



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BUSINESS, COMPUTER APPLICATIONS & ENTREPRENEURSHIP HIGH SCHOOL

DBN (i.e. 01M001): 29Q496

Principal: LYNNE C. CALLENDER

Principal Email: LCALLEN2@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLETT

Network Leader: STEVE CHERNIGOFF

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
Lynne C. Callender	*Principal or Designee	
Joel Vigne	*UFT Chapter Leader or Designee	
Suzette Lewis	*PA/PTA President or Designated Co-President	
Tarrick Johnson	DC 37 Representative, if applicable	
Rosemary Reyes Jovonne Campbell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lenore Krieger	Member/ Elected UFT	
Dawn Story-Rodgers	Member/ Elected UFT	
Reine Nyirenda	Member/ Elected UFT	
Leroy Brown	Member/ Elected Parent	
Crystal Geter	Member/ Elected Parent	
Margretta McCoy	Member/ Elected Parent	
Sharon Morris	Member/ Elected Parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 29Q496

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	211	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	2	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	4	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	13
School Composition (2012-13)					
% Title I Population	6.2%	% Attendance Rate			85.1%
% Free Lunch	66.9%	% Reduced Lunch			9.8%
% Limited English Proficient	9.2%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.8%	% Black or African American			83.7%
% Hispanic or Latino	7.4%	% Asian or Native Hawaiian/Pacific Islander			5.2%
% White	1.5%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	0.33	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	5.3%	% Teaching Out of Certification			11.6%
% Teaching with Fewer Than 3 Years of Experience	15.8%	Average Teacher Absences			14.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	66.7%	Mathematics Performance at levels 3 & 4			28.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			35.1%
6 Year Graduation Rate	70.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-2013 SCEP focused on Teacher/Staff Development and on improving student achievement. The strengths of the school's 12-13 SCEP were related to Goal and Action #1 School Leader Practices and Decisions – Strategies for Annual Goal #1 Implementation of Professional Development. The school leader developed Professional Learning Community (PLC) for the school's staff members who meet every day during a common period for forty-five minutes. The (PLC) schedule allowed school's staff to have three hours and forty-five of professional development per week to collaborate on curriculum development, data inquiry and student's social emotional needs. Good strategies were also developed for Annual Goal #4 – Student Social and Emotional Development. The school leader provided opportunities for afterschool and Saturday workshops for students and parents that addressed substance abuse, attendance, bullying, financial literacy and college and career readiness.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas of improvement in the school's 12-13 SCEP were related to Annual Goal #2 - Curriculum Development and Support and Goal #3 – Teacher Practices and Decisions. Improvement in the development of Faculty and Staff in methods to increase their ability to target student needs and provide instruction and interventions that improve student achievement. Increase student attendance and parental involvement in school activities.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Our biggest challenge was managing competing priorities and maintaining school wide effort and focus after the decision to phase out the school was reached. School Phase out in October, effected staff and student's morale.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
75% of the 12-13 SCEP was successfully implemented. Student attendance was largely maintained; however, parental involvement dropped. School level staff development and Professional Learning Community (PLC) activity was maintained throughout the entire school year. Use of Priority/Focus funding resulted in the successful completion of in-class and after school programs that both enhanced student credit accumulation and teacher understanding of differentiated instruction.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The school is in the first year of Phase Out which results in reduced student register, decreased funding and limited staff. The school phase out also has an impact on teacher and staff morale.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Student achievement targets for the ESL and Lowest Third sub groups in the areas of Credit accumulation and Graduation Rate.			
Describe how the school leader(s) will communicate with school staff and the community.			
Daily PLC meetings, email, PTA conferences, individual meetings.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core of our school's SCEP is improvement in student achievements by focusing on classroom instruction, academic intervention and Professional Learning Community (PLC)			
Describe the strategy for executing your theory of action in your school's SCEP.			
School Leader will arrange teacher schedules so that 95% of staff is available during student lunch time. This allows teacher teams to meet on an ongoing basis to work together to analyze data, develop strategies to improve classroom instruction and to address various student social emotional issues. In addition it allows additional time to be allotted for student academic enrichment/intervention.			
List the key elements and other unique characteristics of your school's SCEP.			
The use of literacy as a focus in all subject areas. Small learning communities.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
The school leader will provide allocation of funding for instructional coaches, Professional Development opportunities during the school year. Transition School Network will also assist in the improvement plan strategies for the school.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The school needs to “strengthen understanding of inquiry to work to improve strategic analysis and changes in practice that improve student’s academic outcomes.”

Review Type:	Quality Review Statement	Year:	2011-2012	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision		2.3 Systems and structures for school development
2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of teachers will actively engage in the school’s Professional Learning Community (PLC) and Professional Development activities designed to increase teacher effectiveness and to develop a shared pedagogical philosophy about how students develop and learn.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. Teachers regularly participate in PLC and PD activities engaging in open collaboration and collective action in identifying students subgroup populations and designing Action Plans for intervention.
2. Teachers utilize personal and network expertise to learn and develop their skills in the best practices in data analysis, unit planning and differentiated instructional strategies.
3. Teachers work with students in the classroom and in smaller intervention groups in class and after school to deliver targeted support in content and skill development aligned to Common Core and NYSED Regents standards.
4. NYCDOE approved Educational Consultants will work in classroom with teachers and students to model best practices and provide supplemental activities aligned to the Common Core.
5. Frequent informal and formal observations.
6. Group and Individual Meetings with teachers to discuss Scholarship data.

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

1. Building and School Administrators
2. Network and Cluster Instructional Support Personnel
3. NYC Leadership Academy and New Leaders, Inc. Coaches
4. NYCDOE approved educational consultants vendors (Urban Arts Partnership, Virtual Enterprise Program, EXCEL Program)
5. Lead teachers
6. School Aides

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

1. Ongoing use of Data-Driven Instruction protocols and collaborative structures for analyzing student achievement, student work and pedagogical practices
2. The development of an Administrative and Lead Teacher facilitated PLC that asks and answers that continually addresses the following core questions:
3. What do we want each student to learn (i.e., what Essential Questions and Enduring Understandings about the content will students consider and know?)
4. How will we know when each student has learned it (i.e., what will we accept as evidence of student learning and achievement?)
5. How will we respond when a student experiences difficulty in learning? (And, what will we do to ensure that we circumvent possible learning issues using the data we already have?)
6. Administrative and Teacher goals aligned to citywide expectations and school-wide goals with ongoing review and adjustment of these goals as indicated by student achievement data

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

1. September 9, 2013 – June 14, 2014

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

1. Most of the allocation is based on Tax-Levy, teacher salary allocation and takes place during the contracted school day.
2. Priority/Focus Non-Title 1 Funds used for Educational Consultants during and after school and for Transition Network Academic Achievement Coach. These monies will also fund teacher professional workshops and per session for teachers and guidance counselor. (See attached Educational Consultant session schedule.)
3. Focus Grant monies will be used to fund a targeted Attendance Improvement / Dropout related program.
4. Assistant Principal will supervise after school and Saturday Programs (Saturday Regents Prep and Tutoring Program, Promotion in Doubt, Seniors and College and Career Readiness activities. (Allocation of 25 hours Monday through Wednesday for 30 sessions).
5. School Aides will work after school and Saturday Programs (Allocation of 238 hours for 34 sessions).
6. There will be three 3 hour parent workshops individually and with groups to discuss scholarship data.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school needs to evaluate curriculum so that all students have challenging learning opportunities that promote college readiness.

The school needs to improve alignment of assessments to key standards so that critical academic trends are more apparent for creating targeted instruction that raises overall student academic performance.

Review Type:	Quality Review Statement	Year:	2011-2012	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers in each content area will incorporate a continuum of assessments as evidenced by student work products, including a Performance-Based Task designed and aligned with the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. Administrators and Network Team members will provide ongoing professional development to teachers to develop conceptual understanding of the core tenets of the Understanding by Design (UbD) unit development process.
2. Teachers will meet several times per week as a Professional Learning Community to collaboratively analyze student achievement data – using this data to determine the strengths and challenge areas of all students (including our lowest third) and to determine the instructional methods that will increase overall student achievement and engagement and the achievement and engagement in the schools lowest third and other subgroup populations.
3. Teachers will use their regularly scheduled PLC time to work in department and/or inter-departmental groups to analyze current units of study and to use them as a basis for the design of new units that are aligned to the Common Core and that include differentiated and scaffold learning experiences planned to meet the needs of all students, particularly the schools lowest third.
4. Teachers will collaboratively analyze Scholarship Data to determine students off track for promotion, graduation and/or credit accumulation. Using data school-wide and classroom level data, each teacher will create success plans for students in the school's lowest third and for students in the lowest third in each of their classes.

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

1. Building and School Administrators
2. Network and Cluster Instructional Support Personnel
3. NYCDOE approved vendors (i.e., Virtual Enterprise Program, Urban Arts Partnership, Excel Program)

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

1. Two revised units of study in each content area that adhere to the Understanding by Design model of unit design and are aligned to the Common Core to meet NYCDOE citywide instructional expectations.
2. Classroom artifacts and student work that exhibit planning and delivery of instruction designed to scaffold content knowledge and skill development for students in the lowest third.
3. Student work in each unit that spans the range of the assessment continuum (informal checks for understanding through academic prompts and performance-based tasks).
4. Revisions to lesson sequencing and revisions to unit sequencing as a result of the ongoing collaborative review of student achievement obtained at the end of each unit.

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

1. September 9, 2013 – May 31, 2014

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

1. Professional Development will take place during PLC Period 7 contractual faculty conference and department meetings and after school.
2. Professional Development will take place during PLC Period 7 contractual faculty conference and department meetings.
3. Bi lingual teacher will assist teachers with Professional Development, pupil personnel related topics, testing and assessment data and scheduling for ESL/ELL students
4. Teachers will meet during PLC to discuss New York Standards and Assessments and collaboratively analyze scholarship data.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
 BCAE teachers need to hone belief systems to strengthen pedagogical moves so that all student have entry points for academic engagement that serve their particular learning needs. At each grade level, the Percent of Students in the School's Lowest Third earning 10+ Credits is significantly less than 40%.

Review Type:	Quality Review	Year:	2011-2012	Page Number:	5	HEDI Rating:	D
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	Statement Progress Report		2011-2012		2		
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 94% of BCAE teachers will engage in the revision of core content curriculum using the Understanding by Design (UbD) unit development process to design two Common Core units in each subject area that include a continuum of assessments and learning experiences and that address the needs of all students including the school's lowest third.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> Ongoing, collaborative analysis of student achievement data and teacher scholarship reports Use of online, internet based data collection and retrieval systems (e.g., ARIS) Ongoing cycles (of two to three weeks) of targeted, guided interventions for students in lowest third during the contractual, School-Based Option (SBO) extended day periods (37.5 minutes). Continuous monitoring of student progress by teachers, Administrators and Pupil-Personnel Staff Continue the process of sending monthly marking period reports to families One-to-one transcript review with students in the lowest third and other subgroup populations Establishment of a Pupil –Personnel Team focused on Attendance data and Student Achievement data in students with chronic absenteeism
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> BCAE Teachers and Staff Building and School Administrators Network and Cluster Instructional Support Personnel ARIS
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Student-Teacher Academic Conferences Logs Individual Academic Student Support Plans Student Success Plans (School-wide Targeted Students and Classroom Targeted Students) Revised unit plans and lesson plans noting differentiated strategies /or multiple points of access for gaining content knowledge and demonstrating skills and learning. Scholarship Reports Increased Credit Accumulation Increased Attendance Rates
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 9, 2013 – June 14, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Academic Intervention Services (AIS) activities will take place in the Fall and Spring semesters during the following time frames: Regular contracted instructional periods. After School (AIS) activities two days per week Saturday Regents Prep, Tutoring and College and Career Readiness programs six –eight week sessions, using Priority/Focus Non-Title 1 Funds and VTEA grant funding for teacher per session. PF Academic Intervention Services 10 hourly sessions, Guidance Counselors = PF, Non-Title 1 Allocation

6. PF Expanded Learning Time
Academic Intervention Services - Saturday Regents Prep and Tutoring
210 hourly sessions, 6 Teachers, 150 students = PF, Non-Title 1 Allocation
7. Academic Intervention Services (AIS) activities will take place in the Fall and Spring semesters during the following time frames:
Regular contracted instructional periods.
After School (AIS) activities two days per week
Saturday Regents Prep, Tutoring and College and Career Readiness programs six –eight week sessions , using Priority/Focus Non-Title 1 Funds and VTEA grant
Funding for teacher per session

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The Learning Environment Survey results for Safety and Respect are approximately half that of our Peer Schools and less than half that of City Schools overall.

Review Type:	Progress Report	Year:	2011-2012	Page Number:	4	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
x	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, multiple, ongoing partnerships with Community-Based Organizations and NYCDOE approved vendors will be in place that develop teacher ability to positively address students' social-emotional needs and assist students in developing the dispositions necessary for success in college and career as identified by the NYCDOE Office of Post-Secondary Readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Administrative and Guidance personnel participation in Post-Secondary Readiness Workshops (with turn-keyed strategies to staff and faculty)
- Support for student participation in community-service projects (NYCARES, Future Business Leaders of America, NAACP and Campus-sponsored Respect for All Projects.
- Support for Student Government participation in school, campus, borough and city events and projects
- PLC reading and discussion activities that promote awareness of and solutions for engaging adolescents, specifically young men of color.
- Participation in Queens Borough Community College Career Cluster Program, Borough of Manhattan Community College, College Readiness
- Participation in Virtual Enterprise International Program

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

- BCAE Teachers, Staff and Guidance Counselor

2. Building and School Administrators
3. Network and Cluster Instructional Support Personnel
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Increase in school-wide attendance rates
2. Increase in credit accumulation (particularly among subgroup populations)
3. Increase in student performance (particularly among subgroup populations)
4. Increased student enrollment in college level courses (BMCC and QCC Career Clusters Program / BU500, BU906 and BU201)
5. Ongoing student participation in afterschool programs
6. Improvement in key areas of Learning Environment Survey
D. Timeline for implementation and completion including start and end dates
1. September 9, 2013 – June 14, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Afterschool programs Monday through Wednesday 2:20 – 4:10 pm. Saturday Program 9:00 am – 12:00 pm.
2. PF Academic Intervention Services – Saturday Regents Prep and Tutoring Program (Fall and Spring Term)
3. PF Positive Behavior Management Programs OTPS (Enrichment)= 100 students, 10 teachers = PF, Non-Title 1 Allocation College and Career Readiness Trips – New York Stock Exchange, Queensborough Community College, Borough of Manhattan Community College, Virtual Enterprise International Program, Museum of Moving Images, College Prep Day- Citifield, STEM Career Fairs Positive Behavior Trips – Holocaust Museum, Museum of Tolerance Positive Behavior Staff Workshops- Respect For All, Deans, Career Cluster Program, Virtual Enterprise International Program, Mandated Child Abuse, EXCEL Program, SAPIS – Respect For All
4. PF College and Career Readiness courses OTPS Professional Development (Expanding Communities, Urban Arts Partnership EXCEL Program) = 36 sessions, 14 teachers, 150 students = PF, Non-Title 1 Allocation
5. Assistant Principal is coordinator of Career Cluster Program – Queensborough Community College. Attends meetings for College Readiness for students.
6. Virtual Enterprise Coordinator attends monthly staff development meetings and participates in FBLA and business related activities for students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
There is no evidence that information about the academic progress of subgroups is shared with instructional staff, students and/or family members.											
Review Type:	NYCDOE Document Review Curriculum Audit	Year:	2011	Page Number:	9	HEDI Rating:	D				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	6.2 Welcoming environment			X	6.3 Reciprocal communication						

X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families
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Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, parents of students in various subgroup populations will participate in workshops designed to address topics of need. The topics will address the areas of attendance, credit accumulation, graduation requirements, substance abuse, college and career readiness and community related topics.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Evening and Saturday workshops for parents (Attendance, Financial Aid, Graduation Requirements, Community Mediation Services, Title I and Title III)
2. Attendance outreach and home visits during afternoons and weekends.
3. One-to-One Guidance Conferences with parents
4. Parent Participation in College and Career Readiness Projects, Virtual Enterprise Trade Fair

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

1. BCAE Teachers, Staff and Guidance Counselor
2. Building and School Administrators
3. School Aides
4. Community Based Organizations
5. Network Support Personnel

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

1. Improvement in parent participation in Learning Environment Survey responses
2. Increase lunch form applications
3. Increased attendance at PTA and SLT meetings
4. All teachers will use online programs to communicate with parents and to post coursework and student progress (iLearn NYC-APEX, Achieve 3000, Pearson Math XL and Writing, ARIS)

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

1. September 9, 2013 – June 14, 2014

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

1. Evening and Saturday workshops that focus on academic achievements, attendance, substance abuse prevention, violence prevention and college and career readiness programs will be funded using Priority/Focus, VATEA, AIDP Grant, and Title III – STH monies. Purchases of workshop presentation materials and incentives
 2. School Aides will provide attendance outreach notification for evening and Saturday programs.
 3. School Aides will provide one on one notification for guidance conferences on Academic Intervention Services, parent engagement.
 4. School Aides will provide additional student safety for after school and Saturday programs (Achieve 3000, APEX and Microsoft Office Certification)
- *School Aide allocation: 238 hours.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	X
	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

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	<ul style="list-style-type: none"> • iLearn NYC Program, Achieve 3000, APEX, Pearson Writing, NBC Learn • After School Programs that focus on literacy and writing skills • Tutoring- Regents Prep, SAT/ACT Prep 	<ul style="list-style-type: none"> - Small Group Interventions - Tutoring - One-to-One Interventions - Classes are part of student program 	<ul style="list-style-type: none"> - During the school day – Focus Groups (Mon – Wed – Focus Groups/ Small Group Interventions) - Saturday Program)
Mathematics	<ul style="list-style-type: none"> - Four term Algebra 1 classes for all students - Tutoring - Regents Prep – After School Pearson Math XL 	<ul style="list-style-type: none"> - Tutoring: Small Groups and One-to-One - Classes as part of student schedule 	<ul style="list-style-type: none"> -During the school day – Focus Groups - After school: Mon – Wed Focus Groups - After school: Mon - Wed - Saturday Program
Science	<ul style="list-style-type: none"> - Lab Make-up - Regents Prep Supplemental Programs 	<ul style="list-style-type: none"> - Small Groups - One-to-One - Tutoring 	<ul style="list-style-type: none"> - After school Mon – Wed - Saturday Program
Social Studies	<ul style="list-style-type: none"> After School programs that focus on literacy and writing skills – interactive writing 	<ul style="list-style-type: none"> - Small Groups - One-to-One 	<ul style="list-style-type: none"> During the school day – Focus Groups - After school: M – W Focus Groups - Saturday Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Community Mediation Services (SAPIS) Services: Jamaica Hospital - Project Prize / QCC 21st Century Project - Urban Arts Partnership – Media Literacy Program 	<ul style="list-style-type: none"> Small Groups - Whole Class - One-to-One 	<ul style="list-style-type: none"> - After School Mon – Wed, Period 9 and 10 - Evening Programs and Saturdays

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
School Wide Program (SWP)	X	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.
All teachers are Highly Qualified in their subject area. Activities that support the professional development of teachers include the following: - Professional Development Workshops - Period 7 PLC - Network Instructional Support Services - Mentoring for New Teachers (one teacher) - Sponsorship in Virtual Enterprise International Programs

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).
All teachers are Highly Qualified in their subject area. Activities that support the professional development of teachers include the following: - Professional Development Workshops - Period 7 PLC - Network Instructional Support Services - Mentoring for New Teachers (one teacher) - Sponsorship in Virtual Enterprise International Programs

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.).
Administration coordinates the allocation of all Federal, State and Local School funds to ensure that they are used for the intended focus groups and used for the purpose intended.

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.).

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.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
TA program resources will assist with improving academic outcomes of targeted focus groups by providing funding for after school programs that support academic, social and emotional needs. OTPS related items – trips, supplies, admission fees.

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).
The TA program resources are used to supplement the regular classroom and other school related activities for the targeted focus group.

BUSINESS, COMPUTER APPLICATIONS & ENTREPRENEURSHIP HIGH SCHOOL

SCHOOL YEAR 2013-2014

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**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 29	Borough Queens	School Number 496
School Name Business, Computer Appl & Entrepreneursh		

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 Lynne Callender	Assistant Principal Doreen Sherman
Coach Derresa Davis-Tobin/Achievemen	Coach type here
ESL Teacher Sara Lichter	Guidance Counselor Lenore Krieger
Teacher/Subject Area Jhasmina Heras/Spanish	Parent
Teacher/Subject Area Dawn Story/English	Parent Coordinator N/A
Related Service Provider Joyce Weingarten/Speech	Other Sondra Whittier/Social Worker
Network Leader(Only if working with the LAP team) type here	Other Teresa Alvarez/ESL Coordinator

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.	1	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	1	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)	218	Total number of ELLs	26	ELLs as share of total student population (%)	11.93%
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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										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	2
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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	19	1	0	5	1	0	2	0	2	26
Total	19	1	0	5	1	0	2	0	2	26

Number of ELLs who have an alternate placement paraprofessional: 2

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1	1		3
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian										4	3	2	6	15
French										1	2	2		5
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	7	7	5	7	26

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)										3	2	0	1	6

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)										3	2	1	5	11
Advanced (A)										1	3	4	1	9
Total	0	0	0	0	0	0	0	0	0	7	7	5	7	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	7	0	1	0
Integrated Algebra	21	0	6	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	8	0	0	0
Living Environment	16	0	3	0
Physics	0	0	0	0
Global History and Geography	7	0	0	0
US History and Government	11	0	0	0
Foreign Language	2	0	0	0
Other	0	0	0	0
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.
Our school will use Periodic Assessment in ARIS and NYC Performance Test in ELA and Math to assess early literacy and math skills. Achieve 300 will also assist with improving ELA literacy. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms through:
Portfolio Assessment
Writer's Workshop
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The overall NYSESLAT scores indicate that 23% of our ELL population is performing at the Beginner level, 42% is performing at the Intermediate level and 35% is performing at the Advanced level.
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](#))
The data guides student programming, lesson planning and development that targets the individual needs of each student based on the NYSESLAT data. Teachers employ differential strategies that address patterns as evidenced in the NYSESLAT modalities in Speaking, Listening, reading and Writing. ESL, content area teacher and guidance counselors are all involved in the analysis of student progress across all four proficiency levels.
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?
 - a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT. Few students take Regents exams in their native language, but some use them for linguistic support.
 - b. School leaders analyze the results of Periodic Assessment on ARIS and of the NYC Performance Test to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.
 - c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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](#).) In accordance with admittance procedures, our Guidance Counselor, Ms. Krieger requests the parent/guardian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for LAB-R testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the LAB-R in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does not meet the proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the LAB-R, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is sent to the Placement Center so the student may be registered in a school that has the program of their choice. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.
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. At the end of August, during the orientation session for new admits the ESL Coordinator conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September/October. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings. During these orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ESL Program. For parents who are not able to attend the group parent orientation session, the ESL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when the school meets the numbers needed to establish a Bilingual Program, that they will be notified.
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].)

Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the students' ESL file in room 235A. Parents of newly enrolled LEP/ELLs are invited to an orientation session on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students permanent record files and a copy are kept in the students' ESL file in room 235A. Features of our Free-Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.

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.
The ESL Coordinator, Mrs. Alvarez, reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to the level of their most recent score. ESL Teacher's evaluation and parent oral interview are part of the programming process. The Assistant Principal, The ESL Coordinator (native speaker of Spanish) and the Interpretation and Translation Unit assist the Guidance Counselor, content area teachers and the Parent Coordinator with all communication activities with parents. During the oral interview, parents are provided with literature and explanations as to all NYCDOE ESL programs. Parents are made aware that as soon as our ESL enrollment meets the required numbers (20 students in the same grade with the same home language) that a Bilingual program will be implemented and that they will be notified accordingly.
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.
The RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different components of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.
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. 
The parents have attended either the Parent Orientation Meeting or are provided with a one-on-one orientation at the time of Registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the Free Standing ESL Program. Parents who were unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form within 5 days to the ESL Coordinator indicating their choice of program. Trends in parent's choice indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

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])?

To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program

whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four School in

the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492),

Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School

(Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.

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)?

All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Lichter. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:

Three Beginner Level Classes: 3- 44 minute periods of ESL daily

Two Intermediate Level Classes: 2- 44 minute periods of ESL daily

One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily

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.

The methodology used in all ESL levels is primary aligned with Common Core Learning Standards mandated by the State. All classes are being served by using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in all the four language skills: listening, speaking reading and writing. Content area instruction is provided in the mainstream classes. However, this is supported in the ESL classroom through articles,

documentaries and novels. All ELLs are mainstreamed and accordingly receive content area instruction in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At registration, the Assistant Principal Administration, Ms. Krieger, the Guidance Counselor, and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less

than

three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring

during

their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLS) where the student's proficiency level needs in

reading

and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects and Mathematics, and pass the Regents Examinations:

I Learn NYC

APEX-Distance Learning via Technology

Achieve 3000

Pearson Math

Pearson Writer's Workshop

Small class size

ICT classes which provide content area and ICT methodology

Independent study under content area teachers' supervision for credit recovery

One-on-one small group instruction during students' lunch periods and after school with content area teachers

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker

Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes.

Regents

testing accommodations have been extended to former ELLs. The testing accommodations for former ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.

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?

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to proceed with instruction in the advancement of literacy. Materials include:

Pearson's Success Net

- AMSCO Integrated Algebra Texts
- Resources from JMAP.ORG
- Oswego Regents Preparation
- MATHTV.COM
- Compass Learning
- Achieve 3000
- Just Right Books-5 Finger System
- Graphic Organizers
- Tables/Charts/Index Cards

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL-SWDs are programmed in Colloborate ICT classes where they are aminstreamed with the general population. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

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

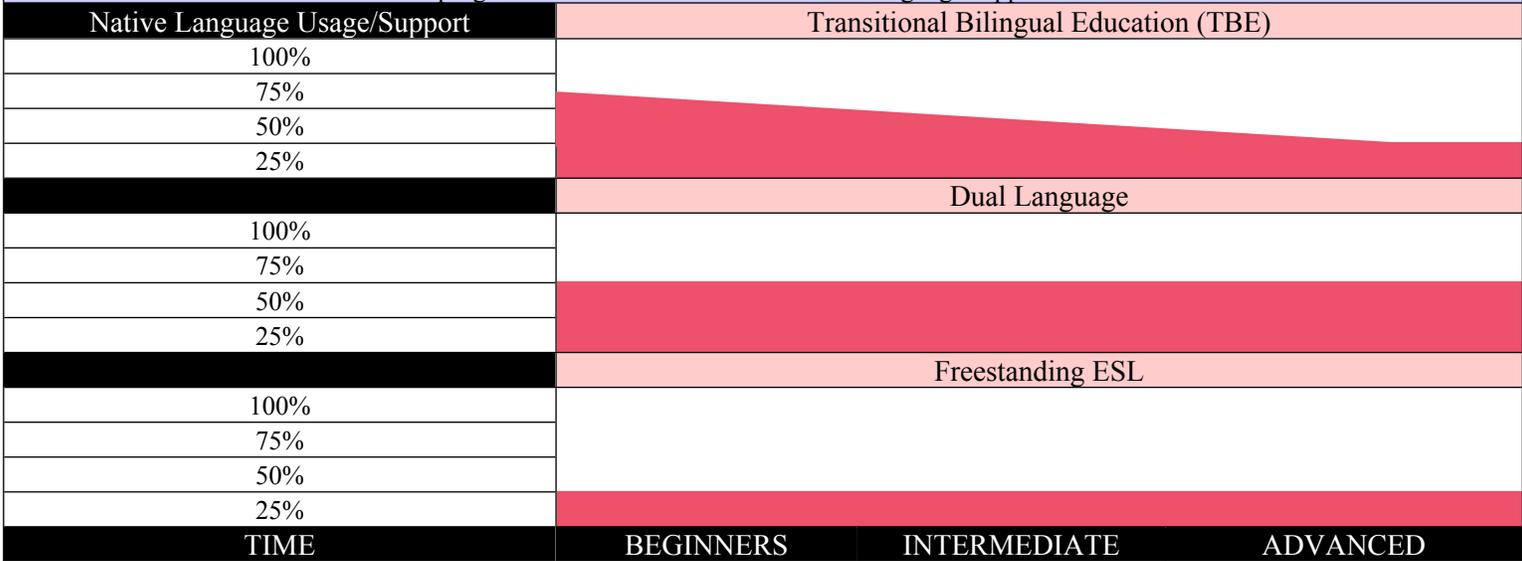
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.
- We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:
- One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies
 - Extended day instruction on Monday, Tuesday and Wednesday by content area teachers from 2:20 pm to 3:05pm
 - Academic Enrichment Services during students' 7th period lunch with content area teachers
 - After school and Saturday community based mentoring program
 - The Young Men's Alliance Saturday mentoring program
 - APEX-Distance learning via Technology
 - Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
 - Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our students are making daily progress in the their English Language acquisition. This is evident in their participation in our enrichment programs in the fields of Business and Entrepreneurship. Furthermore, data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implimenting an after school and Saturday community based mentoring program.
12. What programs/services for ELLs will be discontinued and why?
- No program will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ESL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, Career & Technical Courses (CTE), and College & Career Readiness Projects and Activities which include
- STEM Career Fair, field trips, guest speakers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs are provided with the following instructional materials: Microsoft Office 2010, Achieve 3000, Game It (animation computer program course)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
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.
- N/A. Our school does not have any newly enrolled ELL student. The school is a Transitional Faze Out School.
18. What language electives are offered to ELLs?
- Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

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. Copy school's PD plan
 2. Subject area teachers, paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapists, and secretaries attend professional development as provided by administrative staff which include the Common Core Standards as relate to ELLs. In addition, teachers will attend a series of workshops at the CCLS Institute for Secondary Teachers of ELLs in all content areas.
 3. Content Area teachers, Guidance Counselors, LAB-BESIS Coordinator Staff facilitate the transition from middle to high school though the Monday through Friday 9th period study group meetings with the support of community organization (HAUP).
 4. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

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?
 1. Paste re Copy Parent Coordinator piece from CEP
 2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Law, Government & Community Service High School, we partner with Intrepid CEA, Air Space Museum, Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens. HAUP offers both family support and family assistant services as well as educational programs. The education program includes beginners, intermediate and advanced ESL, citizenship classes, parenting and survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.
 3. The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and through the use of translation/interpretation school funding as set forth in SAM No53, FY13 and the Department of Education translation services. The Parent Coordinator also informs parents of the availability of documents in their native languages on the DOE website. Furthermore, the school uses DATAcation to communicate periodic student progress in the home language.
 4. Additionally, ELLs parents are provide with the services of native speakers of French, Haitian Creole and Spanish at:
 - Open School Parent-Teacher Conferences
 - Individual student conferences
 - PTA Meetings
 - ESL Parent Orientation Meetings
 - Parent Forums

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:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 29q496 School Name: Business, Computer Appl & Enprepern

Cluster: 610 Network: TSN

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.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school is located in Cambria Heights a working class section of Southeast Queens. The community as a whole very diverse. Approximately 5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 92% African- Americans, 2% Hispanics and 1% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish.

Part B: Strategies and Activities

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

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

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

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish and other languages. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in Haitian Creole and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

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

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

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

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

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Business, Computer Application	DBN: 29Q496
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
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: 16
of certified ESL/Bilingual teachers: 2
of content area teachers: 14

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:

Rationale: To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four schools in the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School(Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.

The direct instruction supplemental program services are based on the ELL student's individual needs and complement core bilingual and ESL services required under CR Part 154. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Lichter. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:

Three Beginner Level Classes: 3- 44 minute periods of ESL daily

Two Intermediate Level Classes: 2- 44 minute periods of ESL daily

One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily

Supplemental services priority areas 1) Enhancing programs for newcomers, SIFE and long term ELLs, 2) implementing strong student support to increase graduation rates, 3) integrating ELLs in secondary school reforms, 4) provide students with supplemental guidance and 5) provide students with supplemental guidance services.

Number of ELLs by Subgroups: All ELLs - 26, Newcomers (ELLs receiving service 0-3 years) -19, ELLs receiving service 4-6 years - 5, Long-Term (completed 6+ years) - 2, ELL Students with Disabilities - 2, SIFE -2,

Grade Level: Grade 9 - 7, Grade 10 -7, Grade 11 - 5, Grade 12 - 7

Schedule and Duration: After School Program Fall Term 2013 and Spring Term 2014, three days per week, 1-2 hour sessions.

Part B: Direct Instruction Supplemental Program Information

Languages: Haitian, French, Spanish

Teachers: 3 Bilingual - 2, Foreign Language - 1

Materials: Visual Aids and activities, textbooks - Edge Level A, Online Computer Programs- Achieve 3000, Pearson Math XL

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:

Rational: Our school will use Periodic Assessment in ARIS and NYC Performance Assessment in ELA and Math to assess early literacy and math skills. Achieve 3000 will also assist with improving ELA literacy. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms through portfolio assessment, writer's workshop. The overall NYSESLAT scores indicate that 23% of our ELL population is performing at the Beginner level, 42% is performing at the Intermediate level and 35% is performing at the Advanced level.

Teachers to receive training: Bilingual, Foreign Language, English, Math, Instructional Support Services, Science

Schedule and Duration: Fall Term 2013 and Spring 2014, weekly one hour sessions as needed.

Topics: Student Assessments, Data Analysis, Monitoring Student's Academic Progress, Online Computer Programs -

Name of Provider: DOE, Achieve 3000, Pearson Math XL and Writer's Workshop, APEX

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

Part D: Parental Engagement Activities

Begin description here:

Rationale: Parent engagement is a very important academic impact on the achievement of ELLs.

Schedule and duration: Parents are encouraged to attend all school monthly PTA meetings, school related activities and citywide forums that focus on the needs of immigrant students and their families during the school year.

Providers: At Business, Computer Applications & Entrepreneurship High School, we partner with Intrepid CEA, Air Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens. HAUP offers both family support and family assistant services as well as educational programs.

Topics Covered: The educationl program includes beginners, intermediate and advanced ESL, citizenship classes, parenting ans survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.

How Parents are Notified: The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and th rough the use of translation/interpretation school fundingas set forth in SAM # 53, FY13 and the Department of Education translation services. The Guidance Counselor also informs parents of the availability of documents in their native languages on the DOE website.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$6,720	Per session Teacher Regular Grade Bilingual for after school programs, Saturday programs and Parent engagement activities during the Fall 2013 and Spring 2014 school terms.???
Purchased services <ul style="list-style-type: none"> High quality staff 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$4,480	Non Contractual Services related to parent involvement \$1,120. Supplies related to after school programs, Saturday programs and Parent engagement activities during the Fall 2013 and Spring 2014 school terms.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		