



**BENJAMIN BANNEKER ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 13/K670**  
**ADDRESS: 77 CLINTON AVENUE**  
**TELEPHONE: (718) 797-3702**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** k670      **SCHOOL NAME:** Benjamin Banneker Academy

**SCHOOL ADDRESS:** 345 Clinton Avenue

**SCHOOL TELEPHONE:** (718) 797-3702      **FAX:** (718) 797-3868

**SCHOOL CONTACT PERSON:** Majida Abdul-Karim      **EMAIL ADDRESS:** mabdulk@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Debbie Weston

**PRINCIPAL:** Majida Abdul-Karim

**UFT CHAPTER LEADER:** Valentino Ellis

**PARENTS' ASSOCIATION PRESIDENT:** Charmaine Derrell Jacobs

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Roddy Russell

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 13      **CHILDREN FIRST NETWORK (CFN):** CFN #4

**NETWORK LEADER:** Dr. Charlene Smith

**SUPERINTENDENT:** Karen Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Majida Abdul-Karim</b>	*Principal or Designee	
Valentino Ellis	*UFT Chapter Chairperson or Designee	
Charmaine Derrell-Jacobs	*PA/PTA President or Designated Co-President	
Debbie Weston	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Jason Higgins</b>	DC 37 Representative, if applicable	
Roddy Russell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Makeda Abdullah	Member/Parent	
Valerie Murray-Tuggle	Member/Staff	
Clive Pryce	Member/Staff	
Francie Johnson	Member/Staff	
Andrea Hopkins	Member/Parent	
Kecia Aytch	Member/Parent	
Ronaele Cambridge	Member/Parent	
	Member/Staff	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Benjamin Banneker Academy for Community Development is a public High School covering grades 9 – 12, located in Fort Greene Brooklyn – a stone's throw from Brooklyn harbor with a bird's eye view of Manhattan's illustrious downtown skyline. The building itself is a renovated warehouse featuring large airy colorful rooms and tastefully decorated corridors with changing art exhibits. It sits at the bottom of a downhill slope lined with renovated nineteenth-century brownstone homes and sycamore lined trees. In contrast, the surrounding streets of Fort Greene are typical of aging New York City neighborhoods. Some sections are obviously poor and needy while others are enjoying a trendy revival with restored mansions and attractive upscale shops.

The student body of Banneker 833 is largely African American: 86.2% in conjunction with Hispanic: 9.3% and others: 2.1%. Most students and many staff members live in the neighborhood. Good rapport between students and teachers is a notable feature of Banneker. As a consequence, there is a strong mentoring relationship between students and staff. Most students who are lacking in academic skills show a willingness to connect with some one to guide and encourage them. The level of achievement in some areas is reflective of this mentoring relationship. Over 95% of graduates go to college, 99% of seniors passed the English regents, 93% of seniors passed Math regents and 91% of juniors passed the English regents this school year.

Banneker makes a number of remedial arrangements for students who need extra academic help. Specifically, the Liberty Partnership after school program helps struggling freshman. The Community Development Corporation tutors students who are taking regents exams. Selected advanced students are given a scholarship boost through Advanced Placement classes in US History, World History, Calculus, Biology, Chemistry and English. Benjamin Banneker Academy also provides college programs at NYU, Medgar Evers College, Polytechnic University, and Long Island University.

Elective offerings include classes in: Media and Communication, Study of Social Movements through Film, Dance, Band, and Computer Labs. On the level of cultural enrichment students participate enthusiastically in clubs such as Theater Group, Chess, Martial Arts, and Soulful Poets In Training. Incidentally, the International Trips club traveled to France, Africa (Benin) and Puerto Rico. In addition, Banneker's groups of students, staff and volunteers traveled to New Orleans to help rebuild the city as part of their Community Service.

Banneker showcases its PSAL Sports program with achievements to brag about. All of our teams which include: Girl's volleyball, tennis, girls and boys' basketball, girls and boys' soccer (girl's team made it to the finals), boy's baseball, boy's junior varsity basketball, coed bowling and boys and girls had a successful track season. Added clubs: Very successful Debate club, Fencing and Robotics. For the 2009-2010 school year Banneker has established a number of initiatives. The establishment of four areas of study which include: 1) Pre Med; 2) Humanities; 3) Pre-engineering and 4) Media and Communication.

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.


DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	X <input type="checkbox"/> 9	X <input type="checkbox"/> 10	X <input type="checkbox"/> 11	X <input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.7	88.5	90.1		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 4					98.8	98.7	TDB		
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					48.0	50.7	64.8		
Grade 8									
Grade 9	212	213	258	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	261	183	193	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	246	227	172		0	11	TBD		
Grade 12	205	242	206						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	924	865	829		0	0	0		
<i>Total Number Total Number</i>	261	183	193	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					0	0	0		
Grade 11	246	227	172						
Grade 12	205	242	206						
Ungraded	0	0	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	924	865	829		0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	12	10	12				
No. in Collaborative Team Teaching (CTT) Classes	0	0	2	Principal Suspensions	5	4	TBD
Number all others	13			Superintendent Suspensions	16	23	TBD
<i>These students are included in the enr23o9llment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	1	1	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	48	46	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	15	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	12	6	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	0.4	0.6	0.5	Percent more than two years teaching in this school	66.7	74.5	TBD
Black or African American	82.2	83.7	86.2	Percent more than five years teaching anywhere	39.6	42.6	TBD
Hispanic or Latino	12.8	11.1	9.3	Percent Masters Degree or higher	73.0	72.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.7	2.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.6	91.5	TBD
White	1.6	1.4	0.6				
Multi-racial							
<b>Male</b>	40.3	39.3	42.1				
<b>Female</b>	59.7	60.7	57.9				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <span style="float: right;">X</span>			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	X

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>				X	X	X	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				4	4	1	

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Under Developed with Proficient Features
Overall Score	65.7	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	UDPF
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	19.4	Quality Statement 3: Align Instructional Strategy to Goals	UDPF
Student Progress (Comprises 60% of the Overall Score)	39.4	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	UDFP
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

From the Learning Environment Survey, the school realizes that we must be more transparent in communicating with parents, as well as pedagogues. To the end, we have established a school newsletter that will be disseminated to teachers, students, and parents four times a year. Additionally, school calendars will be given monthly and information to teachers will be shared during faculty conferences, departmental meetings, and common team planning sessions.

Additionally, from our PSAT examination we noticed throughout the years that our students need more skills based instructional time with Critical Writing. Our English instructors are aware of this dilemma and are planning instruction accordingly to address these issues. Instructors will receive Professional Development in all content areas to focus on Critical Writing techniques and strategies, it is also our intentions in the near future to institute PSAT instructional sessions for our 10<sup>th</sup> grade population, to achieve higher levels of proficiency on the examination. We also want to increase our percentage of students eligible for the National Merit Scholarship.

In addition to professional development around Critical Writing, we want to focus on increasing the instructional rigor by means of critical thought processes promoted by instructors. Administrators looked specifically at the level of questioning and work products of students and felt it important to dedicate a large portion of Professional Development towards increasing instructional rigor school wide.

By using our evaluated by one of our Data Teams, we also realized that academic/social interventions must be systematically structured for our 10<sup>th</sup> grade population. As 9<sup>th</sup> graders, many of these students became credit deficient due to failing major core area classes. Many students did not transition well into High School, and as a school community, we realized that we had to create systems and structures that would assist scholars into the transitioning process from Middle School into High School. This "system" has to be more than our Summer Bridge Program. Towards that end, BBACD created a 9<sup>th</sup> grade Academy, and put additional systems in place to address the needs of 10<sup>th</sup> graders would were academically struggling, and socially "consumed."

## **Accomplishments**

The school nurtures a culture of community involvement and activism. Many students are involved in extra curricular activities that foster involvement in community engagement. This includes organizations like Teens Who Make A Difference, Goddess, Banneker Brothers United, Banneker Sister's United, BBACD Action Research Project and BBACD Student Government Association. All of these organizations work on enhancing the social development of students, by promoting leadership and community development both inside our school community, as well as outside in the broader community.

Another accomplishment the school celebrates is a pass rate on most of the Regents examinations by 85% to 90%. However, we also aware that a large percentage of our students who take the Regents examination, take and pass the Regents with scores ranging from 65 to 80 percent in large numbers. We want more of our students to pass the Regents with higher rates of proficiency (85 to 95 percent). Also, we are very proud that we maintain one of the highest graduation rates for a NYC Public High School, many of our students graduate with college credits and subsequently attend four year institutions.

Our Robotics Teams and Debate Teams have also been extremely successful and have won City championships for their accomplishments. Additionally, Benjamin Banneker Academy also has 11 Advanced Placement Classes (3 Mathematics courses, 2 Science courses, 1 Spanish course, 3, History courses, and 2 English classes). For the next academic school year (2010-2011) we have plans to add an additional AP course for History Macro-Economics, and AP Psychology.

### **Barriers**

A major barrier to school improvement we have found this year is school funding. Due to budget cuts, we were unable to staff a fulltime English instructor, as well as staff a full time counseling position. To date, our 12<sup>th</sup> Senior Counselor is facilitating this process, in addition to several teachers. Benjamin Banneker Academy also has a collaboration with the New York University BEST program that works with our graduation seniors with college essay's, career searches, and financial aid options.

In addition, in the past Benjamin Banneker Academy took our scholars on school funded College Tours so that students could experience and observe college life, unfortunately due to monetary limitations we are no longer able to do this. As a school, we were also able to fund paying for peer tutors to assist struggling students in all academic areas. Our current financial status limits this ability.

Despite our limitations, we are trying to be as creative as possible, by investigating alternative means of funding. This includes soliciting grant money and parent sponsored fund raisers, and outreach to community organizations. We would also like to celebrate the success of our scholars who attain 90 and above averages.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal # 1**

**To institute an advisory program as a pilot to service the incoming 9<sup>th</sup> and current 10<sup>th</sup> grade students as a supplemental intervention to Banneker's Pupil Personnel Team. Banneker will focus on the top 20% of students who have failed 2 or more classes, who also exhibit a need for behavior modification and enhanced socialization. This pilot program will begin the second week in October for both groups targeting 85-90 students. Modules for learning will be scheduled 3x days per week.**

Students will be placed in Credit Recovery classes and attend Saturday Academy sessions. Additionally students will receive teacher mentors to assist with the intervention process.

### **Goal # 2**

**To increase academic rigor as observed by pedagogues by 5% utilizing observation reports and next steps strategies for teacher evaluation looking specifically at pedagogical practices (accountable talk conversations/the utilization of Blooms Taxonomy) and student outcomes. This PD focus will be year round starting in October and ending in early May.**

Every teacher will receive 2 formal observations, and at least 3 information observations. These observation will cite, basic pedagogical practices, but also address the level of questioning taking place in classrooms, the assessments employed by teachers, and the levels of student engagement, and how often teachers are attempting to differentiate instruction based on students needs of the targeted population. These two informal observations will take place in September and October, while the formal observations will begin in November. From the observations made and the feedback given to the instructors, from the administrators, teacher Professional Development will be targeted. Next steps for observations will include the observations of PD techniques being turn-keyed pedagogues based on the instructional supports they receive via professional development workshops and seminars. Outlined Plan of execution attached below.

### **Goal # 3**

**To increase/enhance communication streams to parents about school based events, activities, and academic opportunities for students by workshops/seminars and the integration of technology. Banneker intends to increase parent literature via bulletins and newsletters by 50%. Banneker will send out a quarterly (4x per year) publication.**

Quarterly newsletters will be distributed in **November, January, March and May** to share information to parents about school related events and opportunities. 5 students will be selected to participate in this process and will be staff writers for our Student Corner Section. Other features will include, community resources, academic opportunities, school calendar events, special achievements and notifications about Parent Meetings and Workshops. This newsletter will be spearheaded Ms. Jameson (Media Arts teacher), in conjunction with our Parent Coordinator (Terrell Tuggle). Other staff members will be contributing editors. We believe keeping the parents informed about how the school supports their child, will have a positive impact on student performance.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Pupil Support Services/Academic Intervention

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To institute an advisory program as a pilot to service the incoming 9<sup>th</sup> and current 10<sup>th</sup> grade students as a supplemental intervention to Banneker’s Pupil Personnel Team. Banneker will focus on the top 20% of students who have failed 2 or more classes, who also exhibit a need for behavior modification and enhanced socialization. This pilot program will begin the second week in October for both groups targeting 85-90 students. Modules for learning will be scheduled 3x days per week.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The plan of action is for Guidance Counselors collaboratively with teachers to identify students who are in dire need of academic intervention and other pupil related services. These students will meet with advisors 3x per week and focus on conflict mediation, study skills, content area development (tutoring), the college application process, writing skills and time management. A monthly curriculum/skills made will be created by advisors in the summer for the Advisory Pilot Program. Our Senior Advisor Ms. Whaley will be the staff member responsible for the program, and along with other staff members create the curriculum map for the advisory program.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ Per Session pay for training and scheduling of services (TL ARRA SWP)</li> <li>▪ Guest speakers i.e. consultants (TL ARRA SWP)</li> <li>▪ Guidance Services and workshops (TL ARRA SWP)</li> <li>▪ Total cost for per session to support this initiative will be \$1,200.00</li> <li>▪ Via Galaxy the Bulk Code for this activity is YOGG</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Bi-monthly progress reports, and other mediums of assessments will be used to monitor the progress of students including Report Cards, teacher anecdotes, and active involvement in prescribed after school activities. Assessment of progress being made will be in December, February, and April. The program will take place from October to May. In June, students will evaluate the program and make programmatic recommendations along with teacher advisors. The projected gains is to have 50 percent of the targeted population on track without failing one or more course by February. During this time a mid-year assessment will be done of the program which will inform how we structure the program for the remainder of the school year.</p>

**Subject/Area (where relevant):** Professional Development and Instructional Support

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise professional development opportunities for teachers by 5% focusing specifically on academic rigor and critical writing strategies across content areas. This PD focus will be year round starting in October and ending in early May.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies for implementing this goal include, but are not limited to common team planning sessions amongst teachers departmentally, and inter-departmentally, network sponsored Professional Development Sessions by Richard Cash, and school wide professional development sessions focusing on the following strategies:</p> <ul style="list-style-type: none"> <li>▪ Tuning Protocol, Using Bloom’s Taxonomy to Enhance Student Outcomes, Creating Purposeful and Rigorous Assessments that are Rubric Based, Strategies and Devices to Promote Critical Writing, Using Teacher Teams to Analyze Student Data to Promote Quality Student Work Products, Differentiating Instruction for Learners at All Levels.</li> <li>▪ Activities will take place during common planning, after-school, and during professional conference days.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>▪ Per Session pay for training and scheduling of services (TL ARRA SWP)</li> <li>▪ Guest speakers i.e. consultants (TL ARRA SWP)</li> <li>▪ Total cost for per session to support this initiative will be \$1,200.00 and payment for consultants will be 3,300.00 dollars</li> <li>▪ Via Galaxy the Bulk Code for this activity is 2917</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>➤ Teacher Observation Reports (monthly).</li> <li>➤ Level of Student Questions asked in the classrooms (weekly).</li> <li>➤ Student writing products (weekly)</li> <li>➤ Student work folders, demonstrating the progress of work products and rubric based assessment sheets so that students can track their progress.</li> </ul>

**Subject/Area (where relevant):** Parental Involvement/  
Communication Systems

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase/enhance communication streams to parents about school based events, activities, and academic opportunities for students by workshops/seminars and the integration of technology. Banneker intends to increase parent literature via bulletins and newsletters by 50%. Banneker will send out a quarterly (4x per year) publication.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Quarterly newsletters will be distributed in <b>November, January, March and May</b> to share information to parents about school related events and opportunities. 5 students will be selected to participate in this process and will be staff writers for our Student Corner Section. Other features will include, community resources, academic opportunities, school calendar events, special achievements and notifications about Parent Meetings and Workshops. This newsletter will be spearheaded Ms. Jameson (Media Arts teacher), in conjunction with our Parent Coordinator (Terrell Tuggle). Other staff members will be contributing editors.</li> <li>▪ Website updates will be done monthly by our Technology Team.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ In consultation with parents. This project will be split funded. The proposal is to use Title I Parental Involvement fund as well as TL ARRA SWP monies.</li> <li>▪ The purchase of 900 newsletters cost \$500.34 dollars. So the total purchase price is \$2,001.36</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>➤ Quarterly Newsletter to be published in November, January, March, and May</li> <li>➤ Monthly website updates will be done</li> </ul>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9		20	15		4	1		
10		38	27		5	1		
11	10	30	60		2	0		
12	10	20			6	0		

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).	
<b>ELA:</b>	<b>Saturday Academy – small groups</b> <b>37.5 Minutes      one on one</b>	<b>Regents Prep</b> <b>9 a.m. – 9 p.m.</b>
<b>Mathematics:</b>	<b>Saturday Academy – small groups</b> <b>37.5 Minutes      one on one</b>	<b>Regents Prep</b> <b>9 a.m. – 9 p.m.</b>
<b>Science:</b>	<b>Saturday Academy – small groups</b> <b>37.5 Minutes      one on one</b>	<b>Regents Prep</b> <b>9 a.m. – 9 p.m.</b>
<b>Social Studies:</b>	<b>Saturday Academy – small groups</b> <b>37.5 Minutes      one on one</b>	<b>Regents Prep</b> <b>9 a.m. – 9 p.m.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Mandated - Pierre - Social Worker</b> <b>Small groups</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	<b>On need basis – Services will be provided by Children First Network School Based Support Team</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>Kali Council – MSW – affiliated with Brooklyn Plaza Medical Center</b> <b>Pierre - MSW</b>	
<b>At-risk Health-related Services:</b>	<b>Brooklyn Plaza Medical located at Banneker School based – full medical care</b> <b>Nurse Practitioner – Ms. Klapman</b> <b>Social Worker – Kali Council</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9,10 \_\_\_\_\_ Number of Students to be Served: 3 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 45 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: Benjamin Banneker Academy

BEDS Code: 331300011670

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

*Benjamin Banneker Academy for Community Development has three students in need of English Language instruction. The student is currently in the 9<sup>th</sup> grade, and the other two students were "over the counter" admits who are currently in the 10<sup>th</sup> grade. The students appear challenges with handwriting legibility. As a result a staff member is designated to serve as a scribe for the student on all standardized exams and tests where the use of a computer is not feasible. All school wide services are accessible to our ESL student which includes teacher led tutorials, Sunday School, mental health, and other medical services from our in house clinic in partnership with Brooklyn Medical Plaza. Two of the students speak Spanish and the other student speaks Mandarin Chinese. However, an analysis of the data, psychologist's notes, and psychometric testing information available for the student have disclosed that this student derives no academic benefit from receiving services in Spanish/Chinese over English. Never the less, the students continue to receive academic support through a myriad of programs that are available at Benjamin Banneker Academy.*

**Home language surveys are conducted on students as they enter our school. This data is then available to us through our ATS system and student records. In addition, when a student is receiving an initial evaluation for special education a home language survey is conducted by our social worker. Further reports are generated twice per school year to enable us to efficiently identify who all of the ESL/ELL students are in our school community.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
Parents simply want to be keep informed, and the fact that they may be limited in English, should never be an hindrance to accessing information. Currently we only have 3 students parents who are in need of translation and interpretation services. We share this information in Kinship Care Meeting (PTA), Faculty Conferences. When individuals will be in attendance at meeting where interpretation services are needed, we try to have a faculty member who is proficient in Spanish available. Services for Mandarin Chinese are currently being sought.

## Part B: Strategies and Activities

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

*Oral services will be solicited by in-house personnel, except for Chinese, and written services will be sought by outside contracted vendors. Documents in another language will be translated 2 weeks in advance before distribution.*

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

*See item number 2.*

3. *The school will utilize a contracted vendor for translation services to address the needs of parents who are non-English speakers. Additionally, we are in the process of trying to solicit interpretation services for parents with limited English capacities, this is contingent upon funding. Currently we have no Title III funds in our budget.*

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

*Please see Item number four.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$744,330	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$7,443.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		N/A	
4. Enter the anticipated 10% set-aside for Professional Development:		\$74,430	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**Surveys and school level data, ATS,CAPS, Learning Environment Survey, STARS/HSST all will be used to assess students under the NCLB federal law.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal	✓			\$744,330.00	✓	
Title II, Part A	Federal		✓				
Title III, Part A	Federal		✓				
Title IV	Federal		✓				
IDEA	Federal	✓			\$60,468.00	✓	
Tax Levy	Local		✓				

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Benjamin Banneker Academy					
<b>District:</b>	13	<b>DBN:</b>	13K670	<b>School</b>		331300011670

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.7	88.5	90.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	213	258	210				
Grade 10	183	193	242				
Grade 11	227	172	213				
Grade 12	242	206	167				
Ungraded	0	0	0				
<b>Total</b>	<b>865</b>	<b>829</b>	<b>832</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.8	98.7	97.7

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	48.0	64.8	68.8

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	11	3

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	12	10	Principal Suspensions	5	4	1
# in Collaborative Team Teaching (CTT) Classes	0	2	0	Superintendent Suspensions	16	23	1
Number all others	23	9	17				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	46	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	12	10
# receiving ESL services only	1	0	TBD	Number of Educational Paraprofessionals	3	3	5
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	12	6	12	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	66.7	74.5	75.6
				% more than 5 years teaching anywhere	39.6	42.6	64.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	72.0	77.8
American Indian or Alaska Native	0.6	0.5	0.2	% core classes taught by "highly qualified" teachers	86.6	91.5	93.3
Black or African American	83.7	86.2	89.3				
Hispanic or Latino	11.1	9.3	8.1				
Asian or Native Hawaiian/Other Pacific	2.7	2.1	2.2				
White	1.4	0.6	0.2				
<b>Male</b>	39.3	42.1	44.6				
<b>Female</b>	60.7	57.9	55.4				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient						
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P		
<b>Overall Score:</b>	68.8	<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P		
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	17.6	Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF		
Student Progress:	38.8				
<i>(Comprises 60% of the</i>					
Additional Credit:	6				

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**Title I Parent Involvement Policy and School-Parent Compact for  
Benjamin Banneker Academy  
2010-2011**

**Section I: Title I Parent Involvement Policy**

Education 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 our school. Therefore, Benjamin Banneker Academy, (*in compliance with 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 our school and the families. Benjamin Banneker Academy'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, Kinship/Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Benjamin Banneker Academy 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 language that parents can understand.
- providing professional development opportunities for schools 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 our school community.

Benjamin Banneker Academy 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 student with disabilities. Our 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 our 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 Benjamin Banneker Academy Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Kinship/PTA, 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 involvement and school quality, Benjamin Banneker Academy 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact.
- support school-level committees that include parents who are members of the School Leadership Team, the Kinship/PTA and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our schools and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services, technology training to build parents' capacity to help their children at home, information sessions and college visits to guide their children with their college and career decision process.
- conduct Guidance Counselor facilitated workshops to educate parents about academic expectations and requirements to matriculate.

- host the required Title I Parent Annual Meeting 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 with flexible times to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skills needs and what parents can do to help.

**Benjamin Banneker Academy will further encourage school-level parental involvement by:**

- encouraging meaningful parent participation on School Leadership Teams, Kinship/PTA and Title I Parent Advisory Council.
- hosting educational family events/activities throughout the school year.
- 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 The Scholar Warriors Journal, a school newsletter, designed to keep parents informed about school activities and student progress.
- developing and maintaining a comprehensive school website to keep parents informed.
- encouraging parents to attend workshops and conferences.

**Section II: School-Parent Compact**

Benjamin Banneker Academy, and the parents of the students participating in activities, services, and programs funded by Title I Part A of the No Child Left Behind (NCLB) Act agree that this compact outlines how the parents, the school staff and participating students will share responsibility for improved student academic achievement. The compact will outline the means by which a school-parent partnership will be developed to ensure that all children achieve the State Standards and Assessments.

## **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

### **School Responsibilities:**

Benjamin Banneker Academy will provide quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- implementing high quality curriculum and instruction in a supportive and effective learning environment.
- enhancing academic rigor in the classroom by fostering critical analysis through questioning techniques and strategies.
- providing standard based instruction that is purposeful and planned, according to the needs of the student population served.
- providing instruction by highly qualified teachers.
- providing routine assessments to evaluate student progress for remediation as well as enrichment.

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

- conducting parent-teacher conferences in October and March during which the individual child's achievement will be discussed as well as how this compact is related.
- convening a Title I Parent Annual Meeting 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.
- providing school calendars monthly.
- providing bulletins and newsletters to parents about school related events, community resources and academic opportunities.
- monthly updates will be made to Benjamin Banneker Academy's website [bbanneker@schoolwires.com](mailto:bbanneker@schoolwires.com).
- 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 of each child and other pertinent individual school information, and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed to the parents each year.

**Provide parents reasonable access to staff by:**

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Planning activities for parents during the school year.

**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.
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- supporting parental involvement activities as requested by parents.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with No Child Left Behind Title I requirement for Elementary Secondary Act (ESEA) and Title I programs.

**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.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.

- Ensure that my child comes to school rested.
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- Volunteer in my child's school or assist from my home as time permits.
- Participate, as appropriate, in decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
  - take part in the school's Kinship/Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams.
  - share responsibility for the improved academic achievement of my child.

**Student Responsibilities:**

- Attend school regularly and arrive on time.
- Maximize opportunities to understand the subject material, using strategies that support my learning style, complete my homework and submit all assignments on time.
- If identified for intervention, I will attend 37.5 minutes After School and Saturday Academy.
- Follow the school rules and be responsible for my actions.
- Dress appropriately; behave responsibly by showing respect for people, other property and myself.
- Try to resolve disagreements or conflicts peacefully; and always try my best

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN #4</b>	District <b>13</b>	School Number <b>670</b>	School Name <b>Benjamin Banneker</b>
Principal <b>Majida Abdul-Karim</b>		Assistant Principal <b>Valerie Murray</b>	
Coach		Coach	
Teacher/Subject Area <b>Carline Lucien</b>		Guidance Counselor <b>Deona Solomon</b>	
Teacher/Subject Area <b>Debbie Almontaser</b>		Parent <b>Debbie Weston (Title I)</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Terrell Tuggle</b>	
Related Service Provider <b>Debbie Almontaser</b>		Other	
Network Leader <b>Dr. Charlene Smith</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>828</b>	Total Number of ELLs	<b>3</b>	ELLs as Share of Total Student Population (%)	<b>0.36%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

**Open response to questions 1-6 here**

1. Banneker's initial identification first comes from data particularly ARIS, and ATS. Additionally, we ask teachers to advise us on students who appear to have English relative competency issues. We also provide students with eh HLIS. The person to administer this examination is our testing coordinator Mrs. Carline Lucine. Once we identify data streams that articulate students who are ELL's we begin the process of administering either the LAB-R or NYSELAT.

2. In September we identify the students who are in need of additional instructional opportunities. This is also a collaborative effort between teachers. We start our process in October once our registers are settled. We then call parents in for meetings to talk about service plans for their children. We talk about dates for the administration of the NYSELAT examination. Additionally, we talk about preparing students to take the English Language Arts examination, and if they pass this regents exam, they will no longer receive ELL services.

3. Our Pupil Accounting Secretary in addition to our Testing Coordinator distributes our entitlement letters and tracks the Parent Survey's of parents, and well as program selection.

4. The criteria used to identify students to receive ESL instruction, as identified in answer number (1), begins in September. When students need additional assistance they receive additional assistance from of SETSS teacher. Currently, we are working on soliciting a teacher to service our students who are English Language Learners.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	3	Newcomers (ELLs receiving	1
		Special Education	

		service 0-3 years)			
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>		<b>Long-Term (completed 6 years)</b>	

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	1									1
<b>Total</b>	1	0	0	0	0	0	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			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																
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish					2				2	0
Chinese					1				1	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	3	0	0	0	3	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>3</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: <u>1</u> Hispanic/Latino: <u>2</u>
Native American:	White (Non-Hispanic/Latino):      Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												2		2
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	0	2	0	3

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. a)The medium of instruction is delivered through a pull-out model. b) Students are merged into heterogenous settings for every subject. One student is in an Advanced Placement class.

2.Currently, we have 3 students receiving services, one student is pending discharge. Each student receives 210 minutes of ELA instruction inclusive of additional assistance for tutoring, as well as assistance from our SETSS teacher.

3. Since all of our students are approaching proficiency in English all content areas are taught in English. Students are taught using both whole groups and small group instruction to enrich language development leads to higher levels of proficiency.

4a.Instructors use tiering and visual aids for instruction when needed. Again, our students have reached certain competency levels to when needed we employ more whole group instruction.

4b. None of our students are newcomers. In preparation for ELA state standardized examinations our students receive additional small group instruction through after-school tutoring.

4c. Our goal for the students is to have them pass the state ELA exam with proficiency. This would dictate that they would no longer need services.

4d. Our goal is to have all long term ELL's pass all courses and regents examinations

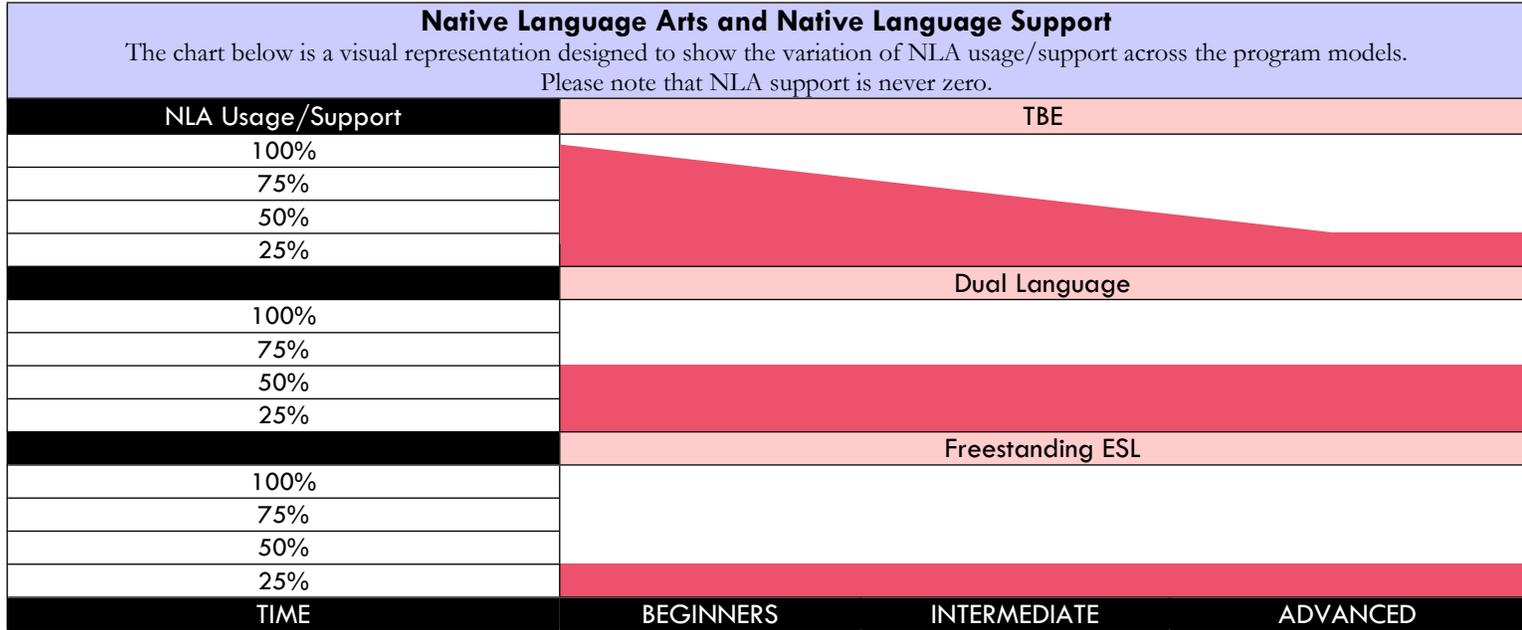
4e. None of our ELL have been identified as having to receive special instruction, due to special needs. We do not have any ELL's with an IEP.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. The medium of instruction offered to students utilizes small group instructional models as well as pull-out models. Students receive assistance in ELA. All our ELL students have proven proficiency in mathematics.
6. Students will receive continued support from our teachers through Saturday School, Lunch and Learns, and After School tutorials.
7. The improvements to be made for the upcoming year entail attempting to hire an ESL teacher that can service students atleast 3x per week.
8. N/A
9. Students who are ELL's are mainstreamed into the general population and all are General Education students. When needed and for specific subject areas, students receive additional interventions and are monitored accordingly.
10. We currently employ A-Maps, and incorporate the smart board for small group instruction .
11. Native Language support is not provided, students are immersed and english. All of our ELL students speak english with proficiency.
12. The supports provided are content area specific and not age specific.
13. Our students are met by related service providers early in September. Through collaborative groups/instructors, students meet the group of teachers who will be assisting them academically inclusive of our SETSS teacher and Testing Coordinator.
14. The language elective offered to ELL students are French and Spanish.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Teachers receive Professional Development every other month or 6x per instructional year. Teachers who have receive PD training or Carline Lucine, DebbieAlmontaser, Yusuf Muhammad, and Debbie Green. These teachers work in small groups with our ELL population, and each teacher represents a separate core academic area.
2. My teachers are already High School Teachers.
3. Our teachers have received more than 7.5 hours of instructional training. Those individuals cited in answer #1, turn-key instructional

strategies for the general population of teachers who service ELL students.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. To become inclusive in the arena of parental involvement, we have someone to translate for parents, as well as correspondence that get set home to parents.
2. Recently Banneker, partnered with the Hispanic American Association which provided several parent workshops, inclusive of three workshops on College Access for ELL's.
3. Banneker conducts parent survey's.
4. Based on the needs of our Parent population, we have seminars/workshops/ and often invite guest speakers into our school community. Our programs are hosted by school based staff.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										1				1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I										1			
	A													
	P													
READING/ WRITING	B										1			
	I										1			
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

3. We employ our data to drive our instruction. We differentiate to meet the needs of our students. So there will be a focus on writing and writing mechanics across the curriculum
4. a. All students are scoring with proficiency in every grade level, and in every content. We are preparing our students who are currently in the 11<sup>th</sup> grade to take the English regents examination in June.
- 4b. We are using the data in our acuity assessments to drive the instruction for our students and making modifications in instruction when necessary.
- 4c. We are learning that our students need more help with Critical Reading, native language instruction is not being used.
5. N/A
6. We need more consistency with an ELL provider to meet the demands of our students. Initially we only had one student. Two ELL students where transfer students who came into the school in late October.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/26/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		