



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT

DBN (i.e. 01M001): 17K547

Principal: VERONICA PETERSON

Principal Email: VPETERS@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ALEXIS PENZELL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Veronica Peterson	*Principal or Designee	
Christopher Balchin	*UFT Chapter Leader or Designee	
Vanrick Clarke	*PA/PTA President or Designated Co-President	
Grecia Noel	DC 37 Representative, if applicable	
Shamika Gentile	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Barbara Kurland	CBO Representative, if applicable	
Hayward Aaron	Member/ UFT	
Rodrick Daley	Member/ UFT	
Edith Nicholas	Member/ PA Co-President	
Keena Cox	Member/ Parent	
Annette David	Member/ Parent	
Coleen Bascom	Member/ Parent	
Maria Cobo	Member/ CBO-Representative	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

Annual Goal #1: Student Progress

By June 2013, student progress would have increased from 29.0 to 31 points as indicated on the 2013-2014 Progress Report. Student progress is based on the progress students make towards passing Regents exams and course credits in the core subjects.

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 2012-2013 Progress Report showed that credit accumulation for our sophomores was below our peer average. 68.3% of students earned 10+ credits in their 2nd year compared to 70.7% in peer schools. This represents a significant decline from credit accumulation in students' first year when 86.7% of students earned 10+ credits. We are at 18% in percentile ranking as compared to our peers.

While we made significant gains in credit accumulation for our juniors earning 10+ credits last year (up from 59.1% to 68.6%) we are at 36% in terms of percentile ranking as compared to our peer.

According to our school's High School Dashboard for the 2012-2013 Progress Report, our school's ELA weighted Regents pass rate ranked at 18% of our peer schools, and our Global History weighted Regents pass rate ranked at 26%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Provide students with opportunities for additional targeted academic support:

- Continue with the monthly student event entitled "Super Wednesday" in which students in danger of failing a course are invited by their individual teachers to receive three hours of additional academic and organizational support. Regents Prep opportunities will be made available to all students.
- Implement an extensive tutoring structure that targets specific academic needs of students. These structures include after-school Learning and Writing Centers as well as Super Saturday events. Several Super Saturdays will be devoted to Regents Prep with special emphasis on ELA and Global History. Others Super Saturdays will target credit accumulation only.
- Redesign the structure of the sophomore writing course for Level 1 and Level 2 students to provide remedial writing support from content-specific teachers and prepare students for English Language Arts and Global Studies Regents exam.
- Set aside one Wednesday afternoon per month for case conferencing with deans and guidance counselors on grade teams to target students of concern. Referrals will be made to our Pupil Personnel Team.

2 Communicate high expectations to students:

- Enroll students and parents in Pupilpath which provides ongoing access to transcripts, current grades, and College Readiness Progress Trackers.
- Hold frequent grade level assemblies to reinforce expectations including our “In Good Standing” policy which requires students to pass all courses in order to attend school events.
- Create grade specific bulletin boards which celebrate student academic success.

3 Use data to inform instructional decisions

- Ensure interim exams are aligned to ELA and Global Regents.
- Use error coding and BASE Assessment Analysis Sheet and Instructional Plan after each interim exam administration in order to inform curricular and instructional decisions and identify sub-groups of students.
- Utilize an Instructional Specialist from New Visions to work with grade teams to engage in meaningful inquiry around student work.
- Conduct frequent observations using the Danielson rubric to inform professional development plans and use observation data, student outcomes, and scholarship reports to hold individual goal setting meetings with teachers.

B. Key personnel and other resources used to implement each strategy/activity

1. Additional targeted academic support:

- Super Wednesday will be provided by all teachers on Wednesday afternoons when the majority of students are dismissed early.
- Learning Center will be staffed by 16 teachers after school for per session.
- Super Saturday will be staffed by 10 teachers for per session.
- Writing Center netbooks, carrels, and after-school per session is funded by the Expanded Success Initiative (ESI) grant.

2. Communicate high expectations to students:

- Datacation is provided free of charge by our support organization New Visions. This program includes a gradebook, an assessment portal used to generate error coding reports, and Pupilpath, a portal designed for parents and students used to access grades, transcripts, and college trackers.
- The data specialist will pull marking period data to post on bulletin boards.

3. Use data to inform instructional decisions.

- The principal will review interim exams prior to administration.
- An assistant principal will work with the Instructional Specialist from New Visions to engage in inquiry.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. School scholarship data will be shared with the School Committee, which represents at least two school administrators and at least six teachers from different departments. This team will closely monitor the credit accumulation of the 10th and 11th graders and create action plans to increase credit accumulation in the 10th and 11th grade. This team reports to the School Leadership Team.
2. Teachers will be able to indicate their professional development preferences and select from a number of differentiated Professional Development workshops on Chancellor's days and after school.

D. Timeline for implementation and completion including start and end dates

1. Additional targeted academic support:

Super Wednesday will be provided by all teachers on Wednesday afternoons when the majority of students are dismissed early. This event is monthly beginning in October and ending in June. It is typically the third Wednesday of the month.

Learning Center will be staffed by 16 teachers after school for per session. It begins on December 3rd and ends on June 12th.

Super Saturday will be staffed by 10 teachers for per session. It begins on January 11 and ends in June 14th. January 4, March 8th and May 3rd are for credit accumulation. January 11, January 25th, June 7th and June 14th are for Regents Prep. May 10th and May 31st are for Common Core Regents prep.

Writing Center netbooks, carrels, and after-school per session is funded by the Expanded Success Initiative (ESI) grant. It begins on December 5 and ends on June 10th.

2. . Communicate high expectations to students:

Dataation is provided free of charge by our support organization New Visions. This program includes a gradebook, an assessment portal used to generate error coding reports, and Pupilpath, a portal designed for parents and students used to access grades, transcripts, and college trackers. Students were all given access to this program in the English Language Arts classes in October.

The data specialist will pull marking period data to post on bulletin boards at the end of each marking period.

3. Use data to inform instructional decisions.

The principal will review interim exams prior to administration. Interim exams begin in November and the final exams are in June.

An assistant principal will work with the Instructional Specialist from New Visions to engage in inquiry beginning in November and continuing as needed.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 1. Additional targeted academic support:

- Super Wednesday will be provided by all teachers on Wednesday afternoons when the majority of students are dismissed early. It begins at 1:45pm and ends at 4:03pm. It includes 3 sessions, two academic and one fun activity. A schedule will be created by the Assistant Principal of Supervision. She will also print out

invitations and make them available to teachers for outreach to individual students. She will work with COSA to plan the school events for session 3.

- Learning Center will be staffed by 16 teachers after school for per session. The Assistant Principal of Administration will ensure per session is paid and attendance is taken.
- Super Saturday will be staffed by 10 teachers for per session. Parents will be reminded about Super Saturday via a phone messenger. Students will be reminded in their classes. Learning Center will be staffed by 16 teachers after school for per session. The Assistant Principal of Administration will ensure per session is paid and attendance is taken.
- Writing Center netbooks, carrels, and after-school per session is funded by the Expanded Success Initiative (ESI) grant. Learning Center will be staffed by 16 teachers after school for per session. The Assistant Principal of Administration will ensure per session is paid and attendance is taken. Students can sign up for assistance from the Writing Center teacher on a sign-up sheet outside the room.
- The Agile Minds curriculum is also funded by the Expanded Success Initiative (ESI) grant. Teachers attend PD sessions in the summer.

2. Communicate high expectations to students:

- Datacation is provided free of charge by our support organization New Visions. This program includes a gradebook, an assessment portal used to generate error coding reports, and Pupilpath, a portal designed for parents and students used to access grades, transcripts, and college trackers. Guidance counselors push-in to classes to speak about academic expectations. Students are signed up for Datacation in their ELA classes and are taught how to navigate the program.
- The data specialist will pull marking period data to post on bulletin boards. There is a bulletin board set aside for each grade level.

3. Use data to inform instructional decisions.

- The principal will review interim exams prior to administration. She will provide feedback and ensure exams are aligned to Regents when applicable.
- An assistant principal will work with the Instructional Specialist from New Visions to engage in inquiry in grade teams. Grade team leaders will meet with the Instructional Specialist on Tuesdays either period 8 or period 9. Teachers will engage in inquiry in their grade teams at least once a month on Wednesday afternoons.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Utilize School Messenger System to communicate with parents about attendance, events such as Super Saturday and Super Wednesday, test dates etc.
2. Communicate with parents about attendance and grades through PupilPath.
3. Conduct Back to School Night to introduce parents to the curriculum and expectations of each course.
4. Utilize and promote the BASE website to increase communication about school events such as Learning Center, Super Saturday, and Super Wednesday.
5. Send progress reports home by mail in the middle of each marking period.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
1) Learning Center: 16 teachers x 34 hrs (34 days x 1 hrs/day) = 544hrs = \$22,837.12 (Funding Source: Title III and Title I)											
2) Super Saturdays: 20 teachers x 6 days = 120 hrs = \$5,037.60 (Funding Source; Title I funding)											
3) Credit Accumulation Saturdays 14 teachers x 3 days x 2 hrs = 126 hrs = \$5,289.48 (Funding Source: Title I)											
4) Saturday supervisor coverage 1 supervisor x 9 days x 24 hrs = \$1,040.16 (Funding Source: Tax Levy)											
5.) Writing Center: 1 teacher x (40 days x 2 hrs/day)= 80 hours = \$3,358.40 (Funding Source: Expanded Success Initiative grant).											

Goal and Action Plan #2

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

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

Annual Goal #2: College Readiness

By October 2014, the school's Progress Report College and Career Readiness Grade will increase from 5.0 to 6.0.

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.

According to our school's High School Dashboard, we are percentile rank is 50% as compared to schools Citywide and 59% as compared to our peer. In the Progress Report the Four-year Non-Remediation index was 69.9% of the PEER Rage and 44.2% of the City Range. Our College and career Preparatory Course Index was 60.4% of the Peer Range and 46.3% of the City Range.

There is an urgent need for our students to meet the Non-Remediation index in ELA and Math since the State Report card now requires a 75 in ELA and 80 in Math as well.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Increase the number of students earning 75 on the ELA Regents and 80 on the math Regents:

Implementing

Hold Schoolwide non-remediation awareness/awards assembly to motivate students to meet the CUNY standard. Schedule guest speakers who encourage students to prepare and retake ELA and math Regents exams in order to meet the CUNY standard. Students, who have already met the standard, receive English Language Arts and math pins in front of their peers.

Use Regents analysis data to provide targeted Regents tutoring to students who have not yet scored 75 in English Language Arts and 80 in Math during Learning Center which meets on Tuesdays and Thursdays after school.

Provide students who need to meet the CUNY standard with intensive Regents tutoring on Super Saturdays. These sessions are three hours long.

Teachers of students who are taking the ELA and Math Regents for the first time will administer 4 Interim assessment exams throughout the year as well as mock Regents

ams. Interim exams are modeled after Regents exams. Teachers will conduct Interim analysis and error coding in order to inform their instructional plans.

reate a master schedule that enables departmental common planning and professional development time for all ELA and Math teachers.

2. Increase the number of students earning scores of 3, 4 or 5 on Advanced Placement examinations in Biology, Calculus, English Language and Composition, and English Literature and Composition.

Hold evening parent/student workshop to inform participants of the expectations of the courses, study requirements, time management skills and opportunities for support.

Provide AP students with Learning Center support.

Participate in the DOE APEX Initiative to support the AP Biology and AP Calculus teachers with textbooks, supplies, professional development and onsite coaching in order to enhance their knowledge and skills to successfully teach those courses.

3. Increase the schools College and Career Preparatory Course Index

Increase the number of students who pass the Algebra II and Trigonometry class through support from Learning Center, Super Wednesdays and Credit Accumulation Saturdays.

Increase enrollment in Medgar Evars College Now Courses. Partner with the college to offer Chemistry this year.

Apply for DOE College and Career Readiness certification of our Science Research and Pre-Calculus courses.

2. Key personnel and other resources used to implement each strategy/activity

3. Programmer receives .4 for programming the school. He created the new master schedule.
4. Guidance counselors and testing coordinator ensure that students who still need to score a 75 or 80 are identified and scheduled for the exams.
5. Assistant Principal Organization/Guidance arranges assemblies.
6. All Learning Centers, Super Saturdays and Credit Accumulation Saturdays are staffed by teachers and require per session.
7. Assistant Principal Supervision is the liaison with the DOE APEX Initiative (Advanced Placement Expansion).
8. Guidance Counselors coordinate College Now course offerings and registration with Medgar Evars staff.

9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Success of assembly to motivate students to meet the CUNY standard is measured by the number of Regents that have to be ordered in January; however, those who do not request to take in January will be scheduled for the June exam automatically.
2. January and June Regents examination data will be used to evaluate the impact of the strategies listed above.
3. College Now registration and grade data will indicate the effectiveness of guidance counselor outreach to students.
4. Interim analysis and mock Regents data are indicators of student progress toward scoring at least a 75 in ELA and an 80 in math.
5. AP exam scores will be used to evaluate the effectiveness of strategies used to obtain scores of 3, 4, or 5.

10. Timeline for implementation and completion including start and end dates

1. AP Parent/Student workshop – 9/26/13
2. Non-remediation awareness/award assembly – 12/3/13
3. Learning Center Start date: 12/3/13 End date: 6/12/13
4. Super Saturday dates: 1/11/14; 1/25/14; 5/10/14; 5/31/14; 6/7/14; 6/14/14
5. Credit Accumulation Satuardays: 1/4/14, 3/8/14; 5/3/14
6. Interim examinations begin: 11/22/13 and end: 3/10/14
7. Mock Regents begin: 4/28/14 and end 5/2/14

8. DOE APEX Initiative begins: 8/13
9. Medgar Evars College Now: Fall 2013 and Spring 2014

11. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See details listed above.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

On September 26, 2013 the school held an evening parent/student workshop to inform participants of the expectations of the courses, study requirements, time management skills and opportunities for support. Parents were guided in strategies they could use at home to help their children succeed in AP classes. They received literature regarding DOE APEX Initiative and were provided with pertinent data.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

xx	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 1) Learning Center: 16 teachers x 34 hrs (34 days x 1 hrs/day) = 544hrs = \$22,837.12 (Funding Source: Title III and Title I)
- 2) Super Saturdays: 20 teachers x 6 days = 120 hrs = \$5,037.60 (Funding Source; Title I funding)
- 3) Credit Accumulation Saturdays 14 teachers x 3 days x 2 hrs = 126 hrs = \$5,289.48 (Funding Source: Title I)
- 4) Saturday supervisor coverage 1 supervisor x 9 days x 24 hrs = \$1,040.16 (Funding Source: Tax Levy)

Goal and Action Plan #3

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

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

Annual Goal #3: Parent Involvement

By June 2014, parent participation in filling out the surveys would have increased from 24% to at 30%.

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.

According to the High School Dashboard for the Progress Report overall parent score ranked at the 14th percentile Citywide, at the 15th percentile in the Borough and at the 28th percentile among our Peer schools. Only 24% of BASE parents completed the NYC School Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Having parents more involved in the school will increase their awareness of academic expectations, of improvements in safety and security, and alter perceptions around engagement. It is important for parents to partner with the school to ensure the success of their children.

Strategies to improve parent involvement include:

1. Evening/weekend Parent workshops during February and May that cover the following: Immigration, Graduation Requirements, GED for parents, Safety (bullying, drugs), Common Core Standards, and topics of choice
2. Back to School Night – Each year in September parents are invited to follow students programs, meet teachers, and become familiar with the curriculum and academic expectations.
3. Evening Student Recognition Assemblies in February, April and June to recognize student academic achievement
4. Parents-as Partners – Parents’ careers and hobbies are identified. In May parents will provide hands-on workshops for students and other parents.
5. Family Volunteer Day – ongoing- where parents and students volunteer together in environmental and humanitarian activities
6. Parent College Tour – College tour for parents in March to provide admissions and financial aid awareness
7. Parent appreciation Dinner – This will be held in April to recognize parents who are involved in the Parent Association as well as school sponsored activities.
8. Invite parents to attend the Medgar Evars Pipeline Initiative workshops for information regarding college and career readiness.
9. Use phone messenger and email to communicate with parents regarding: Parent Association meetings, NYC School Survey completion, upcoming events, etc.
10. Use Datacation’s Pupilpath to communicate student progress and academic expectation.
11. Conduct workshop for parents of Advanced Placement students so that they can partner with the school to ensure their children’s success.

2. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal of Organization is the point person for parent involvement. She will coordinate the events listed above. The Pupil Personnel secretary is the point person for email and phone messages. Student awards must be purchased for recognition assemblies.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. 30% of parents returning the NYC School Survey is an indicator of the effectiveness of our efforts
5. Parent attendance at the events listed above will be used to evaluate progress.
6. The High School Dashboard percentile ranking of Parents overall survey results as compared with the City, Borough and Peer schools will be an indicator of effectiveness of these strategies.

7. Timeline for implementation and completion including start and end dates

1. Back-to-School Night takes place at the end of September.
8. The Advanced Placement parent workshop takes place in October

9. Communication via Pupilpath begins in September and ends in June.
10. Phone messenger begins in August and ends in June.
11. Parent workshops begin February through May
12. Evening Student Recognition Assemblies in February, April and June
13. In May parents will provide hands-on workshops for students and other parents.

14. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Please see descriptions above.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The entire goal is designed to increase parent involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Back-to-School Night dinner \$1,212.00 (Funding Source – Title I)
 School Messenger \$612.94 (Funding Source – Tax Levy)
 Assistant Principal per session 50 hours x \$43.00 = \$2150. (Funding Source – Title I)

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

5.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
5.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Balanced Literacy	Double period classes and small group	During the school day
Mathematics	Agile Minds Intensified Algebra Program	Double period class	During the school day
	Balanced math	Tutoring	After School
Science	Team teaching	Pull-out periodically and tutoring	During the day and after school
Social Studies	Team teaching	Pull-out periodically and tutoring	During the day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Small group/individual counseling with social worker through Margaret's Place 2. Mandated Counseling with guidance counselor	1. Small group and one-to-one 2. One-to-one and small group	During the day During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 4. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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.
3. Our hiring committee considers only highly qualified applicants except in the rare case where such an applicant has not applied.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Principal will be attending ELI workshops around CCSS.
The math lead teacher attends common core professional development through New Visions and turnkeys what he has learns during job embedded professional development time. Students have a half day on Wednesdays and the remainder of the time is devoted to professional development and grade team meetings. In addition to Wednesdays, each department has a specific period off that is devoted to common planning and professional development. Math teachers plan curriculum units that are CCSS aligned. The Special Education math co-teacher will be attending a CCSS math professional development series, and will turnkey what she learns to her department.
The school is using Agile Mind common core curriculum math units. Teachers receive online curriculum and professional development as well as onsite professional development from Agile Mind.
English Language Arts teachers have common planning time to develop CCSS aligned curriculum units. The ELA lead teacher had been our CCSS liaison with New Visions for the past two years. He delivers professional development to his department members.
Paraprofessionals participate in all professional development activities.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title III and Title I funds are combined to fund our Learning Center. Learning Center provides academic support for students through tutoring and Regents preparation. Student with limited English proficiency are able to take advantage of this support Language acquisition and academic achievement are outcomes of this support.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are able to design their Interim assessments at the department level. At the classroom level, teachers select and design their assessment measures.

Teachers are required to conduct Interim assessment analysis and error coding. Data obtained from this process is used to inform instruction. They write instructional plans to address students' needs. Professional development is offered to the teachers in making instructional decisions that are data-driven.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Brooklyn Academy of Science and the Environment
PARENT INVOLVEMENT POLICY
2013-2014

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. 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 to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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;
- maintain an assistant principal in charge of parent involvement;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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;
-

II. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

III. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

IV. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 547
School Name Brooklyn type here		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Veronica Peterson	Assistant Principal Diana Boyer
Coach N/A	Coach N/A
ESL Teacher Yanick Guercy	Guidance Counselor Kesha Hopkins
Teacher/Subject Area Rodrick F. Daley	Parent Edith Nicolas
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider Maxine Algenio	Other N/A
Network Leader(Only if working with the LAP team) N/A	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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	485	Total number of ELLs	30	ELLs as share of total student population (%)	6.19%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	2	2	8
SELECT ONE														0
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	30	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	8

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10			8			12			30
Total	10	0	0	8	0	0	12	0	0	30

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										1	3	4	1	9
Chinese														0
Russian														0
Bengali														0
Urdu										3		1		4
Arabic														0
Haitian										3	5		1	9
French										1	3			4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	8	11	6	2	27

Part III: Assessment Analysis

Assessment Breakdown

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

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)										4				4

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)										2	5	2	1	10
Advanced (A)										3	4	3	1	11
Total	0	0	0	0	0	0	0	0	0	9	9	5	2	25

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

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 (SWD)					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 (SWD)									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 (SWD)									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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the MOSL based-line assessment in ELA given in early September and October
We also use a series of Interim exams and Data Analysis with Error Coding to inform our instructional plans.
The data provides a preassessment of students abilities to inform instruction of our ELL students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students need to work on writing skills to develop their ideas fully.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Overall, the ELLs are not faring as well as their non-ELL counterparts. They are doing better in math and foreign language than they are in ELA, science, and social studies. There is definite need to improve their literacy skills. The school is using the periodic assessments to determine which skills to focus on more. Teachers have been required to make instructional plans for students found to be in need of literacy development. They are held accountable for execution of these plans through the observation process as well as through mid-year planning conferences with the principal.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
The information derived from the Interim Analysis and Error Coding is then used to drive instruction. We also engage in the inquiry work. All content area teachers use strategies that build the students' English language skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

We send a letter home to parents to advise them. Followed by a meeting with the parents. We test students with the LAB-R. This tells us what the level is of each student to determine placement.

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.
We follow the previous steps to administer information to the ESL students. We also translate the letters to the parents:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
We keep all HLIS. Parents have to sign off on all documents. At least three attempts are made to parents and these copies were kept on file.
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.
All of the students who enter our program matriculate into the program:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We follow the procedure for administering the exam. We made sure that each student took the exam from teacher who he/she did not have. The grading was done by an independent teacher. We also share the data with other teachers so that they know how each student has done and how to address their needs.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ
Each year the parents opt for the ESL program because we do not have a bilingual program. We also share the data with other teachers so that they know how

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

We do block programming for all ELL students. The students are placed in heterogeneous classes.

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)?
 - 2a. 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. Ninth grade ESL students travel as a block 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 30 ESL students and we have ESL scheduled for two 50-minute periods per day. We have an ESL teacher on staff. 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

The lessons are designed to cover all four modalities. Classroom activities are done in all four modalities as well.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. We currently have 6 SIFE students. We create academic intervention programs. They have double periods of English classes. Each students in the ESL program is guarantee 2 periods of ESL. The students have peer program with students with similar language. Additionally, we offer tutoring for the students in various areas of need.

6b. 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.

6c. 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.

6d. 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.

6e. 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. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We work together in PLCs to frame the lesson based on what is taught in the content area.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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

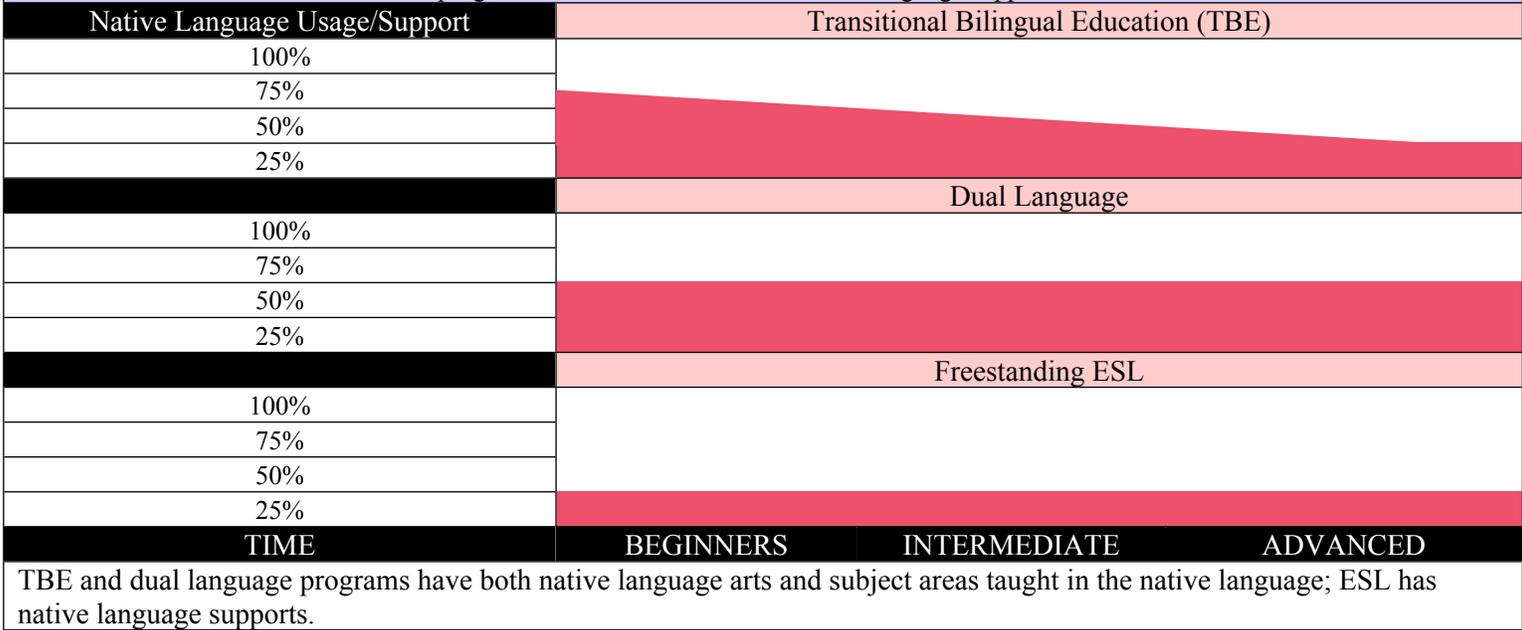
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. 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.

See below

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

See below

11. What new programs or improvements will be considered for the upcoming school year?

See below

12. What programs/services for ELLs will be discontinued and why?

See below

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

See below:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

See below

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

See below

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

See below

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

See below

18. What language electives are offered to ELLs?

See below:

19. For 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)?

9. 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.

10. 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. ELLs are programmed in cohorts and all teachers are made aware of who they are and what their skill levels are. This information is shared at the beginning of the year.

11. The new program is the block programming. We will also be offering teachers PD opportunities in cutting edge strategies for supporting ELL students.

12. None of the programs/services offered will be discontinued.

13. 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 funds.

14. 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.

15. The school only has an ESL program. The materials used in the ESL program are the same as those listed 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.

17. Newly enrolled ELL students participate in our Summer Bridge Program.

18. 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. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Grade teams use protocols for looking at student work. These teams meet the 1st and 4th Wednesday of every month for 90 to 120 minutes. The 2nd Wednesday of every month is devoted to professional development workshops listed above.

2. Understanding by Design workshops
and Understanding Charlotte Danielson Rubric

At present time, future PD dates are not precisely determined. Guidance counselors meet weekly with their Assistant Principal to receive training including strategies to assist ELLs.

3. 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.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 here:

E. 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 response to question here:

School Name: BASE

School DBN: 17K547

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Peterson	Principal		11/14/13
Diana Boyer	Assistant Principal		11/14/13
	Parent Coordinator		1/1/01
Yanick Guercy Lindsor	ESL Teacher		11/14/13
Edith Nicolas	Parent		11/14/13
Rodrick F. Daley	Teacher/Subject Area		11/14/13
Hayward Aaron	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Kesha Hopkins	Guidance Counselor		11/14/13
Alexis Penzel	Network Leader		11/14/13
Maxine Algenio	Other <u>Related Services</u>		11/14/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K547** School Name: **BASE**

Cluster: 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.

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 Arabic, Fulani, Balante, Spanish, Mandarin Chinese, 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 are also presented at School Committee meetings which represents Lead Teachers in every department.

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 venues. First, we utilize the Department of Education's Translation Services to convert English language documents into necessary languages. Secondly, 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 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. If necessary, we can reach out to the staff at the International High School in our building as needed.

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 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. The guidance office is provided with the Parent Bill of Rights to distribute upon enrollment. We post the translation posters in the main office. Our ESL teacher is sent to ELL trainings as provided by the network.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: BASE	DBN: 17K547
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 0
of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will use a significant portion of these funds for Learning Center. Learning Center is an established tutoring program in our school and has been well attended by the ELL population since its inception, but due to budget restrictions has not begun this school year. Teachers are able to re-teach important concepts by using the inquiry process to determine which skills are high-leverage. This extra-time in a small group setting provides the remediation necessary for ELLs to be successful in their courses and on the Regents. Learning Center also offers an opportunity for homework help.

The after-school Learning Center begins at 3:30pm and ends at 5:00pm and occurs on Tuesdays and Thursdays. Seven general education and three special education teachers will provide content-specific support in mainly Regents courses to 9th-12th graders. The seven general education teachers have certifications in Math, ELA, Social Studies, and Science. All of the courses will be delivered in English. A typical Learning Center classroom has about 10 students at any given time and students are able to rotate to different rooms in order to receive support by multiple teachers in one Learning Center session.

Part C: Professional Development

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

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

Begin description here: Teachers will be engaged in a bi-monthly professional development series that will include the following:

1. UDL training
2. How to make the CCLS Units accessible to ELLs
3. Cooperative Learning Strategies

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The school will schedule ELL parent workshops to familiarize them with CCLS. Their children will be invited to participate in order to encourage family member attendance and to assist with translation.

We will celebrate the achievements of outstanding ELL and non-ELL students at Parent Association meetings to cultivate a culture for learning

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		