



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT

SCHOOL NAME : _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 17K547 _____

VERONICA PETERSON

VPETERS@SCHOOLS.NYC.GOV

PRINCIPAL: _____

EMAIL: _____

SUPERINTENDENT: _____ KAREN WATTS _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Veronica Peterson	*Principal or Designee	
Michael Klingler	*UFT Chapter Leader or Designee	
Jarvon Baird	*PA/PTA President or Designated Co-President	
Grecia Noel	DC 37 Representative, if applicable	
Shamika Gentle Kevin Cruz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Maria Cobo	CBO Representative, if applicable	
Len Robertson	Member/UFT	
Lauren Morris	Member/CBO Representative	
Alma Neckles	Member/Parent	
Gina Sargent Phifer	Member/Parent	
Angelina Cruz	Member/Parent	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 SAFETY AND RESPECT

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By April 2012, the school's score in the area of safety and respect on the NYC School Survey Report would have increased from 6.4 to 7.0

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
In the area of Safety and Respect on the NYC School Survey 2010-2011 report, the school scored 6.4 which was a 0.6 decrease from the prior year. The school scored a developing for Quality Statement 1.4 (Maintaining a culture of mutual trust and positive attitudes..) on the 2010-2011 Quality Review

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies:

1. Utilize Circular 6 assignments for hallway duty, dean's assistants and tutoring
2. Implement detention by adjusting dean's work schedule
3. Maintain 2 deans at 1.2 personnel (FTE)
4. Refine the BASE Quality of Life Infraction Code (aligned with DOE discipline code)
5. Involve student government and Margaret's Place (Joe Torre Safe at Home Foundation) in the planning and implementation of monthly student-centered Wednesday afternoons and other student activities. Address critical areas of student concerns such as bullying
6. Utilize School Messenger System to communicate safety and security information to parents
7. Implement administration led teacher and student focus groups to foster honest, open communication for meaningful change
8. Communicate safety and security data to the entire BASE community

Staff and other resources used to implement these strategies:

1. Adjust dean's schedule from periods 1 through 8 to 2 through 9 in order to implement a period 9 detention
2. Provide staff training on how to use the BASE Quality of Life Infraction Code

Steps taken to include teachers in decision-making to evaluate the effectiveness of the strategies:

1. Continuation of Weekly meetings of the BASE School Committee which is comprised of teacher leaders from each department
2. Safety and Respect, a subcommittee of the BASE School Committee, will construct periodic surveys on Survey Monkey, to obtain feedback on safety and respect from students, parents and staff using the same or similar questions found on the NYC School Survey

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. **Utilize School Messenger System to communicate safety and security information to parents**
 2. **Implement administration led parent focus groups to foster honest, open communication for meaningful change**
 3. **Late January, the Safety and Respect Committee will construct surveys on Survey Monkey that will be administered to parents using the same questions found on the School Survey regarding safety and security**
 4. **Communicate discipline matters with parents through Jupitergrades**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Not applicable to this goal

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Involve student government and Margaret's Place (Joe Torre Safe at Home Foundation) in the planning and implementation of monthly student-centered Wednesday afternoons and other student activities. Address critical areas of student concerns such as bullying

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Schedule 1.2 deans positions at \$84,071 Job ID GF10K and G85JO**
- **Create a purchase order in the amount of \$1,125 for School Messenger System Activity code X4JF**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 COLLEGE READINESS

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The Progress Report College Readiness Index would have increased from 9.4% to 10% by October 2012,, and to 15% by October 2013

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The school's College Readiness Index on the 2010 – 2011 Progress Report was 5.5% below its peer average and 12.1% below the city average.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies:

1. **Implement SAT prep program using Kaplan SAT on- demand on-line**
2. **Implement BASE Learning Support Center and Super Saturday Regents preparation**
3. **Implement Math Institute**
 - **Every BASE student will have a math diagnostic test administered to them in the fall**
 - **Off-track students will receive differentiated tutoring based on skills rather than course**
 - **On-track students will receive course tutoring (special focus on Algebra II & trigonometry)**
4. **Implement ELA curriculum redesign to address Common Core Standards (for college readiness), SAT preparation and CUNY placement exam**

Staff and other resources:

1. **Teacher to staff Kaplan SAT on-demand on-line on weekdays and supervisor on Saturdays**
2. **Seventeen teachers from every major subject will staff the BASE Learning Support Center and Ten teachers of courses ending in Regents exams will staff Super Saturday Regents Prep, along with one supervisor**
3. **Six math teachers will administer the math diagnostic to the students and staff the math Learning Center**
4. **Two ELA teachers will redesign the ELA curriculum for the spring semester in grades 10 and 11**

Steps taken to include teachers in decision-making

Continuation of Weekly meetings of the BASE School Committee which is comprised to teacher leaders from each department. This body assisted in decision-making around the CEP along with the SLT

Timeline and implementation:

1. **SAT prep program will begin in mid-December. Students will have access to on-line learning and practice for 6 months**

2. **BASE Learning Center began in the beginning of November and will continue through June 2012.**
3. **Super Saturdays will be held in January and June.**
4. **Math Institute began in November and will continue through June**
5. **ELA redesign will be done in December 2011 and January 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. **Utilize School Messenger System to communicate with parents about meetings, events, test dates etc.**
 2. **Communicate with parents about attendance and grades through Jupitergrades**
 3. **Conduct parent workshops to guide parents through the college application process**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 1) ***We post our vacancies through the New Visions network in addition to the normal DOE channels. This generates a large number of applications, which gives us a better pool of applicants.***
 - 2) ***We have a well established system for hiring of new staff. The process is run by committee (though the principal has the final say). The collaborative and deep nature of the process allows us to confidently choose the best and most qualified staff members for open positions. Our hiring committee considers only highly qualified applicants except in the rare case where such an applicant has not applied.***

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 1. **Prospect Heights Campus LYFE Center will support students with children**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. **Kaplan SAT on-demand on-line program \$29/student x 50 students = \$1,500 OTPS Funding source: TL register growth**
 2. **Teacher per session for staffing Kaplan on-demand \$2,100 TL register growth**
 3. **Supervisor per session for staffing Kaplan on-demand \$774 TL register growth**
 4. **32 iPADS (technology for Kaplan on-demand) + lockup \$17,838 TL register growth**
 5. **Teacher per session for ELA curriculum redesign \$840 TL register growth**
 6. **BASE Learning Center 17 teachers x 48hrs = 816 hrs = \$34,272 TL register growth**
 7. **BASE Super Saturdays \$20,000 TL register growth**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3 CREDIT ACCUMULATION

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, credit accumulation of students in their second and third years would have increased by 10% as reported on the school's Progress Report

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-2011 Progress Report showed that credit accumulation for our school was below our peer average. 62.1% of students earned 10+ credits in their 2nd year, and 58.1% of students earned 10+ credits in their third year. This represents a significant decline from credit accumulation in students' first year (when 82.8% of students earned 10+ credits).

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups.

1. Implement use error coding and BASE Assessment Analysis Sheet and Instruction Plan after each interim exam administration in order to inform curricular and instructional decisions
2. Implement changes in grading policies and practices in February 2012 in order to capture meaningful data about student mastery and performance trends that inform curricular, instructional and organizational decisions
3. Implement an extensive tutoring and Learning Center structure that targets specific academic needs of students
4. Implement a college readiness campaign that focuses on GPA. Align the language used at colleges with how we look at transcripts and report cards
5. Continue subscribing to PLATO on-line credit recovery

Staff and other resources used to implement these strategies/activities.

1. All classroom teachers participate in the interim analysis. Much of this work occurs during grade-team time allocated to the staff on Wednesday afternoons when students are dismissed early.
2. All teachers are expected to adhere to the new schoolwide grading policy as designed by Cabinet, School Committee, and School Leadership Team.
3. Seventeen teachers work as Learning Center tutors after school.
4. Our guidance counselors work alongside administrators and one teacher as members of the College Going Culture team. This team works with representatives from CUNY to develop college-readiness strategies such as our new focus on GPA.
5. Our art teacher serves as a 0.2 PLATO coordinator, and our programming chair has been trained in administrative use of the PLATO system.

Both have received training in the use of PLATO reports.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

1. *Interim Analysis is one part of a process that includes:*

- a. **Designing assessments that will yield the most useful data about student achievement.**
- b. **Analysis of that data in order to identify specific students/student groups who could benefit from academic intervention and identify content/skill areas in which re-teaching may be necessary.**
- c. **Planning of instructional changes and academic interventions designed to support students in need and develop skills and knowledge in areas needing development.**
- d. **The presentation of the data, analysis, and resulting instructional plan to the Principal.**

All teachers are required to engage in this process, and both pre- and post- observation conferences focus on the implementation of the instructional plans that are developed.

2. **Members of the SLT and the School Committee, collaboratively revised the school's grading policy.**
3. **Teachers receive PD on creating a "college ready culture." At these sessions, teachers submitted suggestions for college readiness, several of which have become part of our college readiness campaign.**
4. **Teachers have received PD on tailoring PLATO courses so that they best reflect our curriculum and meet our students' needs.**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
 1. **Utilize School Messenger System to communicate with parents about attendance, events, test dates etc.**
 2. **Communicate with parents about attendance and grades through Jupitergrades**
 3. **Conference with parents and students as needed**
 4. **Conduct Back to School Night to introduce parents to the curriculum and expectations of each course**
 5. **Implement peer tutoring**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- 3) **We post our vacancies through the New Visions network in addition to the normal DOE channels. This generates a large number of applications, which gives us a better pool of applicants.**
- 4) **We have a well established system for hiring of new staff. The process is run by committee (though the principal has the final say). The collaborative and deep nature of the process allows us to confidently choose the best and most qualified staff members for open positions.**
- 5) **Our hiring committee considers only highly qualified applicants except in the rare case where such an applicant has not applied.**

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- 1) ***Students who are parents utilize the LYFE center housed at our campus to provide childcare so that they can attend school full time while maintaining attendance.***

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- 1) **Interim Analysis: Wednesday half day following each interim has been embedded in the schedule (Job ID: GHP2S Funding Source: Title I SWP)**
- 2) **Learning Center: 17 teachers x 48 hrs (32 days x 1.5 hrs/day) = 816 hrs = \$34,272 (Funding Source: Tax Levy from register gain – coming in December)**
- 3) **PLATO: Spring and summer credit recovery program = \$32,000 (Funding Source: Tax Levy from register gain – coming in December)**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	50	25	25	45	10	1	12	
10	26	55		45	7		30	1
11	27	25		25	10		30	
12	5			8	8		15	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<input type="checkbox"/> a. Balanced Literacy double period classes for 9 th grade students performing in Level 1 or 2 on NYS ELA assessments b. ICT Team teaching in every grade d. BASE After School Learning Support Center and Saturday Support Center e. Educational Paraprofessional to support one-to-one intervention
Mathematics	<input type="checkbox"/> a. Math classes with extended time b. BASE After School Learning Support Center and Saturday Support Center c. Educational Paraprofessional to support one-to-one intervention. d. Team teaching
Science	<input type="checkbox"/> a. Science class with extended time b. Team teaching c. BASE After School Learning Support Center and Saturday Support Center d. Educational Paraprofessional to support one-to-one intervention
Social Studies	<input type="checkbox"/> a. Team teaching

	<p>b. BASE After School Learning Support Center and Saturday Support Center</p> <p>c. Educational Paraprofessional to support one-to-one intervention</p>
At-risk Services provided by the Guidance Counselor	<p><input type="checkbox"/></p> <p>a. Related services counseling – one-to-one and small group</p> <p>b. Peer mediation</p> <p>c. Anger Management counseling</p> <p>d. conflict resolution</p>
At-risk Services provided by the School Psychologist	<p><input type="checkbox"/> N/A</p>
At-risk Services provided by the Social Worker	<p><input type="checkbox"/></p> <p>a. Violence prevention and intervention workshops and sessions with individuals and small groups</p> <p>b. Peer leadership</p> <p>c. Crisis intervention</p> <p>d. Conflict resolution</p>
At-risk Health-related Services	<p><input type="checkbox"/> N/A</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**Brooklyn Academy of Science and the Environment
PARENT INVOLVEMENT POLICY
2011-2012**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community at BASE. Therefore, our school, in compliance with the *Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*, is responsible for creating and implementing a parent involvement policy designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. BASE 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, specifically during Parent Association Meetings, Back to School Night, New Family Orientation, and Parent Conferences;
- 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, specifically by inviting them to become members of the School Leadership Team and the Parent Association;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, specifically through workshops at Parent Association meetings, encouraging parents to use Jupiter Grades, and using the Phone Messenger to stay in communication with parents;
- providing assistance to parents in understanding City, State and Federal standards and assessments, specifically during Back to School Night and Parent Association meetings;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand, specifically the Phone Messenger and letters sent home;

BASE's Parent Involvement Policy was designed through assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To **increase and improve parent involvement and school quality**, BASE will:

- actively involve parents in the planning and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan (CEP), including the implementation of the school's Title I Parent Involvement Policy (PIP) and School-Parent Compact
 - Parents on the School Leadership Team (SLT) will review the PIP at the December, 2012 meeting.
 - The approved PIP will be presented to the Parent Association at the January meeting;
- 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
 - The Principal or Assistant Principal will initiate this discussion at a Parent Association meeting during the first semester;
- 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 Parent Association, etc. This includes providing technical assistance, ongoing training, and other support
 1. provide workshops on various topics during PA meetings
 2. provide meeting space, storage space, technical support, and other requests as needed during SLT, PA, and other meetings;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
 1. BASE staff will provide workshops during PA meetings and at other times, including some weekends to accommodate parent schedules
 2. BASE will hold an annual Back to School Night to go over curriculum and assessment expectations, using Jupiter grades at home to stay informed of student progress, and accessing support services;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
 1. Parents on the School Leadership Team will review the above reports during meetings.
 2. The School Leadership Team is involved in a yearly internal PASS (Performance Assessment in Schools System-wide) visit that assesses every aspect of the school in order to develop the CEP;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will **further encourage school-level parental involvement** by:

- holding an annual Title I Parent Curriculum Conference (Back to School Night);
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year (i.e. Science National Honor Society induction ceremony, Senior Awards Night; visiting Partner Organization Brooklyn Botanic Garden for free with their families);
- encouraging meaningful parent participation on School Leadership Teams, Parent Association;
- supporting or hosting Family Day events (i.e. New Family Orientation and family bar-b-ques in Partner Organization Prospect Park);
- encouraging more parents to become trained school volunteers (i.e. volunteering as officers in the Parent Association and as members of the School Leadership Team);
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress (i.e. progress reports, Jupiter Grades, and periodic phone calls by individual teachers or through the Phone Messenger system);

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

BASE will support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities to parents of participating children in a format and to the extent practicable in a language that parents can understand, specifically through report card mailings, letters sent home, and by utilizing the Phone Messenger;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact, specifically in the School Leadership Team meetings and the Parent Association meetings;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information, specifically through Jupiter Grades, frequent Progress Report mailings, the Phone Messenger and individual calls home to report on attendance problems;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year, specifically at PA meetings;

BASE will provide parents reasonable access to staff by:

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

BASE will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (at least 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- resolve disagreements or conflicts peacefully and be willing to "walk away";
- seek adult help when a problem or situation seems beyond my control;
- share responsibility for my own academic achievement with my teachers, parents, and mentors;
- keep myself informed of my academic progress by checking Jupiter Grades regularly
- take advantage of opportunities for assistance, such as Learning Center, tutoring, college and financial aid workshops, etc.
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _17K547_ **School Name:** Brooklyn Academy of Science and the Environment

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The area in need of improvement is the graduation rate. We missed the target rate of 75% by 2 points. A review of the data shows that credit accumulation was the main cause for not meeting the target.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Credit accumulation has been identified as a CEP goal for the 2011-2012 school year. The strategies that are being used include:

1. Use of error coding and BASE Assessment Analysis Sheet and Instructional Plan after each interim exam administration in order to inform curricular and instructional decisions.
2. Implementation of a revised schoolwide grading policy in order to capture meaningful data about student mastery and performance trends that inform curricular, instructional and organizational decisions
3. Implementation of an extensive tutoring and Learning Center structure that targets specific academic needs of students
4. Continuation of PLATO on-line credit recovery for students with sufficient seat time.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers will receive differentiated professional development based on needs identified through the observation process as well as self-assessed needs. In addition there will be extensive professional development on the use of the Charlotte Danielson rubric and the Common Core Learning Standards.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

A highly qualified teacher mentor will be used to mentor the new teachers. In addition, teachers will receive on-line mentoring through The New Teacher Center e-Mentoring for student Success.

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.

The home language will be identified through the home language survey. This will ensure that parents receive the SINI notification in the correct language.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 21	District 17	Borough Brooklyn	School Number 547
School Name Brooklyn Academy of Science & the Enviro			

B. Language Allocation Policy Team Composition [?](#)

Principal Veronica Peterson	Assistant Principal Daniel Kellner
Coach n/a	Coach n/a
ESL Teacher Yanick Guercy	Guidance Counselor Juanita Fraser
Teacher/Subject Area David Johnston/Science	Parent Jarvin Baird
Teacher/Subject Area n/a	Parent Coordinator n/a
Related Service Provider Dorean Fellin	Other n/a
Network Leader Alexis Penzel	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	20
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	472	Total Number of ELLs	32	ELLs as share of total student population (%)	6.78%
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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.
5. 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.)
6. 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. 

Paste response to questions 1-6 here

1. The student is issued the Home Language Identification Survey as part of their admissions packet. The student and family are first interviewed by our guidance counselor(s) and our French teacher - who has a supplemental ESL certification - screen the student, and administer the LAB-R when necessary. Students are programmed for ESL according to the mandated number of units specified by NYS CR Part 154. The class rosters are used to schedule students for the NYSESLAT exam.
2. When parents go through the admission process at BASE, our ESL teacher explains the three program choices. Our school only offers ESL services. However, parents are informed of the choices they have. When there is a parent who speaks a language that no one on our staff speaks, we seek assistance from staff from the International High School at Prospect which shares the same campus with BASE. Failing that, we utilize the DOE's over the phone translation services.
3. Our Pupil Personnel Secretary is responsible for distribution of the entitlement letters and collection of the Parent Survey and Program Selection forms.
4. Once the level of the student has been obtained, our guidance counselors and program chair schedule their ESL classes. Parents receive their students' programs.
5. Over the past few years, 100% of our parents have opted for our ESL program.
6. There is alignment with parents' requests.

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

This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	12

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	
TBE										0
Dual Language										0
ESL	12		4	8			12			32
Total	12	0	4	8	0	0	12	0	0	32

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										3	2			5
Chinese														0
Russian														0
Bengali										3		1		4
Urdu														0
Arabic														0
Haitian										2	1	1		4
French										3	1		1	5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										7	2	4	1	14
TOTAL	0	18	6	6	2	32								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-4 here

1a. Instruction is delivered via the self contained model. Currently all ESL students are programmed into a class that meets their needs and fulfills the state requirements for ESL instruction.

1b. Ninth and tenth grade ESL students travel as a blocks respectively. They are heterogeneously mixed in the same content area classes, but not in the same ESL classes. The ESL classes are programmed for the correct number of minutes. The number of minutes they receive by push- ins and pull- outs are reflected the teacher's program. The program model that we use is ungraded/heterogenous.

2. Our school has 32 ESL students and we have ESL scheduled for two 50-minute periods per day. We have an ESL teacher on staff.

A. Programming and Scheduling Information

Our programming chair ensures that student schedules include the mandated number of minutes of ESL instruction. Our policies on placement and scheduling of ESL students are reviewed periodically by the School Committee. Schedules account for all mandated minutes in the following way: students are programmed just like those who are placed in a double period ELA course. In some cases, students will have a schedule for a year that does not include art, or that includes 2 days of gym and 3 days of art per week to allow for the extra period of ESL instruction. As students progress from one proficiency level to the next, their schedules are changed. As their mandated ESL minutes decrease, their time in electives can increase.

3. Content areas are delivered through cooperative learning models, through the use of graphic organizers and word walls, and through differentiation of instruction. Although much of the ESL course is designed to stand alone, there is also time blocked out for support in all content areas, and the ESL teacher collaborates with subject area teachers, specifically on major writing projects that are based in core content classes.

4. Regents exams can be ordered in a student's native language. For in-class tests, ELL students are allowed to utilize bilingual dictionaries (subject-specific when available) and approved translation devices.

5a. We currently have no SIFE students.

5b. Similar to the strategies described in question four, new comers are programmed in blocks with other ELLs and non-ELLs. Teachers use cooperative learning groups to pair or group students together who speak the same language. Differentiated supports such as vocabulary lists, visual cues, and modified texts are used to support these students in core classes.

5c. We are familiarizing all teachers with the skills assessed on the NYSESLAT examination so that they can further assist students receiving service for 4 to 6 years, and have still not tested out of the assessment. Differentiated supports are offered as described in section 5c.

5d. The plan for Long-Term ELLs who have completed 6 years is to refer them to our Pupil Personnel Team to develop an academic intervention plan to assist them in being successful. We also provide extra support for ELL students who are preparing to apply to college.

6. The ELLs with special needs are receiving both services 1a. The organizational model that our school uses is self-contained. However, such students are often supported by inclusion in ICT classes and/or SETSS. In-class differentiation and appropriately leveled texts are used in all courses to support these students.

7. At all annual IEP reviews for any student with a disability, the first options explored are always the LRE. The goal of pursuing less restrictive environments as soon as possible is always explicitly the goal. This allows us to maximize the time spent with mainstream general education students.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

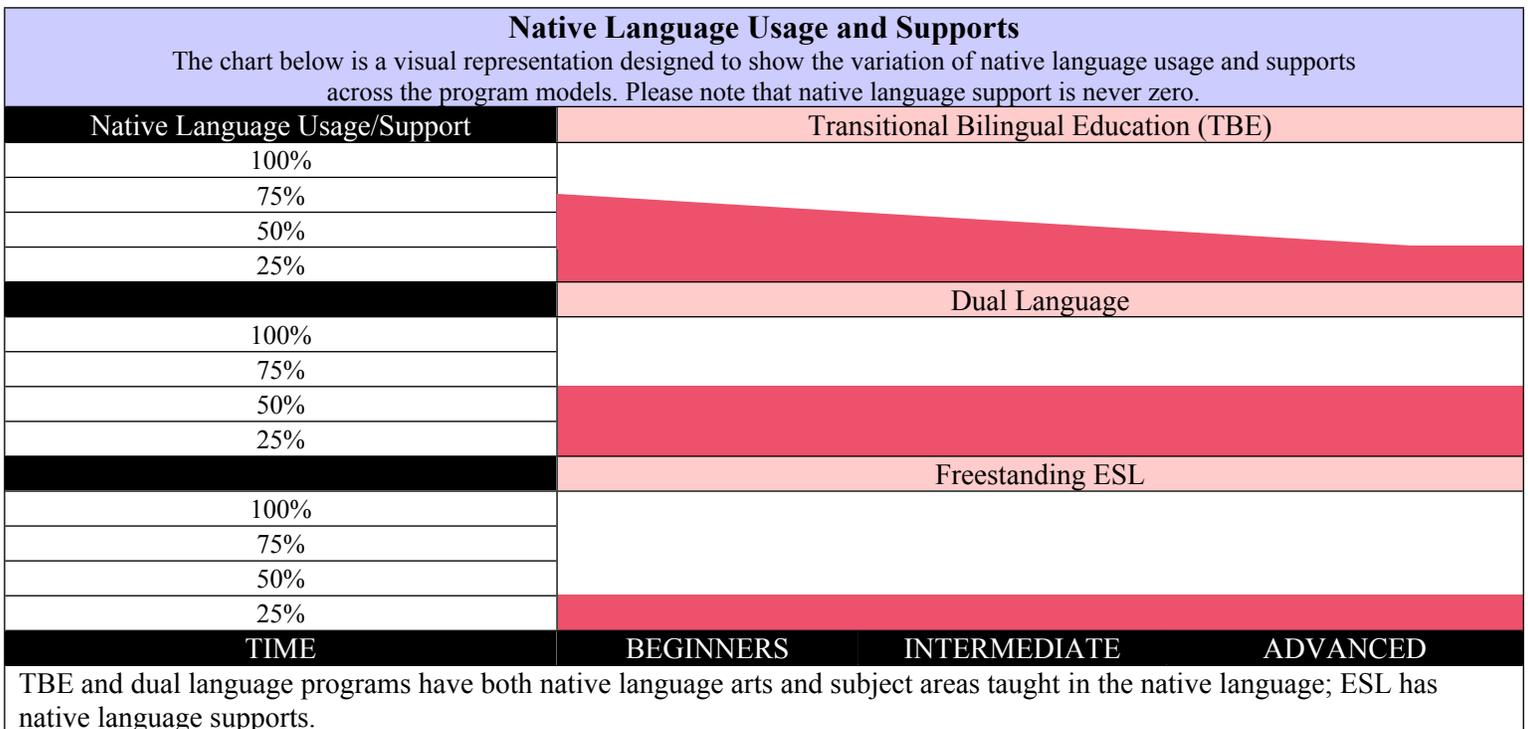
Class/Content Area	Language(s) of Instruction

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

8. In ELA, Math and other content areas, the primary intervention is the block programs by grade. Teachers meet weekly in grade teams to case conference using student work and anecdotal records to develop interventions for the students. All classes except foreign language classes are conducted in English. The school also offers additional help at our After School Learning Support Center. In class supports are similar across content areas and included heavy use of word walls, flash cards, visual cues, and leveled texts.
9. Students who reach proficiency on the NYSESLAT will continue to be programmed into content area blocks for support. Former ELLs still receive test modifications in exact accordance with state regulations.
10. The new program is the block programming. We will also be offering teachers PD opportunities in cutting edge strategies for supporting ELL students.
11. None of the programs/services offered will be discontinued.
12. ELLs are offered full participation in our full range of extracurricular clubs, teams, Learning Centers, Super Saturdays (Regents Prep), student government, internships, and service projects. They are robustly represented in all of these, including the student government and the School Leadership Team (SLT). Funding sources for these programs are varied, including Tax Levy and Title I fnds.
13. The instructional materials used include: laptop computers with internet access; glossaries for content areas; age appropriate differentiated textbooks that are accessible to ELLs; SMART boards for interactive learning; etc. We also utilize subject-specific bilingual dictionaries, text supports in languages other than English, and leveled texts.
14. The school only has an ESL program. The materials used in the ESL program are the same as those listed in in answer #13.
15. All materials are age appropriate. They are also grade-level appropriate. In the event that an ESL student is below grade level, materials may be chosen so that they gradually increase in grade level until a student is competent at the level prescribed by their age.
16. Newly enrolled ELL students participate in our Summer Bridge Program.
17. ELLs are offered Spanish and French electives. ESL students may take a Regents in their native language provided that they have completed either the necessary coursework or equivalent independent studies. After this, they may opt to pursue a different language other than English.

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)?

We do not have a dual language program.

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. The professional development plan for all ELL personnel include the following:

- Cooperative Learning
- Differentiated instruction
- Protocols for look at student work to inform instruction
- Concept-mapping and the use of other graphic organizers

At present time, future PD dates are not precisely determined.

2. The ninth grade team will focus on middle to high school transition for all 9th graders. Counselors have been trained on the specifics of language, immigration, and college funding. They offer workshops on this topic to parents and individual support to ESL students who are in the college application process.

3. The minimum 7.5 hours will include the topics listed in question number 1. PD records are kept in the teacher's personell file.

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. Parents at BASE receive daily phone messages in most of the languages. ELL parents attend our Parent Association meetings, parent workshops and special events such as awards ceremonies. Parents are also involved through the Parent Association and the School Leadership Team. At meetings (both in person and over the phone) with parents whose English proficiency is limited, we make extensive use of the Department of Education's over-the-phone translation service.

2. The school partners with Brooklyn Botanic Garden and Prospect Park Alliance. The Garden offers a workshop for parents; however, neither offer specific services to ELL parents. Our guidance counselors offer parent sessions focusing on immigration and the college application process, and we offer health services through a mobile health unit that focuses on providing care for newcomers.

3. The needs of the parents are evaluated through a survey and communication with the parents. This happens at parent-teacher night, school events, Parent Association meetings, and through focus groups.

4. Parents are given a password to access a web site called, Snapgrades. They are able to keep abreast of their children's progress. We have a College Readiness focus. Parents are provided with workshops on college applications, filing out FAFSA, etc. The needs of the parents are assessed through feedback from the Parent Association, the School Leadership Team, parent focus grous, and school surveys.

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)										2				2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	3	2	1	16
Advanced (A)										5	3	4	1	13
Total	0	0	0	0	0	0	0	0	0	17	6	6	2	31

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		3	
Integrated Algebra	17		10	
Geometry	6		3	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	2		0	
Earth Science				
Living Environment	16		11	
Physics				
Global History and Geography	8		7	
US History and Government	2		2	
Foreign Language	3		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K547 **School Name:** B.A.S.E.

Cluster: n/a **Network:** 563

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

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.

First and foremost, we learn about our translation and interpretation needs through the Home Language Survey. Upon enrollment, a student's family meets with our guidance staff, at which point their translation needs are discussed.

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.

We require translation services in Spanish, Mandarin Chinese, Bengali, Tagalog, Haitian Creole, and French. These findings are reported to the school community (particularly teachers and support staff) through staff meetings. This information is also discussed at School Leadership Team (SLT) meetings where students (including ELLs), parents, and community partners are present. These findings have also been presented at School Committee meetings.

Part B: Strategies and Activities

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.

We provide written translation services through two major avenues. First, we utilize the Department of Education's Translation Services to convert English language documents into necessary languages.

Second, our collected data is entered into SESIS so that all documentation regarding SWDs is automatically produced in the necessary language.

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.

Oral interpretation is provided through two avenues. First and foremost it is provided by the Department of Education's over-the-phone-translation unit. This is utilized extensively for both phone conversations and in person meetings with parents. We also utilize the services of our Spanish teacher, French teacher, and a bilingual School Safety Agent to provide oral translation at some meetings.

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