



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BENJAMIN BANNEKER ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K670

**PRINCIPAL:** DEONCA C. RENEE

**EMAIL:** DRENEE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
DEONCA C. RENEE	*Principal or Designee	
VALENTINO ELLIS	*UFT Chapter Leader or Designee	
CHARMAINE JACOB	*PA/PTA President or Designated Co-President	
JASON HIGGINS	DC 37 Representative/Community Associate	
TATYANA LAIRD SONYA MATTIS	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
RONAELE CAMBRIDGE	Member/Parent	
CLIVE PRYCE	Member/Assistant Principal	
JAZMEEN DUPREE	Member/Teacher	
ANDREA HOPKINS	Member/Parent	
KECIA AYTCH	Member/Parent	
C'CORR THOMAS	Member/Teacher	
CHARMAINE PHILLIP	Member/Parent	
MAKEDA ABDULLAH	Member/Parent	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- *To improve teacher effectiveness by increasing professional dialogue among staff and create a shared understanding of instructional expectations.*

### **Comprehensive needs assessment**

- The instructional expectations for 2011-2012 includes the use of a research based rubric to improve teacher effectiveness. Teachers at Benjamin Banneker Academy, during a discussion at a professional development session, were surveyed and indicated that based on the rubric shared each criteria should be addressed individually and scaffold into our practice. Planning and Preparation is the first criteria that will be addressed. Additionally, based on the observations completed by the leadership team during September and October, area of growth and strength were identified in various teachers and highlighted in the professional development plan.
- The school survey for 2010-2011 indicated that 33% of teachers disagreed that schools leaders give regular useful feedback of their teaching.

### **Instructional strategies/activities**

- Strategies to fulfill this goal will focus directly on teachers and will include the following items from the professional development plan:
  - a) Teacher study groups that focus on various topics including classroom management and lesson planning using texts such as Classroom Management that Works Research-Based Strategies for Every Teacher
  - b) Teachers who have demonstrated strength in our areas of focus are used to spearhead discussions and team; their classrooms and methods are also used as models for teachers who have been identified as needing assistance in those areas.
  - c) Four inter-visitation schedules are distributed throughout the year (two in the fall term and two in the spring term). Teachers visit each others' classrooms and debrief their visit using a template of guided questions.
  - d) These strategies are implemented throughout the year and have benchmarks as described in the professional development plan.

### **Strategies to increase parental involvement**

- Parents will be kept abreast with the expectations named above during SLT, Kinship and special subcommittee meetings.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers are sent to partnering programs such as the lead teacher institute at CCNY with the expectation that the information obtained is then the focus of a team meeting. Teachers participate in teacher teams subdivided by grade level and by content areas.
- Per session pay for training and scheduling of services including a midyear planning retreat in collaboration with the NYCLA.

### **Service and program coordination**

- Principal and assistant principals conduct formal and informal daily classroom visits and give immediate feedback to each teacher that is in line with the rubric discussed during professional development days with specific focus on planning and preparation.
- Teachers participate in reflective activities to assess their effectiveness-including the peer inter-visitation discussions. These are lead by teachers who participate in the lead teacher program conducted by CFN110 network.

### **Budget and resources alignment**

- Exemplar teachers are used as models for best practice. FSF is used to purchase books for the study groups (these books are then added to the professional development/teacher center). Teachers and administrator contribute to the maintenance of the professional development space.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

- *To decrease the number of students involved in disciplinary problems and develop a school culture of excellence and achievement.*

**Comprehensive needs assessment**

- In response to the question order and discipline are maintained at my school teacher response declined from 88% and 84% in previous years to 63% and 87% of students indicate that they feel safe in the hallways, bathrooms, and locker rooms at our school.

**Instructional strategies/activities**

- Deans are scheduled to be more proactive and visible by doing building walkthroughs individually and with SSA agents and school administrators throughout the school day.
- Guidance counselors and teachers participate in more parent and student conferences after incidents so that the social and academic perspectives of behavioral issues are addressed.
- School leaders and teachers/staff reinforce and emphasize rules and make expectations clear throughout the year.
- Assemblies and panel discussions are conducted by grade twice per school term. Guidance counselors along with peer mentors and other staff members visit English classes for smaller group discussions up twice per term or as the need arises.

**Strategies to increase parental involvement**

- During the spring term parents will participate in a Banneker Expo planned by teachers and students. This expo will include the academic department representative as well as club and team representatives that will high light exemplary work done by various members of the school community.
- March Madness Fitness - parents, teachers and students compete/have fun playing volleyball, chess/zumba dance class so that members of the community can come together in a non threatening positive environment.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- NA

**Service and program coordination**

- The office of the Community associate and the SAPIS worker along with parents, teachers and students spearhead initiative that engage students and reduce their participated in high risk behaviors.

**Budget and resources alignment**

- NYC Department of Health and Mental Hygiene Physical Activity and Nutrition Program-provides training and other resources to the parent body, the student government association and the athletic teams beginning in September. This includes training students to take on the role of peer teachers on sugary drinks.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- *To increase effective communication with teachers, students and parents*

#### **Comprehensive needs assessment**

- Based on the 2010-2011 school survey 77% of parents indicated that the school communicates well with them, 33% of teachers indicated that the vision is not communicated well at the school and 63% of students indicated that they were not comfortable communicating with an adult if there was a problem in a class.

#### **Instructional strategies/activities**

- Principal will distribute (electronically) a bi weekly principal's information sheet to teachers and staff that contains information from the principal's weekly, relevant opportunities and address other pertinent issues that arise, Teachers give feedback on ongoing issues and concerns during faculty and department meetings, via email and directly to the principal, assistant principal or department representative. These issues are then discussed at monthly faculty meeting and at cabinet meetings taking teacher input into consideration and then addressed in the principal's information sheet
- Parent coordinator will distribute a quarterly parent bulletin addressing parent concerns that arise as well as upcoming activities and events.
- Students collaborate with staff and other members of the Banneker community to produce a quarterly Banneker newsletter that addresses student concerns from a student perspective.

#### **Strategies to increase parental involvement**

- Parents collaborate with staff and students to produce the Banneker Newsletter.
- Parents communicate with the parent coordinator, principal and teachers regarding issues and concerns directly, at parent meetings and via email. These issues are discussed with parent leadership and school leadership and then addressed in the parent coordinators bulletin.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- NA

#### **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.

#### **Budget and resources alignment**

- The school newsletter/journalism club conducts various fundraising activities to support the duplication of material.

**ACADEMIC INTERVENTION SERVICES (AIS)**

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	30	40	30	20	6	2	3	
<b>10</b>	0	14	14	8	4	1		
<b>11</b>	12	16	16	17	5	1		
<b>12</b>	17	23	6	16	2	0		

**ACADEMIC INTERVENTION SERVICES (AIS)**

Name of Academic Intervention Services (AIS)	Description	
ELA	Saturday Academy – small groups 37.5 Minutes      one on one	Regents Prep 9 a.m. – 9 p.m.
Mathematics	Saturday Academy – small groups 37.5 Minutes      one on one	Regents Prep 9 a.m. – 9 p.m.
Science	Saturday Academy – small groups 37.5 Minutes      one on one	Regents Prep 9 a.m. – 9 p.m.
Social Studies	Saturday Academy – small groups 37.5 Minutes      one on one	Regents Prep 9 a.m. – 9 p.m.
At-risk Services provided by the Guidance Counselor	Mandated - Pierre - Social Worker Small groups	
At-risk Services provided by the School Psychologist	On need basis – Services will be provided by Children First Network School Based Support Team	
At-risk Services provided by the Social Worker	Kali Council – MSW – affiliated with Brooklyn Plaza Medical Center Pierre - MSW	
At-risk Health-related Services	Brooklyn Plaza Medical located at Banneker School based – full medical care Nurse Practitioner – Ms. Klapman Social Worker – Kali Council	

## THE PARENT INVOLVEMENT POLICY (PIP)

### **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, Parent 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  
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 <b>Nichele Manning-Andrews</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>670</b>
School Name <b>Benajmin Banneker Academy</b>			

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

Principal <b>Deonca Renee I.A.</b>	Assistant Principal <b>C. Pryce</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>NA</b>	Guidance Counselor <b>Ms. Murray-Tuggle A.P.Guidance</b>
Teacher/Subject Area <b>Debbie Almontaser</b>	Parent <b>type here</b>
Teacher/Subject Area <b>NA</b>	Parent Coordinator <b>T. Tuggle</b>
Related Service Provider <b>NA</b>	Other <b>type here</b>
Network Leader <b>Nichele Manning-Andrews</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>902</b>	Total Number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</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.
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. 

1. At K670, for incoming students we run an ATS report to see if student appear as ELLs. We also look through the cumulative record to see if there is an HLIS form. In addition we ask the child if they are an ELL student receiving ESL services in middle school followed by an informal oral interview in English and in their native language and conduct the formal assessment with child. When receiving students entering the DOE school system, we provide parent HLIS form to complete and determine follow procedure required. Currently, K670 the screening is done by our social worker and pupil accounting secretary via ATS and issuing the HLIS form. 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. K670 does not have ESL teacher to conduct ELL testing. There hasn't been a need to hire an ESL teacher.

2.K670 does not have any of these program choices to offer, as a screened theme school. In the past we've had one ESL student, which we made the necessary program arrangements. If we had the other programs, there would be a procedure in place with an outreach plan and time line.

3.K670 does not offer these programs, as a screened theme school.

However, if we as a school had to we would mail all required documents as well as send a copy home with the child with the expectation that the child must bring documents signed. If documents are not returned in a timely fashion, the parent is called.

4.Upon verifying that a student requires ESL through our screening process, via ATS report, cumulative record, an informal oral interview in English and in their native language and conduct the formal assessment, we make the appropriate arrangements for student to receive ESL. We would contact neighboring school to share an ESL teacher to offer the required hours of instruction to ESL student. K670 does not have an operating bilingual program to accommodate a bilingual instruction. For parents with limited English 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 are being sought.

5. There have been no trends for these programs at K670. We do not have such programs. K670 is a screened theme school.

6. K670 does not offer these programs, as a screened theme school. If we had to, we would develop the systems and structured required.

## 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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

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

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

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

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

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____	Hispanic/Latino:
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										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you ensure that ELLs are appropriately evaluated in their native languages?</li> <li>5. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for long-term ELLs (completed 6 years).</li> </ol> </li> <li>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?</li> </ol>

**A. Programming and Scheduling Information**

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 no students receiving services. Each student would receive 210 minutes by per session/per diem ESL teacher.
3. If we had such programs, they would be supplemented with differentiated instruction. Teacher would be alerted to breakdown concepts to ELL students on a needs basis. Students would taught using both whole groups and small group instruction to enrich language development leads to higher levels of proficiency.
4. ESL teacher would make the necessary arrangements for testing in students’ native language.
5. NA. In general K670, provides differentiated instruction for all its students to the best of our ability. Teachers are alerted to breakdown concepts to ELL students on a needs basis.
6. The strategies and materials we would supplement ELL is make sure we have books on tape, cassette recorders, headphones, book bins, and leveled books for students. These materials would be used by the ESL teacher and classroom content teachers.
7. Saturday Academy – 9 a.m. – 9 p.m. small group remediation and Regents Prep, 37.5 Minutes one-on-one instruction and differentiated instruction

**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:

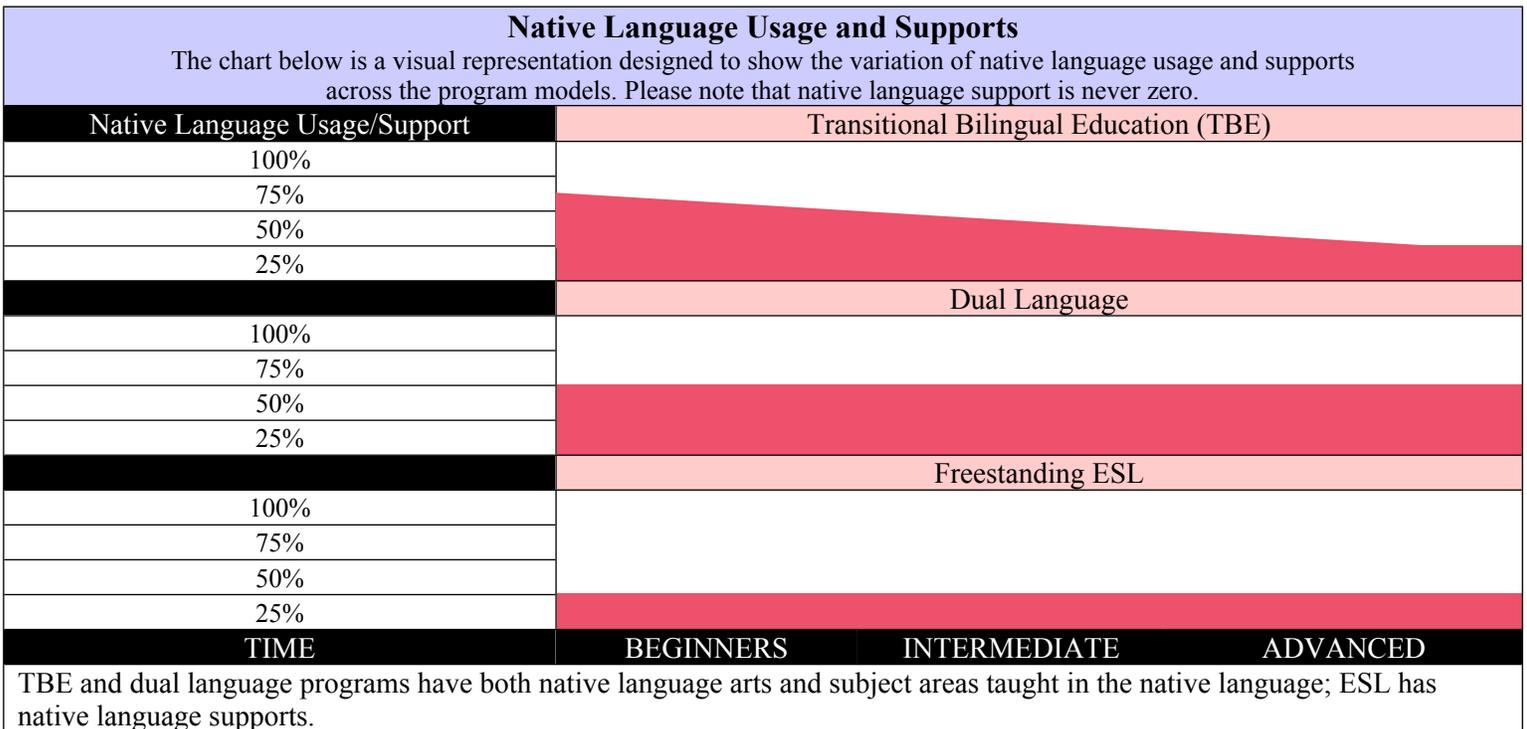
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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			
	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
<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**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

NA

## C. Schools with Dual Language Programs

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

NA

## D. Professional Development and Support for School Staff

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

NA.

## E. Parental Involvement

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

1. Parental involvement program 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.

## 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?

1. Parental involvement program 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.

2. 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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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**

- 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

We have not employed the listed assessments on a high school setting. The number of ELLs that have come to us have been assessed in their middle schools.

- 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
- 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 11th grade to take the English regents examination in June.
- b. We are using the data in our acuity assessments to drive the instruction for our students and making modifications in instruction when necessary.
- c. We are learning that our students need more help with Critical Reading, native language instruction is not being used.
- N/A
- We need more consistency with an ELL provider to meet the demands of our students. Initially we only had one student. Two ELL students

## 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

<b>School Name: Benjamin Banneker Academy</b>		<b>School DBN: 13K670</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deonca C. Renee	Principal		10/27/11
Clive Pryce	Assistant Principal		10/27/11
Terrell Tuggle	Parent Coordinator		10/27/11
N/A	ESL Teacher		1/1/01
	Parent		1/1/01
Debbie Almontaser	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Valerie Murray	Guidance Counselor		10/27/11
Nichelle Manning Andrews	Network Leader		1/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 13k670      **School Name:** Benjamin Banneker Academy

**Cluster:** 1      **Network:** 110

**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.

In order to assess our 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 we used the information provided by the parents on the blue card. The blue card gives us the preferred language in the student's homes. We sent a blue card home to each of our students at the beginning of the school year. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The parent coordinator confers with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in a working class section of Brooklyn. The community as a whole very diverse. Approximately \_\_\_% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica, Bangladesh, mainland China, Puerto Rico and the Dominican Republic. The school is comprised of 90% African-Americans, \_\_\_8% Hispanics and \_\_\_2% others. Our pupil accounting secretary conducted an inventory of languages to assess the oral language needs of parents. We found that the major language group was Spanish.

## 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 assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole, Urdu and Spanish. Written translation is available when needed and the Translation Interpretation Unit can be contacted to support school translations. The notices announcing events will be translated into the major language occurring in our school (Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers if needed. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours.

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 services will be provided by in-house by school staff. We have staff members who speak French, Haitian Creole, Spanish and Urdu. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in French, Haitian Creole, Urdu and Spanish during school activities. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the main office of our school advertising such services.