plan on having a student orientation to help the students with a smooth transition to our school. This would include a walkthrough of our school and buddying them with someone who knows and speaks their language.
19. What language electives are offered to ELLs?
None are offered at this time.
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)?

a. We have the self-contained model in our school. The instructional day is divided into 50/50%.

b. Each core content subject is taught equally but divided by days.

c. Language is separated for instruction in the following way: Monday's and Tuesday's all content is taught in English and Wednesday's and Thursday's all content is taught in Spanish. On Friday's the day is split into both English and Spanish.

d. Both languages are taught simultaneously.

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.)
Teacher's will receive professional development on Monday afternoons and will have a choice of 3-4 PD sessions to choose from, one of which will be towards teachers of ELLs. In addition, their will a common planning period specific to teacher of ELLs where they will also receive PD. Teacher's will be responsible for attending the available PDs and keeping records of these in order to meet the required total hours in a school year.
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?
Some professional development topics will be regarding the new NYS changes in CR Part 154, how to use the targets of measure (TOMs), stratgies that will engage students in learning through various learning styles, techniques to assist students in acquiring language development, lesson planning that incorporates the four modalites, preparaing for the NYSESLAT, and analyzing assessment data.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As the end of the school year draws near, we prepare staff that work with ELLs to have conversations with the students explaining to students the challenges they may encounter and whom they can reach out to if they encounter an obstacle.
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.

In order to meet the professional development requirements, all teachers will have the option of attending a PD pertaing to ELL instrution or other every Monday afternoon. This will ensure that they receive the required approximate 17.5 hours (50%) of professional development throughout the school year. Teachers of ELLs will have mandated PD meetings duirng ELL common planing time once a week to ensure they are receiving the required 7 hours (15%) of PD hours per school year. The ELL coordinator will keep copies of agendas, sign-in sheets, and copies of materials discussed or used in a binder. Individual teachers will also be responsible for maintaining records of the PDs they attend as well.

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 school will make 15 minutes appointment with parents during teacher prep times that can cover 3 parents in one period. Also, during parent outreach time as per UFT contact. As teachers prepare to make appointments via phone or in writing, they will take into account the language needs and inform their supervisor of such need. Interpretation and translation arrangements will be made prior to meeting.

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.

Records will be kept in a binder with logs that include meeting days and times with signitures, call times and copies of invitations.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school offers many opportunities for parents to be involved.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. Currently we are partnered with over 20 Community Based Organizations, some that provide workshops to ELL parents are SCAN of NY which provides parents with free GED and ENL classes in the evenings and Montefiore's School Health Program which provides healthcare to many immigrant families that would not otherwise be able to afford the healthcare services elsewhere.

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

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

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

Throughout the year two surveys are sent home asking parents how can we, as a school best meet their some of needs in establishing workshops. According to the responses, the parent coordinator with the assistance of SCAN of New York, and other staff come up with specific workshops to address those 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.

Paste response here:

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)
MR. LUIS TORRES	Principal		1/1/01
MS. MARILYN SIMMONS	Assistant Principal		1/1/01
MS. MARIBEL FALU	Parent Coordinator		1/1/01
MS. SOLANGE FIGUEIREDO	ENL/Bilingual Teacher		1/1/01
MS. COLON	Parent		1/1/01
MS. SALCEDO	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
MS. IRINA SOTO	Coach		1/1/01
	Coach		1/1/01
MS. GUZMAN	School Counselor		1/1/01
MS. LETICIA ROSARIO	Superintendent		1/1/01
MR. JOSE RUIZ	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: #INGEST ERROR! School Name: C.E.S. 55
Superintendent: Ms. L. Rosario

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.

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

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

Parent's preferred languages are Spanish and French.

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.)

Currently, we send out translated monthly newsletters and calendars informing parents of upcoming events. For each event listed on the calendar, an individually translated letter is generated. Some of these crucial, individual letters pertain to parent conferences, half-days, testing days and times, parental workshops, special programs being offered in the school, trips, etc.

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.

The formal face-to-face meetings are during the beginning of the year when we invite parents to come meet the teacher and find out about our programs. This event is called Curriculum Night. We have 3 parent conferences during the year in November, March and May. Teachers also meet or make calls to parents on Tuesday afternoons. Tuesday afternoons are contractual and 30 minutes are set for parent outreach. We have an attendance person that comes in to our school once a week and makes calls to parents whose children are continuously absent. We also use phone blasts to communicate with parents informing them of changes and events as well.

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.

We have selected staff in our school that are fluent in various languages and are readily available to translate when needed. There is a check system as well where the selected staff proofreads each others translated material ensuring accuracy. In the event that we do not have a staff member that can translate a language, we contact outside vendors.

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.

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

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.)

At the beginning of the year, during the "Welcome Back" meeting, we distribute updated a Staff Policy & Procedures manual to each staff member and together we review each section including what the staff is to do in the event translation or interpretation services are needed.

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

We will inform parents through written and verbal notification of their translation and interpretation rights at meetings, workshops, school events. There will also be a guide in the main office that parents can 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)

During "Curriculum Night", parents are provided with an initial survey/questionnaire asking them about their needs and services that can be rendered to them as needed. In March, another survey/questionnaire is also sent to parents that includes questions regarding the quality of services provided when needed.

