



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX ACADEMY FOR SOFTWARE ENGINEERING

DBN (i.e. 01M001): 10x264

Principal: BENJAMIN GROSSMAN

Principal Email: BGROSSMAN@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: LISA PILASKI

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
Ben Grossman	*Principal or Designee	
Stephina Fisher	*UFT Chapter Leader or Designee	
Sharon McCaskey	*PA/PTA President or Designated Co-President	
Rossd’lynn Palacio	DC 37 Representative, if applicable	
Joshua Lee Jehydon Homewardvinson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Zullay Yepes	Member/ BASE teacher	
Magali Lee	Member/ BASE PA	
John Phillips	Member/ BASE PA	
Ayishatu Shardow	Member/ BASE PA	
Alex McCaskey	Member/ BASE PA	
Christopher S. Massey	Member/ BASE AP	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 75% of BASE students who received a 1 or 2 on their 8th grade ELA state test will show significant growth from their baseline ELA assessment and the summative performance task. We understand “significant improvement” to mean a full level higher on at least 4 of 7 of the performance task rubric indicators.

Comprehensive Needs Assessment

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

Examination of student data, including 8th grade ELA scores, baseline assessments, and anecdotal classroom evidence, reveals a school-wide trend in lower literacy proficiency levels: 67% of students scored a 1 or 2 on the 8th grade ELA assessment, and baseline assessments evince gaps across the range of reading skills, from decoding to comprehension.

As a result of these findings, all humanities staff will participate in a collaborative inquiry team to examine student work and teacher practice to support growth in literacy and reading skills.

Instructional Strategies/Activities

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

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

1. BASE will implement a literacy-specific collaborative inquiry program to look for evidence of growth and gaps in student work and teacher practice in order to make adjustments that support our lowest performing students. The inquiry teams will use a research-proven collaborative inquiry approach, including identifying school-wide groups and subgroups, targeting skill needs, developing instructional interventions, and assessing effectiveness in growth in established cycles of inquiry. The inquiry teams will focus on a cohort of 20 students outside of the school's sphere of success. These students include those in the lowest third in reading and math, students with IEPs, and English Language Learners. Cycles will conclude by examining the school-wide conditions of learning, and teams will make recommendations for school-wide instructional practices or structural modifications to promote student achievement.

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

1. All humanities staff will participate in the inquiry team; the team will be facilitated by the school's assistant principal. The team will meet weekly during 50 minute sessions built into the school's regular schedule. Related resources, including the experience and expertise of our CFN, will be brought in when appropriate to help facilitate the inquiry work.

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

1. Student progress will be measured regularly through frequent examination of student work and performance on periodic and summative assessments; a mid-year assessment will measure progress and provide information for calibrating inquiry work, academic interventions, and instructional adjustments from September 2013 through June 2014.

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

1. Collaborative inquiry cycles will take place over the course of the full year, with SMART goals set for each cycle. Determination of student growth in targeted skill areas will take place periodically over the course of the year (as part of inquiry cycles) and at the end of the year when summative assessment data are compared to baseline assessment data. Number and length of cycles will depend upon selected skill strands, cohorts, and instructional strategies. Growth will be measured through formative and summative ELA assessments, including NYC performance tasks, the ELA Regents, and BASE-designed assessments.

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

1. Details and resources include weekly dedicated meeting times built into the school schedule; access to data sources (ARIS, ATS, periodic and in-house assessment data) and support in collecting and analyzing data; and team meetings with school administration to determine findings and implications of inquiry work and plan school-wide responses to findings. Determination of student growth will take place monthly and when appropriate upon the administration of periodic and summative assessments.

Strategies to Increase Parental Involvement

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

n/a

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, 75% of BASE students who received a 1 or 2 on the 8 th grade state math exam will show significant growth by moving up at least one full level on the 9 th grade state math exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Examination of student data, including 8 th grade math scores, baseline assessments, and anecdotal classroom evidence, reveals higher proficiency levels in math: 52% of students scored 3 or 4 on the 8 th grade math assessment. This still leaves 48% of the population at level 1 or 2, and student data show the need for enhanced instruction in math subskills like generalizing and data analysis (in graphs, charts, and tables). As a result of these findings, all STEM staff will participate in a collaborative inquiry team to examine student work and teacher practice to support growth in targeted math skills.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. BASE will implement a STEM-specific collaborative inquiry program to look for evidence of growth and gaps in student work and teacher practice in order to make adjustments that support our lowest performing students. The inquiry teams will use a research-proven collaborative inquiry approach, including identifying school-wide groups and subgroups, targeting skill needs, developing instructional interventions, and assessing effectiveness in growth in established cycles of inquiry. The inquiry teams will focus on a cohort of 20 students outside of the school's sphere of success. These students include those in the lowest third in math, students with IEPs, and English Language Learners. Cycles will conclude by examining the school-wide conditions of learning, and teams will make recommendations for school-wide instructional practices or structural modifications to promote student achievement.
B. Key personnel and other resources used to implement each strategy/activity
1. All STEM staff will participate in the inquiry team; the team will be facilitated by the school's assistant principal. The team will meet weekly during 50 minute sessions built into the school's regular schedule. Related resources, including the experience and expertise of our CFN, will be brought in when appropriate to help facilitate the inquiry work.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Student progress will be measured regularly through frequent examination of student work and performance on periodic and summative assessments; a mid-year assessment will measure progress and provide information for calibrating inquiry work, academic interventions, and instructional adjustments from September 2013 through June 2014.
D. Timeline for implementation and completion including start and end dates
1. Collaborative inquiry cycles will take place over the course of the full year, with SMART goals set for each cycle. Determination of student growth in targeted skill areas will take place periodically over the course of the year (as part of inquiry cycles) and at the end of the year when summative assessment data are compared to baseline assessment data. Number and length of cycles will depend upon selected skill strands, cohorts, and instructional strategies. Growth will be measured through formative and summative math assessments, including NYC performance tasks, the Algebra Regents, and BASE-designed assessments; growth measurements will take place September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Details and resources include weekly dedicated meeting times built into the school schedule; access to data sources (ARIS, ATS, periodic and in-house assessment data) and support in collecting and analyzing data; and team meetings with school administration to determine findings and implications of inquiry work and plan

school-wide responses to findings. Determination of student growth will take place monthly and when appropriate upon the administration of periodic and summative assessments.

Strategies to Increase Parental Involvement

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

n/a

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, BASE will align its 9th grade curriculum and teaching practices to CCLS in literacy and math and to the Danielson FFT through the implementation of a school-wide learning framework (design thinking) that emphasizes higher order thinking skills.

Comprehensive Needs Assessment

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

- Student proficiency levels in ELA and math highlight the need for a coordinated, school-wide approach to building on student strengths and addressing student challenges in these areas. Such an approach would include collaborative work in teams arranged by related disciplines (i.e. STEM and humanities teams), but it would also cut across disciplinary borders, allowing, for example, an English teacher to work with the physics teacher to increase student literacy skills (e.g. in the area of analyzing information presented in graphs, charts, and tables). A school-wide learning framework aligned to CCLS and Danielson and targeting essential skills promotes a coherent, challenging curriculum featuring consistent opportunities for higher-order thinking.
- Qualitative evidence, including conversations with teachers and surveys, highlight a need to bring coherence among the many areas to which our practices need to be aligned, including Danielson, CCLS, and our BASE instructional expectations. A school-wide learning framework serves as the point at which all these areas converge and cohere, allowing staff to see the strong connections among frameworks and standards.
- Research demonstrates that school-wide learning frameworks promote coherence and high cognitive engagement throughout schools' curricula.

Instructional Strategies/Activities

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

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

1. Use of protocols to understand and align CCLS and Danielson to the learning framework.
2. Dedicated professional development (weekly whole-school meetings and collaborative inquiry) to integrate the learning framework into curricula and align curricula to CCLS and Danielson.
3. Examination of student work to target high leverage CCLS aligned to the learning framework.
4. A calendar of scheduled observations and feedback sessions for all teachers.
5. Individual goal-setting with each teacher following the first observation/feedback cycles.

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

1. All staff will participate in examining CCLS and Danielson, and appropriate protocols will help facilitate the development of staff understanding.
2. All staff will participate in weekly full staff meetings and weekly discipline-specific collaborative inquiry teams. (See goals #1 and 2).
3. All staff will participate in weekly full staff meetings and weekly discipline-specific collaborative inquiry teams. (See goals #1 and 2).
4. The principal and assistant principal will develop a schedule for observing and providing feedback to teachers; these observations will take place between September 2013 through June 2014.

5. Meetings will be scheduled in September 2013 and January 2014 to set goals and reflect on progress toward goals.

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

1. Assessments of staff proficiencies will take place in each academic cycle, four times between September 2013 and June 2014.
2. Assessments of staff proficiencies will take place in each academic cycle, four times between September 2013 and June 2014.
3. Assessments of staff proficiencies will take place in each academic cycle, four times between September 2013 and June 2014.
4. The principal and assistant principal will assess the progress and effectiveness of observation and feedback program weekly during regularly scheduled meetings.
5. The principal and assistant principal will assess the progress and effectiveness of observation and feedback program weekly during regularly scheduled meetings.

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

1. September 2013 through June 2014, with assessment of staff proficiencies in CCLS, Danielson, and the learning framework taking place at least once per academic cycle (November, February, April, June).
2. September 2013 through June 2014, with assessment of staff proficiencies in CCLS, Danielson, and the learning framework taking place at least once per academic cycle (November, February, April, June).
3. September 2013 through June 2014, with assessment of staff proficiencies in CCLS, Danielson, and the learning framework taking place at least once per academic cycle (November, February, April, June).
4. September 2013 through June 2014, with assessment of staff proficiencies in CCLS, Danielson, and the learning framework taking place at least once per academic cycle (November, February, April, June).
5. September 2013 through June 2014, with assessment of staff proficiencies in CCLS, Danielson, and the learning framework taking place at least once per academic cycle (November, February, April, June).

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

1. Weekly whole-staff meetings and collaborative inquiry meetings; related resources including CFN and consultants.
2. Weekly whole-staff meetings and collaborative inquiry meetings; related resources including CFN and consultants.
3. Weekly whole-staff meetings and collaborative inquiry meetings; related resources including CFN and consultants.
4. Weekly whole-staff meetings and collaborative inquiry meetings; related resources including CFN and consultants; regularly scheduled administration meetings and resources including school's talent coach.
5. Weekly whole-staff meetings and collaborative inquiry meetings; related resources including CFN and consultants; regularly scheduled administration meetings and resources including school's talent coach.

Strategies to Increase Parental Involvement

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

1. Parent participation in design challenges.
2. Parent training in learning framework for parents to provide support for students.
3. Parent screening of "Extreme by Design" (PBS documentary about students using design thinking to create social change)

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, BASE will achieve high levels of parent participation in the school, setting goals of 75% parent participation in the Learning Environment Survey (LES) and 50% parent participation in the school's Parent Association (PA)

Comprehensive Needs Assessment

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

High levels of parent involvement in a school correlates with high levels of student achievement. As a new school, BASE needs to build high levels of parent involvement and a wide range of opportunities for such involvement into the foundations of the school.

Instructional Strategies/Activities

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

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

1. School events (open houses, film screenings, fairs, etc.) that provide opportunities for interactions among families, students, and school staff.
2. Coordinated communication between school and families (regular phone calls from seminar teachers, attendance teachers, etc.; letters and other mailings).
3. Feedback forum (on school website) for families to offer suggestions on increasing parental involvement.

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

1. All teaching staff and school leadership, Parent Association
2. All teaching staff and school leadership, Parent Association
3. All teaching staff and school leadership, Parent Association; school website.

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

1. A mock LES in January will help teachers and administrators assess progress and set goals for the remainder of the year.
2. Increased growth in participation in all parent meetings, including Parents' Association and school-wide events.

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

1. Mock LES in January that will allow school to coordinate parent involvement efforts for remainder of the year.
2. Revised plan for maximizing parent involvement based on participation and results of January mock LES, implemented between January and June 2014.

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

1. Time built into schedule for teachers to call families.
2. Attendance teacher on-site once per week to communicate with families.
3. Community coordinator on staff dedicated to building and maintaining relationships with families.

Strategies to Increase Parental Involvement

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

1. School events (open houses, film screenings, fairs, etc.) that provide opportunities for interactions among families, students, and school staff.
2. Coordinated communication between school and families (regular phone calls from seminar teachers, attendance teachers, etc.; letters and other mailings).
3. Feedback forum (on school website) for families to offer suggestions on increasing parental involvement.

Budget and Resource Alignment

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

Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1. Block scheduling of 75 minute class sessions increase contact time between teachers and students, providing greater opportunities for one-on-one and small group instructional support. 2. Unison reading serves as an AIS for struggling students, English Language Learners, and students with IEPs 3. ICT, SETTS, or partial self-contained for students with IEPs	Small group, one-on-one, and individual tutoring	During the school day and during after school “extended day” sessions twice weekly
Mathematics	1. Block scheduling of 75 minute class sessions increase contact time between teachers and students, providing greater opportunities for one-on-one and small group instructional support. 2. Small group and individual support focusing on research-proven math strategies such as think-alouds and peer-to-peer problem solving. 3. ICT, SETTS, or partial self-contained for students with IEPs	Small group, one-on-one, and individual tutoring	During the school day and during after school “extended day” sessions twice weekly
Science	1. Block scheduling of 75 minute class sessions increase contact time between teachers and students, providing greater opportunities for one-on-one and small group instructional support. 2. Scheduled SETTS support for students with IEPs	Small group, one-on-one, and individual tutoring	During the school day
Social Studies	1. Block scheduling of 75 minute class sessions increase contact time between teachers and students, providing greater opportunities for one-on-one and small group instructional support. 2. Scheduled SETTS support for students with IEPs	Small group, one-on-one, and individual tutoring	During the school day
At-risk services (e.g. provided by the	Counseling	1. Individual and small group with social	During the school day

Guidance Counselor, School Psychologist, Social Worker, etc.)	2. Conflict mediation	worker 2. Seminar (advisory)	
--	-----------------------	---------------------------------	--

**Title I Information Page (TIP)
For Schools 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 at BASE are highly qualified, and ongoing professional development (weekly whole-school and collaborative inquiry teams) will provide high quality professional development aligned to Danielson and supporting teacher goals for growth. Our computer science classes are being taught by a teacher certified to teach math; she has an MA degree in computer science, and in addition to professional development offered by the school, she is taking courses in computer science education at Bard College.

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).
<ol style="list-style-type: none"> 1. Weekly whole-school professional development aligned to Danielson, CCLS, school instructional expectations, and the school learning framework. 2. Weekly collaborative inquiry meetings to examine student work and data to improve teacher practice to meet student needs and develop student strengths. 3. When appropriate, outside professional development (workshops, conferences and symposia, etc.) aligned to teacher goals.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
BASE serves a diverse student body, including students who are eligible for free and reduced price lunch and students in temporary housing. Supplemental funds are used with the express purpose of supporting our most at-risk students, including (but not limited to) the following: <ul style="list-style-type: none"> • Coaching for teachers by experts in differentiation in both literacy and math • Initiatives to increase parent and family participation in school community • Per session funding for teachers to develop curricula that are responsive to student needs • Attendance of teachers at conferences that support professional growth in serving struggling student populations in literacy and math All students in temporary housing are provided supplemental materials to support their success at BASE, including school supplies and clothing.

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.

Resources will support professional development for teachers, provide funding for external consultants specializing in support of teachers in working with struggling students, and support the purchase of educational software and other material resources that specifically target students who are struggling academically. TA funds will also partially fund a social worker who provides a variety of supports to students throughout the school day and who works with school leaders to develop and implement school-wide programs that are sensitive to the needs of our struggling students.

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).

TA programs will supplement the BASE educational program. The TA program's funding supports are integrated seamlessly into the educational program. This integration helps the school develop a Response to Intervention and Instruction model that builds supports for struggling students into the regular school day and into classrooms, minimizing the amount of time students need to be removed from regular classrooms to receive support.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Bronx Academy for Software Engineering, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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 will 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 prompting 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 10	Borough Bronx	School Number 264
School Name Bronx Academy for Software Engineering		

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 Benjamin Grossman	Assistant Principal Scott Massey
Coach type here	Coach type here
ESL Teacher Gabriella Mucilli	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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	0	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	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	113	Total number of ELLs	15	ELLs as share of total student population (%)	13.27%
--	------------	----------------------	-----------	---	---------------

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										10				10
Pull-out										2				2
Total	0	0	0	0	0	0	0	0	0	12	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	7

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	5		1	3		1	7		6	15
Total	5	0	1	3	0	1	7	0	6	15

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11				11
French										2				2
Bengali										2				2
TOTAL	0	15	0	0	0	15								

*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																		
Spanish																			0	0
French																			0	0
Bengali																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	11								11	0
French	2								2	0
Bengali	2								2	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	15	0	0	0	0	0	0	0	15	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										11				11
Chinese														0
Russian														0
Bengali										2				2
Urdu														0
Arabic														0
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	15	0	0	0	15

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4				4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2				2
Advanced (A)										9				9
Total	0	0	0	0	0	0	0	0	0	15	0	0	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2			7
4		4	1		5
5	4	1			5
6	4	2			6
7	5	4			9
8	8	2			10
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			2	2	2	1			7
4			3	1	1	1			6
5	1		4	1					6
6	2		4		1				7
7	3		5	1	1				10
8	5	1	3		1				9
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	0	0	0	n/a
Integrated Algebra	12	3	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: The assessment tool that BASE uses to assess the early literacy skills for our ELL students are varied throughout the year. The data that is collected from these assessments is used to inform the school's staff and effectively create instructional plans to integrate learning for ELL students. The data that has been collected from various sources, including the RLAT and recent ELL measurement scores have concluded that there are ELL students ranging from Beginner to Advanced. This data informs both staff and administration on how to conduct the most effective instructional plan. English Language Learners are directly supported in three out of the five core classes through a push-in method, while instructors from the remaining two core classes are in constant and regular communication with the ESL support teacher. English Language Learners are to regularly conference with the ESL teacher and are required to bring to the attention of the ESL teacher the challenges they are facing in other core classes. Students are then aided in afterschool activities during extended day that provide them with support in core classes. After this data is collected, the ESL teacher and core subject teacher conference and reflect on practices within the classroom to best support English Language Learners based on the data collected through various sources previously mentioned.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: Data taken from the Lab-R and NYSESLAT examinations for English Language Learners have revealed students on all levels of English language acquisition. There are four students who are considered to be at the Beginner level of English language development, with two students at the Intermediate level and the remaining eleven students at an Advanced level, making in total fifteen English Language Learners at B.A.S.E. in the ninth grade. All students across the board require English language development in both reading and writing skills, whereas speaking and listening skills are profound and higher rated from examination scores.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Paste response to question here: Modalities from the New York State English as a Second Language Achievement Test give valuable information for instructional decisions to English Language Learners. Simply, Beginner ELL students require high level engagement throughout all four of the modalities. Beginner students will be supported in English language development through all of the five core content area classes. Content core classes have significant focus on writing and reading improvement for all students, which specifically benefits ELL students greatly. ELL students ranging from Intermediate to Advanced levels of proficiency require the most diligence in areas of development for reading and writing skills. English Language Arts courses are differentiated to the application of skills for English Language Learners. Data and information acquired through the use of the Annual Measurable Achievement Objectives (AMAo) are taken into consideration when developing plans of outreach to students who are struggling and/or at risk of failure.

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?

Paste response to questions here:

- a. Patterns across proficiencies in the initial grade, grade 9, at B.A.S.E. are fairly spread from Beginner to Advanced. Beginner students complete assessments taken in the Native Language at a higher success rate than when taken in English.
- b. The School leadership team along with teachers of ELLs at B.A.S.E. use the Periodic Assessments to gather information and data for ELL students. This information will be used to modify content lessons in order to engage language activities and promote English language acquisition in the areas of speaking, listening, reading and writing.
- c. B.A.S.E. is learning many things about the ELLs from Periodic Assessments that are being conducted. We are able to determine the range of students that we have as well as which modalities of the English language they are strongest.

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.](#))

Paste response to question here: There are much data to enforce the instruction for ELL students, which includes the New York State English as a Second Language Achievement Test as well as Assessments from the Measures of Student Learning for New York City

Public Schools. The Bronx Academy for Software Engineering uses these data to engage English Language Learners in instructional programs for all of their content classes. For example, many ELL students are proficient when it comes to the language and use of Computers and Technology.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: Second language development is taken into consideration throughout instruction on many levels. Lesson plans are designed in each class in order to accommodate ELL students in the most effective way possible. All content area teachers teach in such a way that they are building the students' English language skills in multiple modalities which include the students' speaking, listening, reading and writing skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here: The success of our ESL programs are correlated to the success of our students in English language acquisition and development of English language skills. Many Regents examinations are considered when evaluating the success of ELL students. The directly correlated success on Regents exams can provide information of the amount of success students are achieving throughout Regents classes. Documents and Assessments related to the Measures of Student Learning are also used to evaluate the success of programs for ELL students at B.A.S.E.

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](#).)
Paste response to question here: The parents of English Language Learners enrolled at B.A.S.E. fill out a Home Language Identification Survey. The HLIS is given to parents in order to identify the language that is spoken as well as used at home. If a language other than English is spoken at home, the Language Assessment Battery-Revised is given to the student to reveal whether or not the student requires the mandated ESL services. Students who speak Spanish are given the Spanish LAB-R. The results on the LAB-R will determine whether or not the student requires services. Students are tested within 10 days of being enrolled at our school.

During the intake process, parents and students were given the option to best accommodate the individuals in their native language. Parents were contacted orally, over the phone, using their native language to support the conversation in various modalities. Parents were asked if they prefer orally communicating in their native language, or in any language which they prefer. This information was recorded and is continuously used throughout the school year. Parents also completed the Emergency Contact Card, which asks for options on the best oral and written ways to reach the parents. For an informal interview with parents of ELL students, they are supported in their native language using an in-house translator. This process is reviewed in order to best support students and their families in their native language.
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.
Paste response to question here: B.A.S.E. has hosted and continues to host orientations for parents of English Language Learners that are newly enrolled at the school. There are many materials that are provided to give information to the parents and families of ELL students. The material includes programs available in the New York City School districts. We use translators when speaking

with parents whose first language is a language other than English in order to ensure that parents understand all three of the program options. The different program options are Freestanding ESL, Transitional Bilingual, and Dual language. Parents are also asked to complete the Parent Survey and program selection form. These materials, translators, and use of a DVD from the Department of Education's website that is shown in the parent's home language aide in the process for parents to understand the three program choices that are offered. This process takes place within the mandated 10 day timeline. During the first days of school, the ESL teacher creates a letter to parents of ELLs detailing the program at the school and ensuring that parents have a choice in the student's program choice. Outreach to parents of ELL students goes even further to put into place one-on-one meetings with ELL parents in order to create a communicative relationship with the family and enrich the learning process for the student.

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].)

After the parent orientation, parents are asked to complete the Parent Survey and Program Selection forms immediately. The forms are completed in the parent's home language. Usually parents complete the forms at our orientation. Sometimes, parents want to take the forms home and complete them there. In that case, the school guidance counselor makes home phone calls in order to ensure that the forms are returned. All forms are stored in the guidance counselor's office in a secure file cabinet.

Reports run from ATS are used to determine the NYSESLAT eligibility for English Language Learners. Students who are referred to the ESL program at BASE will be given the LAB-R and determine to be English Language Learners.

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.

Parents of students enrolled at BASE, are provided with the option of three programs: Freestanding ESL, Dual Language and Transitional Bilingual Program. During our orientation, we provide translation services for parents to ensure they understand their program options. Currently we use in house staff members as well as the Department's Translation and Interpretation Unit to support our parent's language needs. During our orientation, we show an orientation video. This video is from the Department of Education. We make sure that parents understand the placement of their student within the programs that are offered. After parents make a selection of programs, the student's files are updated to support this information. These files are kept in the main office where teachers and staff can readily use the information in order to speak with a parent of an English Language Learner. Parents are communicated with through written or oral language; whether it be a letter home in the native language or with a translator over the phone. Parents are also asked to come into the school for an interview with the family in order to go through the different program options that they have for their student.

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 first full year of onset classes and student enrollment at B.A.S.E. is the 2013-2014 school year. The New York State English as a Second Language Achievement Test will be administered initially in the spring of 2014. Our test coordinator and ESL teacher will design a testing calendar, identify the students to be assessed (English Language Learners) using the RELC or RLAT functions in ATS, and the staff to implement the assessment. Staff assist with testing will be provided with professional development. Students are assessed in all areas (four) of the NYSESLAT following all testing regulations from the State Education Department. The test will be administered initially to the group of students starting with one modality at a time.

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. 

There is a varied trend in program choices that parents have selected for the English Language Learners presently enrolled at the Bronx Academy for Software Engineering. Although there is a various number of program choices, all of our parents have selected our ESL program. Should a parent select another program other than ESL, we know to contact the Office of English Language Learners to help find the program that the parent has selected. Students whose parents request a bilingual or dual language program will be sent to the website ELLProgramTransfers@schools.nyc.gov. A record of the students whose parents request bilingual programs will be kept on file and if there are 15 or more students with the same home language within the same or two contiguous grades, the school will then open a bilingual program for the school.

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])? Instruction for English Language Learners is delivered in various ways. Push-in, pull-out, collaborative teaching and self-contained diversified instruction are all aspects of the Freestanding ESL program at B.A.S.E. Students' classes are delivered in blocks where the students travel together as a group to each core content area class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The mandated number of instructional minutes for English Language Learners is provided to students through the organized ELA classes in a collaborative, co-teaching model. We identify the students' levels based on their spring 2013 NYSESLAT results and are programmed according to the State Education regulations for mandated language support services.
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.

Courses at BASE are delivered specifically in English with little to no support in the student's first language. The ESL instructor varies instruction for leveled English Language learners
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are appropriately evaluated throughout the year in their native languages. Initially we can support students in this way by administering specific Regents examinations in the native language. There are also support systems in-house where students are able to have conversations in their native languages with teachers who also speak the native language. Finally, ELL students whom are at different levels of English language learning are paired with each other to support in English language acquisition skills. Our teachers are currently being trained to translate instructional materials into the native language for ELL students that need this support.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 With the use of regular formal and informal assessments throughout the year, English Language Learners will be assessed in the four modalities of English acquisition. In addition, the use of current classwork will suffice as an assessment to the development of various modes of English language acquisition.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students have a fellow native language speaker that we use as a buddy to help the student become adjusted to our school. We try to provide a staff member that speaks the student’s native language to mentor our SIFE and assist in their adjustment to the school.

b. For Newcomers, we use many of the same strategies listed above. We use a buddy system and a staff member to serve as a mentor. In addition, we provide additional tutoring to support our ELLs with under three years in the US. Tutoring is available after-school.

c. ELLs with 4 – 6 years of service are also provided tutoring (after-school). These ELLs receive extra help during their content area classes from one-to-one support from their teachers. We also utilize significant cooperative learning where these students have the support of other students in their cooperative groups.

d. Long term ELLs we focus on utilizing scaffolds that will develop the skills that these students need to be successful on the CCLS aligned assessments and the NYSESLAT exam.

e. Former ELLs receive additional tutoring (after-school) and receive accommodations on assessments for up to 2 years.

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?

The use of leveled and differentiated texts for classroom accounts are used to access the academic success of English Language acquisition and development.

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?

BASE focuses on scheduling students who are SWDs into the Least Restrictive Environment based on student’s IEPs. We believe that the Least Restrictive Environment will result in greater student achievement and a higher percentage of students achieving at proficiency on the NYSESLAT. Students are programmed according to IEPs based on their IEPs. We use an Integrated Co-teach model to support the implementation of LRE (Least Restrictive Environment). These students are further programmed based on their NYSESLAT proficiency level for ESL. Our ESL teacher and Special Education team look at the curriculum with a focus on providing differentiated supports into units and lessons for our students to achieve success. We constantly assess and meet as a team to look at our student’s work through team meetings as well as at our SIT (School Implementation Team).

Courses Taught in Languages Other than English

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

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

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

Class/Content Area	Language(s) of Instruction

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

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.

There are specific targeted intervention programs for ELL students in all content area classes which include; ELA, Math, Global History, Physics and Computer Science. Specifically in ELA and Math courses, ELL subgroups are not distinguished in the intervention process. ELA and Math are specific content area classes that require early intervention programs for ELL students. The intervention programs aligned with BASE determine the needs of ELL students in which to best support them in English language acquisition.

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

There are fifteen English Language Learners currently enrolled at The Bronx Academy for Software Engineering. We have intervention in the form of academic tutoring in the content areas available before and afterschool through our content area teachers.

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

Throughout the year there are services provided in order for the school to continuously create new programs and improve existing programs for the school's ELL community.

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

At the current time no programs or services for ELLs 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 of our ELLs have equal opportunity to all school related programs. This includes clubs, activities, and tutoring services. Robotics club is a club at BASE that allows students to participate even if they have challenges in the English Language. As do all clubs at BASE, Robotics club offers a high level learning environment which allows students to develop language acquisition skills and needs. Curricular activities in school include the iMentor program in which students are matched with a Mentor and build and gain a trusting and long lasting relationship with through their four years in High School. All students are asked to participate in the iMentor program and all of our ELL students fully participate and are matched with mentors. This activity engages English Language Learners in conversations through email and in person and help students to develop communicative skills.

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

We have purchased bi-lingual language dictionaries, materials including textbooks that are Common Core aligned to provide rigor for our ELLs. We have Smart Boards and laptops that allow our teachers to differentiate material. The computers have translation software and teachers find pictures to show on the SmartBoards to provide a visual image for our ELLs.

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

Native language support in the free-standing ESL program is delivered minimally throughout the school. ESL students have native language support through technology that we utilize.

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

All required services, support and resources provided to ELLs are age and grade-level appropriate. We offer after school programs and Saturday programs to our ELLs. Our ELLs have equal opportunities with all other students to all of our resources and enjoy the benefit of our library media center, computer labs, and extra curricular activities which include video production, music studio, fine arts, and culinary arts. our ESL students with disabilities receive speech therapy, physical therapy, occupational therapy, and counseling services as indicated in their IEPs

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.

Specific activities that support ELLs includes for newly enrolled ELL students, we have an orientation during the summer that is delivered by the guidance counselor and AP. Orientation involves an overview of our school-wide programs, tour of the school, and a visit to their classrooms. We offer counseling for many of students to adjust to our school. In addition, we have a mentorship program that involves our staff who support our students. Finally, throughout the year, whenever a new student is enrolled, the AP and guidance counselors will give an orientation.

18. What language electives are offered to ELLs?

Language electives that are offered to ELL students come in the form of support in specific modalities of English Language

acquisition skills as well as foreign language support. ELA extra supportive classes come in the form of diverse courses, which support reading and writing modalities in the English Language. Foreign language classes are also offered as credit for ELL students.

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)?

Paste response to questions here:

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.

Professional development for personnel at B.A.S.E. is met mainly through two modalities. ELL representatives of the school attend ELL liaison meeting with the Central office. These meetings help teachers of ELLs better understand requirements for ELL teachers. ELL teachers from the school attend meetings in which they are the representative for the school. These meetings are attended in order to review and become familiar with different modes of teaching ELL students, which include the use of technology in the classroom.

Professional development is offered in many ways to teachers of ELLs which support ELL students in all of the content area classes. Collaborative Inquiry design leads focus towards strengths and needs for ELL students as well as the instructional support that is necessary for ELL students. Designated professional development after school focuses on informational sessions on how to Design Challenges using Thinking By Design in order to best support ELLs in content area classes.

It is necessary to provide staff to assist ELL students with the transition from middle to high school. Support like this comes in the form of exercises and discussions in Seminar classes. Professional development sessions are used in order to help staff understand connections between cognitive and non-cognitive skills in adolescents and most specifically to ELL students when thinking about these aspects.

Staff members will go through thorough presentations including Professional Development presentations and activities to empathize with English Language Learners and the environment in which they are presented with; coming into the country and almost forcefully learning a language that everyone around them speaks. Training for staff members will also include direct experience to working with ELLs in classroom setting with the ESL teacher to guide. At each Professional Development and teacher meeting throughout the year, attendance will be taken for teachers and staff to ensure that they are receiving the minimum 7.5 hours of ELL training. Special Education teachers will receive extra time during after school hours and meetings set to the side where Special Education and ELL teacher/s cultivate an extensive learning environment and work with one another to ensure full understanding of each other's disciplines.

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?

Parent involvement for ELL students at B.A.S.E. includes a number of specific activities that foster our ELL parental involvement. We have held a number of open house nights at the school in order for families of ELL students to meet all staff members and create connections with one another. Secondly, we plan activities that include but are not limited to activities that foster parent learning and development of the English Language. Another activity that we plan for parents of ELL students is to help them to understand the core content classes that their student is learning and how these classes have specific impacts on the development of the English language for ELL students.

At the current time we are working with a number of organizations in order to put in place workshops and equal opportunities in order to work with ELL parents. For example, computer literacy programs for families.

In order to evaluate the needs of ELL parents we use the Home Language Survey to gather information as well as obtain information divulged in the Parent Preferred Language Form. Another resource we use in order to gain information on the needs of our ELL parents is with direct one on one conversation that are had with the parents either at open house or parent teacher conferences.

All activities are designed in response to the needs of our parents. Ongoing input of parent activities are collected through parent teacher conferences, one on one meetings with the parents as well as activities for ELL parents at open house nights and various other meetings.

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.

The Bronx Academy for Software Engineering (BASE) is in the first year of recognition as a New York Public City High School. Many of the programs that are offered to students, which include ELL students, are in beginning stages of development. We have created a school environment in which our core values; Understanding Self, Valuing Diversity, Creating Dialogue and Taking Action, are present in the programs, services and instructional aspects of the school. These core values have been created to foster an environment for all types of students who come from varied backgrounds to communicate with one another. The programs and services for ELL students have been defined and also continue to be modified throughout the school year using data collected from various sources.

Part VI: LAP Assurances

School Name: BASE

School DBN: 10x264

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ben Grossman	Principal		11/15/13
Scott Massey	Assistant Principal		11/15/13
	Parent Coordinator		
Gabriella Mucilli	ESL Teacher		11/15/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01