



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **13K670**

School Name: **BENJAMIN BANNEKER ACADEMY**

Principal: **DEONCA C. RENEE**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School (grades 9-12) School Number (DBN): 13K670
School Type: _____ Grades Served: 9-12
School Address: 77 Clinton Ave Brooklyn NY 11205
Phone Number: 7187973702 Fax: 7187973862
School Contact Person: Terrell Tuggle, PC Email Address: ttuggle@schools.nyc.gov
Principal: Deonca C. Renee
UFT Chapter Leader: Valentino Ellis
Parents' Association President: Neville Campbell
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 13 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: MALDONADO, DEBRA
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deonca C. Renee	*Principal or Designee	
Valentino Ellis	*UFT Chapter Leader or Designee	
Neville Campbell	*PA/PTA President or Designated Co-President	
Tommy Abney	DC 37 Representative, if applicable	
Trishaunna John Kathie Duperval	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emilia Wiles	CBO Representative, if applicable	
Diane Haynes	Member/Parent	
Olivia McInnis	Member/ Parent	
Princess Grinnage	Member/ Parent	
C'Corra Thomas	Member/ Teacher	
Ruwanda Fraser	Member/ Parent	
Clive Price	Member/Assistant Principal	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of Benjamin Banneker High School for Community Development is to provide a comprehensive course of study that will actively engage students in acquiring the knowledge and skills necessary to adapt to a multicultural, scientific and technological society. Students will draw upon community resources in preparation for the world of higher education and work. The Benjamin Banneker graduate will be a socially responsible lifelong learner prepared to promote all aspects of community development and meet the challenges of the future.

At Benjamin Banneker Academy we establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

We are working continuously to align assessment and curricula and improve student outcomes at all levels.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The instructional expectations for 2013-2014 includes the use of a research based rubric (Danielson’s Framework) to improve teacher effectiveness. Teachers at Benjamin Banneker Academy, during a discussion at a professional development session, were surveyed and indicated that based on the rubric shared each criteria should be addressed individually and scaffold into our practice. Planning and Questioning (engagement) are the first criteria that will be addressed. Additionally, based on the observations completed by the leadership team October as well as the IPCs conducted during September and, area of growth and strength were identified in various teachers and highlighted in the professional development plan

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 all teachers will possess a normed understanding of the competencies and the rubric from the Danielson framework for teaching as evidenced in lesson plans and curriculum maps.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher study groups that focus on various topics including classroom management and lesson planning using texts such as Classroom Management that Works Research-Based Strategies for Every Teacher	All teachers.	These strategies are implemented throughout the year and have benchmarks as described in the professional development	Teachers who have demonstrated strength in our areas of focus are used to spearhead discussions and team; their classrooms and methods are also used as models for teachers who have been identified as

		plan.	needing assistance in those areas.
Teachers conduct action research by department to identify strategies that focus on student improvement in each classroom.	All Teachers	Year long	Teacher development coach, school leaders, network personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Monitoring is ongoing. Teachers participate in a feedback protocol every three weeks during lesson study cycles and inter-visitation cycles.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Data from our progress report places our school at a B. After analyzing the data we noted that changes in school environment and working with our lower achieving students would allow us to shift from a B to an A.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 the percentage of students in the school’s lowest third earning 10+ credits will increase by 2%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Item analysis data on each state exam shared with teachers to identify skills for targeted assistance during after school and Saturday school sessions.		1. Improvement on six week progress reports	
After school credit bearing program that will allow students who did not accumulate attempted credits in 2013-2014 school year and students who are struggling after the second progress report period to gain credits in mathematics, English, social studies and science.	students who did not accumulate attempted credits in 2013-2014 school year	November 2014 to May 2015	Teachers, administrators, guidance counselors

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Additional funding is required to compensate teachers, pay for incentives and college tours. Teacher created, project based mini curriculum that aligns with the common core state standards. Credit bearing classes occur Monday through Thursday 4pm-7pm

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

ANA Grant used to fund all after school and Saturday school sessions.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Class attendance and student progress is monitored on a weekly basis. Student and parent outreach is made if attendance drops below 90% and if a student misses an assignment or project.

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- **Strengths:**
 - The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.
 - The principal meets one on one with each staff member each week to support their instructional practice.
 - The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework.
 - The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.
- **Needs:**
 - The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
 - The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice.

The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administration will show a 10% increase in the frequency of classroom walkthroughs and observations. This will be demonstrated by providing feedback to teachers in addition to increasing staff development opportunities to support teachers in their instructional practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.	All Staff	September 2014-June 2015	Principal
The administration will increase the frequency of informal and formal walkthroughs and providing feedback to teachers.	All Staff	September 2014-June 2015	Principal
The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.	All Staff	September 2014-June 2015	Principal
The administration will reflect on implementation and identify additional supports needed by teachers.	All Staff	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The administration will need time to visit classrooms and to meet with the staff as an entire group and individually. The administration will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities.
- During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth
- The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our progress report data states that our attendance rate is lower than that of our peer schools.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 attendance will be improved by 1%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
1. Celebration of perfect attendance	Students who have perfect attendance in each marking period	January 2015 and June 2015	Parents, guidance counselors
2. Daily parent outreach	Students who are absent from school on any given day	September 4, 2014- June 26, 2015	Attendance aide and office staff
3. Weekly in house conference for chronic students/also included in kid talk protocol	Students who miss	September 4, 2014-	Guidance counselors,

	two or more days in any given week of school	June 26, 2015	Teachers, deans, school leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School messenger account Attendance team Kid talk protocol

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Teachers, schools aides and guidance counselors will monitor the progress of students with specific attention to their attendance. Daily phone outreach will be made during period 1, 2 and 3 informing parents of students who are absent during the previous day. Weekly meetings will be held between attendance personnel and guidance counselors to identify students who require additional out reach. Daily and monthly absence lists will be generated to track the progress of individual students				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

- **Strengths:**
 - More than 50% of students had at least one parent or guardian attend the Fall Conferences.
 - Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress.
 - In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress.

- **Needs:**
 - The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance.
 - The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger.
 - The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase parent involvement in school wide activities and functions by 10 percent as measured by analysis of data-oriented information.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
All parents/guardians will attend either the Fall or Spring Conferences.	All Families	September 2014-June	All Staff

		2015	
Some parents/guardians will participate in a Home Visit	All Families	September 2014-June 2015	All Staff
All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance.	All Families	September 2014-June 2015	Parent Coordinator, Counselors, Principal
School materials and meetings will be translated and made accessible to all families in their primary language.	Families of English Language Learners	September 2014-June 2015	Parent Coordinator, Counselors, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff will need time for scheduling and conducting meetings and visits, preparing for and conducting parent meetings and training, time to prepare students to present during student conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester.
- In February 2015, the staff will review the documentation and determine which families have participated in a school event.
- The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Teacher recommendations, inability to attain a passing grade during the previous progress report Inability to gain credit in ELA during the previous year	Saturday Academy PM School	Small Group	4:00pm-7:00pm 9:00am-12:00pm
Mathematics	Teacher recommendations, inability to attain a passing grade during the previous progress report Inability to gain credit in Mathematics during the previous year	Saturday Academy PM School	Small Group	4:00pm-7:00pm 9:00am-12:00pm
Science	Teacher recommendations, inability to attain a passing grade during the previous progress report Inability to gain credit in Science during the previous year	Saturday Academy PM School	Small Group	4:00pm-7:00pm 9:00am-12:00pm
Social Studies	Teacher recommendations, inability to attain a passing grade during the previous progress report Inability to gain credit in Social Studies during the previous year	Saturday Academy PM School	Small Group	4:00pm-7:00pm 9:00am-12:00pm

<p>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Students who present with attendance, academic, social, behavioral and emotional issues as determined by teachers, support staff, guidance counselors, deans etc.</p>	<p>On need basis – Services will be provided by School Based Support Team</p>	<p>Brooklyn Plaza Medical located at Banneker School based – full medical care Nurse Practitioner – Ms. Ember Social Worker – Jeannine Maynard</p>	<p>8:00am-4:00pm</p>
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Section I: Title I Parent Involvement Policy

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

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

Benjamin Banneker Academy Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and student with disabilities. Our school community will

conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Benjamin Banneker Academy Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Kinship/PTA, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve involvement and school quality, Benjamin Banneker Academy will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- support school-level committees that include parents who are members of the School Leadership Team, the Kinship/PTA and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our schools and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations, literacy, accessing community and support services, technology training to build parents' capacity to help their children at home, information sessions and college visits to guide their children with their college and career decision process.
- conduct Guidance Counselor facilitated workshops to educate parents about academic expectations and requirements to matriculate. host the required Title I Parent Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Parent A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings with flexible times to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skills needs and what parents can do to help.

Benjamin Banneker Academy will further encourage school-level parental involvement by:

- encouraging meaningful parent participation on School Leadership Teams, Kinship/PTA and Title I Parent Advisory Council.
- hosting educational family events/activities throughout the school year.
- encouraging more parents to become trained school volunteers.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- developing and distributing The Scholar Warriors Journal, a school newsletter, designed to keep parents informed about school activities and student progress.
- developing and maintaining a comprehensive school website to keep parents informed.
- encouraging parents to attend workshops and conferences.

Section II: School-Parent Compact

Benjamin Banneker Academy, and the parents of the students participating in activities, services, and programs funded by Title I Part A of the No Child Left Behind (NCLB) Act agree that this compact outlines how the parents, the school staff and participating students will share responsibility for improved student academic achievement. The compact will outline the means by which a school-parent partnership will be developed to ensure that all children achieve the State Standards and Assessments.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT School Responsibilities:

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

- implementing high quality curriculum and instruction in a supportive and effective learning environment.
- enhancing academic rigor in the classroom by fostering critical analysis through questioning techniques and strategies.
- providing standard based instruction that is purposeful and planned, according to the needs of the student population served.
- providing instruction by highly qualified teachers.
- providing routine assessments to evaluate student progress for remediation as well as enrichment.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences in October and March during which the individual child's achievement will be discussed as well as how this compact is related.
- convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- providing school calendars monthly.
- providing bulletins and newsletters to parents about school related events, community resources and academic opportunities.
- monthly updates will be made to Benjamin Banneker Academy's website bbanneker@schoolwires.com.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this compact.
- providing parents with timely information regarding performance profiles and individual student assessment results of each child and other pertinent individual school information, and ensuring that the Parent Involvement Policy and School-Parent Compact are distributed to the parents each year.

Provide parents reasonable access to staff by:

- notifying parents of the procedures to arrange an appointment with their child's

teacher or other school staff member.

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Planning activities for parents during the school year.

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Ensure that my child comes to school rested. Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- Volunteer in my child's school or assist from my home as time permits.
- Participate, as appropriate, in decisions relating to my child's education. I will also:

- o communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- o respond to surveys, feedback forms and notices when requested;
- o become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- o participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- o take part in the school's Kinship/Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams.
- o share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- Attend school regularly and arrive on time.
- Maximize opportunities to understand the subject material, using strategies that support my learning style, complete my homework and submit all assignments on time.
- If identified for intervention, I will attend 37.5 minutes After School and Saturday Academy.
- Follow the school rules and be responsible for my actions.

- Dress appropriately; behave responsibly by showing respect for people, other property and myself.
- □ Try to resolve disagreements or conflicts peacefully; and always try my best

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 670
School Name Benjamin Banneker Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Deonca C. Renee	Assistant Principal Valerie Murray
Coach	Coach
ESL Teacher NA	Guidance Counselor Deanna Salomon
Teacher/Subject Area Debbie Almontaser/SpEd Directo	Parent Charmaine Derrell
Teacher/Subject Area Joanna Scerrie/English	Parent Coordinator Terrell Tuggle
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	911	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school will use DRA and Fountas & Pinell assessment tools for all students. The data tells the strength and weaknesses, students' independent and instructional reading levels. We have incorporated our ELLs with native English speakers. This system includes small groups. We utilize the data obtained from the DRA and F&P to tailor instruction to all students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
No data available
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 [AMAQ tool](#))
No data available
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?**No data available**
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](#).)
We will use data to differentiate instruction. We will also group our ELLs homogeneously or heterogeneously to target area of instruction informed by the LAB-R and the NYSESLAT.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We will use RLAT and RNMR results, state tests reports, authentic, teacher-created assessment data as well as interviews with parents of our ELLs to identify the stage of the students' second language development. We will align teachers' instructions to the ESL/ELA standards and assessment data analyses. ESL teacher and classroom teachers can plan and accomodate instructional decisions to support the student's second language aquisition.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**N/A**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the program will be evaluated by the NYSESLAT, Regents Exams, DRA and , F&P periodic assessments, and teacher-created authentic assessments results, students' performance tasks aligned to the NYS Standards.

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](#).)
Every parent is given a blue card that includes preferred language information. this data is submitted into ATS. Student data from middle schools and other DOE high school are used for new admits. Teachers and other staff members who are fluent in Spanish, Creole, Arabic, and Bengali assist in translating when necessary. The special education director conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance. LAB-R determines which students are entitled to ESL services. The Spanish LAB (if necessary) is conducted by a teacher who is proficient in the Spanish language. For children that were transferred from other public schools we look at their test history to find out their previous LAB-R or NYSESLAT scores. The special education director and data specialist analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year.
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.
Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for

their child. The parent coordinator and special education director shares relevant material with parents regarding available services.

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].)

The Parent Coordinator is responsible for the distribution of Entitlement letters to the parents/gardians of ELLs. Any collected material is stored in the student's file in the pupil accounting secretary's office.

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.

Because of the limited number of ELLs enroled at Benjamin Banneker Academy students receive stand alone ESL instruction.

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 special education director pulls out students on a one-on-one basis to administer the speaking component. The Reading, Listening and Writing components are scheduled on three different days. Students with disabilities are provided with the modifications indicated in their IEPs. The Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. The screening for LAB-R and the NYSESLAT is done by our Data Specialist and Testing coordinator. The testing coordinator administrates and evaluates the NYSESLAT exams.

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. 

No data available

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])?
 - a) The medium of instruction is delivered through a pull-out model.
 - b) Students are merged into heterogeneous settings for every subject.

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)?

Currently, we have no students receiving services. Each student would receive 210 minutes by per session/per diem ESL teacher.

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.

If we had such programs, they would be supplemented with differentiated instruction. Teacher would be alerted to breakdown concepts to ELL students on a needs basis. Students would be taught using both whole groups and small group instruction to enrich language development leads to higher levels of proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ESL teacher would make the necessary arrangements for testing in students' native language.

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

5 NA. In general K670, provides differentiated instruction for all its students to the best of our ability. Teachers are alerted to breakdown concepts to ELL students on a needs basis.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The strategies and materials we would supplement ELL is make sure we have books on tape, cassette recorders, headphones, book bins, and leveled books for students. These materials would be used by the ESL teacher and classroom content teachers.

7. 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?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. The ESL teacher uses different strategies helping students to acquire academic language, use context to figure out unknown words and expressions, one-on-one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling grammatically correct statements. The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their classroom work and projects. There are currently 2 special education students in the program. These students are included in the groups with general education students for the duration of the ESL program.

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?

Students will be encouraged to attend Saturday Academy to achieve their goals

Courses Taught in Languages Other than English ⓘ

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

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

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

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

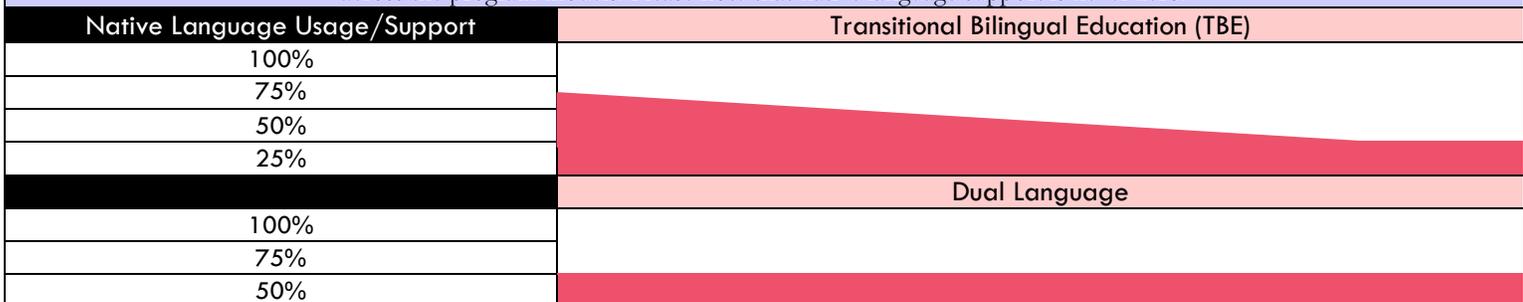
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- If we had such a program at our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units in every grade are content-area based. ESL instruction is incorporated into Social Studies and Science reading/writing units thus combining content area instruction and language learning. Our pull-out model supports content area instruction. Our Science cluster teachers use hands-on learning and ESL techniques to introduce new concepts to the ELLs. Our Math program supports ELLs by incorporating hands-on activities, use of manipulatives and Internet technology. Classroom teachers have been made aware that for ELLs two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We currently have no active program**
11. What new programs or improvements will be considered for the upcoming school year?
- We currently have no active program**
12. What programs/services for ELLs will be discontinued and why?
- We currently have no active program**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs would be afforded equal access to all school programs. ELL-SWDs would be integrated into the regular ESL-classroom and have equal access to ESL with the regular Ed ELL population. Sports, art , study skills and homework help programs are available to all students, including ELLs. Our after-school and Saturday school classes will be available to all students. After-school and Saturday school program would use the Targeted Intervention .
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers are allowed to schedule their classes into the computer lab to access a tools to support these studetns. Teachers also have access to smart boards for inclass instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We currently have no active program**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support, and all resources correspond to ELLs' ages and grade levels.**
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.
- We currently have no active program**
18. What language electives are offered to ELLs?
- N/A**
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

We have one ESL teacher who attends all available professional development sessions from DOE and/or our Empowerment Support that is applicable to middle school students. Teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS LEP Identification Process; LAB-R and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.

Teachers of students transitioning into high school contact the new school and provide them with necessary information about each ELL student. They try to arrange visitations for the students and their parents. Guidance counselor and the ESL teacher provide staff with support to assist ELLs as they transition from one school to another. Applications (available in different languages) and information about the dates for high school orientations are distributed. Teachers write recommendation letters for students. Guidance counselor and the ESL teacher ensure continuity of ESL services for ELLs as mandated.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement program will ensure effective involvement of parents and community in our school. Therefore, Benjamin Banneker Academy, (in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Benjamin Banneker Academy's, policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Kinship/Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

2. Banneker, partnered with the Hispanic American Association which provided several parent workshops, inclusive of three workshops on College Access for ELL's.

3. Banneker conducts parent survey's.

4. Based on the needs of our Parent population, we have seminars/workshops/ and often invite guest speakers into our school community.

Our programs are hosted by school based staff.

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.

Part VI: LAP Assurances

School Name: Benjamin Banneker Academy

School DBN: 13K670

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deonca C. Renee	Principal		9/9/13
Valerie Murray	Assistant Principal		9/9/13
Terrell Tuggle	Parent Coordinator		9/9/13
NA	ESL Teacher		
Charmaine Derrell	Parent		9/9/13
Debbie Almontaser/SpEd Directo	Teacher/Subject Area		9/9/13
Joanna Scerri	Teacher/Subject Area		9/9/13
	Coach		
	Coach		
Deanna Salomon	Guidance Counselor		9/9/13
Jean McKeon	Network Leader		9/9/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K670 School Name: Benjamin Banneker Academy

Cluster: 2 Network: 211

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

Our school is located in a working class section of Brooklyn. The community as a whole very diverse. The majority of our recent immigrants come from the Caribbean, Bangladesh, and main land China. The school is comprised of 84% African- Americans, 9% Hispanics and 7% others. Our pupil accounting secretary conducted an inventory of languages to assess the oral language needs of parents. We found that the major language group was Spanish.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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