

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K547

School Name:

BROOKLYN ACADEMY OF SCIENCE AND THE ENVIRONMENT

Principal:

VERONICA PETERSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Academy of Science and the Environment School Number (DBN): 17k547
Grades Served: 9-12
School Address: 883 Classon Avenue, Brooklyn, New York, 11225
Phone Number: 718 230-6363 Fax: 718 230-6370
School Contact Person: Juanita Fraser Email Address: JFraser2@schools.nyc.gov
Principal: Veronica Peterson
UFT Chapter Leader: Errol Wade
Parents' Association President: Elaine Headley
SLT Chairperson: Rodrick Daley
Title I Parent Representative (or Parent Advisory Council Chairperson): Natasha Welch
Student Representative(s): Sidiki Keira
Rye Waldron

District Information

District: 17 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Brooklyn, New York 11201
Superintendent's Email Address: DConyers@schools.nyc.gov
Phone Number: 718 923-5124 Fax: 718 923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field Support Center Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718 935-5618 Fax: 718 935-5941

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Veronica Peterson	*Principal or Designee	
Errol Wade	*UFT Chapter Leader or Designee	
Elaine Headley	*PA/PTA President or Designated Co-President	
Grecia Noel	DC 37 Representative (staff), if applicable	
Natasha Welch	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sidiki Keira	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rye Waldron	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Barbara Kurland	CBO Representative, if applicable	
Rodrick Daley	Member/ teacher	
Valia Haynes	Member/ Parent (Co-President	
Krisana Waldron	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

In 2002, the Brooklyn Botanic Garden (BBG) and the Prospect Park Alliance (PPA) had been challenged to bring their considerable resources to bear to help improve public education in central Brooklyn. BBG and PPA began a rigorous process that culminated with the Brooklyn Academy of Science and the Environment (BASE) being selected as one of eight applicants out of sixty in Brooklyn to be part of the citywide New Century High School initiative to convert large under-performing high schools into clusters of small themed schools. The New Century High School initiative is funded by the Carnegie Foundation, the Bill and Melinda Gates Foundation, and the Open Society Institute; it is administered by New Visions for Public Schools in collaboration with the New York City Department of Education (DOE). BASE is the first public high school in Brooklyn that weaves connections between academic subjects and the environment.

At BASE, learning moves beyond the classroom walls. Field Studies is a unique credit-bearing science course that teaches students scientific inquiry through real-world learning. All ninth grade students have the privilege of using Prospect Park and BBG as "classrooms" to complement their Living Environment course. Students are devoted to studying different ecosystems in Prospect Park and the Brooklyn Botanic Garden; they focus on learning to design and implement a controlled experiment.

The 2014-2015 Quality Review indicated that BASE is Well-Developed regarding rigorous, engaging curriculum aligned to the Common Core instructional shifts as demonstrated by its rich, demanding, and engaging curriculum that challenges students and fosters college and career readiness. Also, to ensure college and career readiness, BASE students are afforded the opportunity to take Advance Placement courses in Biology, US History, English Composition, English Literature, Calculus and Statistics.

The key area of focus this year was close reading, which will be followed by argument writing in the coming year.

Students are heterogeneously grouped with special attention given to accommodating students with disabilities and English language learners.

Mission: BASE is a three-campus New York City Public High School that integrates the missions and resources of Prospect Park and the Brooklyn Botanic Garden to offer academic excellence and rigor. Our community of staff, families and community partners supports students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment.

Elements in with the school made the most progress: According to the NYC School Survey Report for 2014-1015, the elements of the Framework for Great Schools where we made the most progress, were Effective School Leadership and Trust. We had an 84% positive response rate for Effective School Leadership, which is 2 percentage points higher than the citywide rate. The school received a 91% positive response rate for trust, which is 3 percentage points higher than the citywide rate.

17K547 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	458	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	77.8%	% Attendance Rate			90.8%
% Free Lunch	78.0%	% Reduced Lunch			4.4%
% Limited English Proficient	5.9%	% Students with Disabilities			15.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			79.9%
% Hispanic or Latino	13.0%	% Asian or Native Hawaiian/Pacific Islander			4.2%
% White	1.5%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)			16.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			4.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	59.1%	Mathematics Performance at levels 3 & 4			66.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.8%	% of 2nd year students who earned 10+ credits			72.7%
% of 3rd year students who earned 10+ credits	69.6%	4 Year Graduation Rate			78.2%
6 Year Graduation Rate	76.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In 2014-2015, all students (9-12) took the Measures of Student Learning (MOSL) baseline and end-of-year assessments which centered around an argument writing task. The results of the argument writing skill mastery analysis were as follows:

Grade 9 - 45.9% mastery

Grade 10 - 47.7% mastery

Grade 11 - 55.7% mastery

Grade 12 - 47.9% mastery

While the 2014-2015 Quality Review indicated that we were Well-Developed in 1.1 which deals with rigorous, engaging curriculum aligned to the Common Core instructional shifts, the reviewer noted that argument writing was not strategically integrated across grades and subject areas. In fact, besides in English Language Arts and 1-2 other courses, argument writing tasks were not implemented at all. Embedding argument writing tasks coherently in all Science, Social studies, Health, Art, and English Language Arts courses is a top priority, especially given the Common Core English Language Arts exam administration in June 2016.

Argument essay writing will be our 2015-2016 instructional focus. Our professional development plan will be centered around supporting teachers in designing, implementing, and assessing these writing tasks.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will show a 5% increase in the results of the argument writing task in the End-OF-Year MOSL assessment in ELA across grade levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will send one teacher and the The Office of Curriculum, Instruction and Professional Learning Institute: Teaching Writing in High School-Focus on Argument Writing. Teacher will turnkey professional development to the entire staff.</p>	<p>All students will be engaged in argument essay writing tasks across the content areas mentioned above.</p>	<p>Unit plans and tasks will be developed in Sept and Oct. Tasks will be implemented through-out the school year.</p>	<p>Department teams will be responsible for developing the units and tasks. The AP Supervision will oversee the process.</p>
<p>We have designed a new Integrated High School Scope and Sequence for Writing. We will utilize their resources throughout the year and turnkey relevant PD to staff.</p>	<p>Teachers</p>	<p>October 2015 - May, 2016</p>	<p>Teacher Daniel Goldman</p>
<p>We will also send multiple teachers to the Department of Education’s Special Education Office one-day workshop entitled “Multiple Opportunities to Write and Talk About Argumentative Essays for Students with Disabilities” in order to meet the needs of our students. They will turnkey this workshop to our staff.</p>	<p>Special Education teachers</p>	<p>October-November</p>	<p>Assistant Principal Diana Boyer and Special Education Teachers</p>
<p>We will administer the MOSL baseline in all grades which involves an argument essay task. This will act as a needs-assessment. The January interim will also include an argument essay task for all students. The results of these exams will be reviewed in the Professional Development Committee and will inform our professional development plan.</p>	<p>All teachers</p>	<p>September-June</p>	<p>Principal Veronica Peterson and Assistant Principal Diana Boyer</p>
<p>Departments will develop and design argument essay writing tasks in all courses (with the exception of math). Departments have common planning time embedded into their schedule so they can collaborate in designing, implementing, and assessing the writing tasks. The inquiry work we conduct in department teams during this time</p>	<p>All teachers</p>	<p>September-June</p>	<p>Principal Veronica Peterson, Lead Teachers</p>

will center around argument essay writing. This will assist us in creating action plans in order to meet the needs of sub-groups of students. In addition, all teachers complete interim analyses reports in which they identify sub-groups of students. School administration will ensure interims include argument writing tasks, specifically the January 2016 interims which will serve as our mid-point benchmark.			
We will design a workshop for parents on argument essay writing to present at a Parent Association meeting.	Parents	January	Assistant Principal Diana Boyer

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use the curriculum resources from the Office of The Office of Curriculum, Instruction and Professional Learning. (High School Scope and Sequence for Writing. We will take advantage of your bell schedule which has embedded time for professional development. This is how teachers will turnkey what they learn from PD during the school day; therefore, no funds will be required except those that support teacher salaries. My AP will be paid per session with Title I SWP funds in order to run a workshop at the Parent Association meeting.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. The Assistant Principal and ELA teacher who attended the September training by the Office of Curriculum, Instruction and Professional Learning will turnkey what they learn during September professional development sessions. 2. Teacher teams will use rubrics to assess the quality for their unit plans. 3. No funds will be used since these PD sessions will occur during the school day. <p>By February 2016, we will show a 2% increase in the results of the argument writing task using last year's End-of-Year task as a mock assessment.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

BASE has Margaret’s Place, a safe haven for students, sponsored by the Joe Torre Foundation. Margaret's Place supports students' social emotional growth. It develops peer leaders who educate students on topics that include domestic violence, bullying, and being able to identify healthy relationships. BASE also has two licensed guidance counselors who allow students to freely express their academic and personal concerns with the goal of facilitating human growth and development. It is our goal to enhance our supportive environment by empowering staff and students to develop positive relationships which are central to building community.

The Framework for Great Schools addresses having a supportive environment. The NYC School Survey shows a 93% positive response rate for teachers in the area of supportive environment. They feel that students are supported by teaching them perseverance skills, by instilling academic self-confidence, by teaching critical thinking skills, by encouraging them to be college ready, and by teaching self advocacy and independence.

Priority needs:

The N.Y.C. School Survey shows a 75.6% positive response rate for students in the area of supportive environment. . Although they somewhat agree that teachers have high expectations of them, they don’t see other students responding to those expectations based on their behaviors. According to this data, the school needs to focus on the Framework element of supportive environment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By July 2016 the survey results for students in the area of Supportive Environment on the NYC School Survey will increase from an average of 75.6% to an average of 80%..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school will implement restorative justice circles beginning September 2015. Administrators, deans and key teachers will attend a summer training on how to implement restorative justice. These trainings will be offered by the Office of School Youth Development the week of July 13-17 and July 20-24, 2015.</p>	<p>Teachers and administrators</p>	<p>September 2015 – June 2016</p>	<p>The AP Organization in charge of safety and security will oversee the implementation of restorative justice.</p>
<p>The school will become an AVID school beginning September 2015. Administrators, guidance counselors and teacher teams will attend a summer professional development institute to learn instructional practices that prepare students to be college ready. Teachers who attend the summer PD will turnkey what they learn to the rest of the faculty.</p>	<p>Administrators, Guidance counselors and teachers</p>	<p>July 2015 through June 2016</p>	
<p>The AVID program is designed to build a school culture where students are organized and learn the behaviors that make them college ready.</p>	<p>SWDs</p>	<p>September 2015 – June 2016</p>	<p>The AP Supervision will oversee the implementation of AVID.</p>
<p>We will start an AVID 10th grade advisory program. The strategies implemented in the 10th grade will be taught to all teachers across grades.</p>			<p>The AP Supervision who is in charge of Special Education will oversee the implementation of the Wilson Program.</p>
<p>The school will reintroduce the Wilson Reading Program. This program will emphasize decoding skills and reading strategies for students who are reading very far below grade level. This will support them in accessing the content needed for all subject areas.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. The Office of School Youth Development will provide the funding for staff training on Restorative Justice. There is no cost to the school..
2. The NYC DOE Division of Equity and Access will pay 50% of the cost to implement AVID in year 1 of the program. The 50% funded an intensive summer institute training for AVID teachers, guidance counselor and administrators. The cost to the school is \$8,678 which is funded through Title I SWP. This covers materials such as the AVID libraries
3. The Wilson Reading Program will not cost anything. We already have the teacher and all of the materials.
4. The school has a unique bell schedule that affords staff embedded time for common planning and professional development. This time will be used for teachers to turnkey Restorative Justice training as well as strategies learned from AVID training.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By January 2015, the number of Principals’ suspensions would have decreased by 20% as compared to the previous January.
2. By January 2016, 100% of the students will be using the AVID binders and planners. At least 50% of the teachers will be using the AVID instructional strategies.
3. By January 2016, the percentage of positive responses regarding a supportive environment on a mock survey using the same questions as the NYC School Survey, would increase 5% as compared to 2014-2015 data.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strength

The Quality Review states, “The majority of teachers are engaged in structured, inquiry-based professional collaborations aligned to the school goals and Common Core Learning Standards. Distributive leadership structures are in place to build teacher leadership. Teachers have strengthened their instructional capacity resulting in adjustments in practices and ensuring that teachers have a voice in decisions made at the school to meet students’ learning needs.” This is in line with the Framework for Great Schools Element - Collaborative Teachers.

Grade teams meet on the first Wednesday of every month. Teachers collaborate to conduct case conferencing and inquiry. This ensures that data on students' strengths and weaknesses is collected and reviewed. This practice resulted in a graduation rate of 74.6 in June 2015.

Priority area:

The NYC School Survey indicates an 86% positive response rate for this area which is the same as the citywide rate. The Framework for Great Schools speaks to having collaborative teachers. When viewing the responses to groups of questions from the Collaborative Teachers section of the survey, the responses with the lowest percentages are from questions that ask about other teacher’s attitudes toward the school. Specifically, these questions focused on helping to maintain discipline beyond the classroom, taking responsibility for improving the school, taking risks to make the school better and exhibiting an eagerness to try new ideas. The positive response percentage averaged 72% while the others sections averaged 93.8%, 78% and 95.3%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By July, 2016, the results of collaborative teacher responses on the N.Y.C. School Survey will increase by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will create and implement a structure, designed by the BASE School Committee, that will formally involve teachers in helping to maintain school-wide discipline. The committee will also monitor the effectiveness of the Restorative Justice Circles that will be implemented this year. Their findings will be shared with the AP Organization as well as the deans who oversee discipline. Lead teachers will share information from the School Committee with their departments.</p> <p>The BASE School Committee consists of lead teachers from every department, a guidance counselor, a secretary, the Assistant Principals and the Principal.</p>	<p>Teachers</p>	<p>Structure design will be completed by November.</p> <p>The effectiveness of Restorative Justice Circles will be evaluated in January.</p> <p>Revisions to the design will be continuous through June.</p>	<p>The Assistant Principal Organization and the Principal will be responsible for implementing and overseeing the activity.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Lead teachers from every department must be programmed for the same administrative period in order to participate in the BASE school Committee once/week. This must be included in the master schedule. There will be no additional cost beyond salaries.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will conduct a mid-year survey using the same questions asked in the NYC School Survey in regards to Collaborative Teachers. The School Committee will analyze the survey results and recommend next step if necessary..

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school will administer a survey for teachers using the same questions asked in the N.Y.C. School Survey. The School Committee will analyze the results and suggest adjustments to the action plan if necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	8 th grade ELA score, Regents score, IEP recommendation	Intervention writing class, Co-teaching, After school tutoring and Saturday Regent prep.	Small group, one-to-one tutoring	During the day, after school and Saturday
Mathematics	8 th grade Math score and pre-assessment, IEP recommendation, Regents scores	Extra period of math, co-teaching, after school tutoring and Saturday Regents prep	In class instruction, co-teaching, one-to-one tutoring, peer tutoring, after school tutoring and Saturday Regents Prep.	During the day, after school and Saturday
Science	IEP recommendation, Regents score, 2 nd year of Living Environment	Co-teaching, after school tutoring, Saturday Regents prep and peer tutoring.	Co-teaching, after school tutoring, peer tutoring, after school tutoring, and Saturday Regents prep.	During the day, after school and Saturday
Social Studies	IEP recommendation, Regents score	Co-teaching, after school tutoring, Saturday Regents prep and peer tutoring.	Co-teaching, after school tutoring, peer tutoring, after school tutoring, and Saturday Regents prep.	During the day, after school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group/individual counseling with social worker from Margaret's Place Mandated counseling with guidance counselor	Joe Torre Safe at Home Foundation-Margaret's Place counseling Mandated counseling Counseling as needed.	One-to-one and small group counseling	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>1. We post our vacancies through the New Visions network in addition to normal DOE channels. This generates large numbers of applicants, which gives us a better pool of applicants.</p> <p>2. We have a well-established system for hiring new staff. The process is run by committee (although the principal has the final say.) The collaborative and deep nature of this process allows us to confidently choose the best and most qualified staff members for open positions.</p> <p>3. Our hiring committee considers only highly qualified applicants except in rare cases where such an applicant has not applied.</p>

2b. High Quality and Ongoing Professional Development

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

Paraprofessionals participate in all professional development activities.

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.).

N/A

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.

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

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

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	339,561.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,649,992.00		

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:

- 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.
- 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:

- **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).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. BASE , in compliance with the Section 1118 of Title I, Part A of the No Child Left

Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. BASE, will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
We examined the June 2014 Regents data for our ELL population for the five exams needed for graduation with a Regents diploma (Algebra, Global Studies, US, History, ELA and Living Environment).

-
The Algebra and the Global Studies Regents were the two exams with the lowest percentage of ELLs earning a passing score.

-
--- 23 ELLs took the Algebra Regents and only 6 passed for a 26% pass rate.

--- 25 ELLs took the Global Studies Regents and only 4 passed for a 16% pass rate.

-
We will pair our certified ESL teacher with two experienced and licensed content area teachers (Math 7-12 certified teacher and Social Studies 7-12 certified teacher) for after-school remediation which will be made available to all ELLs in need of passing these exams.

-
--- On Tuesdays from 3:30pm-5:00pm (beginning in November and ending in June), our ESL teacher will be paired with the Algebra teacher to offer additional instruction. This instruction will serve all ELL students who have yet to pass the Algebra Regents in grades 10-12 (approximately 26 students).

-
--- On Thursdays from 3:30pm-5:00pm (beginning in November and ending in June), our ESL teacher will be paired with a Global Studies teacher to offer additional instruction. This instruction will serve all ELL students who have to yet to pass the Global Studies exams in grades 10-12 (approximately 18 students).

-
During these after-school sessions, the ESL and the content area teacher will co-teach and re-teach important concepts. In order to determine which high-leverage skills must be re-taught in these remediation sessions, teachers at our school use the inquiry process to examine student data and adjust instruction based on sub-groups of students. The content area teachers (Global and Algebra) will analyze the June 2014 Regents results in order to inform their instruction this year. Students will take five interim exams throughout the year and those results will also be deeply analyzed using item analysis reports. Teachers then submit their interim analysis findings (including the re-teaching needed for subgroups/individual students) to the principal. These interim results will inform the instructional decisions made to tailor the remediation sessions to the current needs of our ELLs. Materials used in these sessions include but are not limited to: Ipads, netbooks, textbooks, graphic organizers, bilingual glossaries, document cameras, and Smartboards.

All of the after-school additional instruction will be delivered in English.

Part C: Professional Development

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

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

Begin description here: _

We have one certified ESL teacher who is paired with a former ESL teacher on staff. The former ESL teacher and the current ESL teacher have common planning time embedded into their schedule (5th period every day). They meet at least twice per week to share best practices to support ELLs in the content areas with special attention paid to building vocabulary in the content areas. They will also engage in monthly intervisitations. The ESL teacher receives periodic lists of key vocabulary from the two content area teachers (Global Studies and Algebra) and is infusing this vocabulary into ESL class instruction.

In addition, our ESL teacher is enrolled in Cohort 2 of the "Writing Language Objectives for ELLs in the Math Classroom" professional development which will be held on Friday, December 5, from 9:00 a.m. to 3:00 p.m., at The City College of New York and is provided by the Department of English Language Learners and Student Support .

-

Part D: Parental Engagement Activities

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

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

Begin description here: _____

- We mail home a needs-assessment to all ELL parents in December 2014 to determine which workshops they would like to attend during this school year. The needs assessment will include a menu of topics including adult literacy, immigration, and technology (options include but are not limited to: word processing, writing emails, using our online grading system Pupilpath to check their child's grades,etc...)

- The assistant principal of administration will create this needs-assessment and will determine which workshops we will offer and who will provide the workshop. If related to technology or adult literacy, the assistant principal of supervision will facilitate the workshop. If related to immigration, we will contact the Office of English Language Learners to research any support or resources available for this workshop.

- We have set aside time on January 16th from 6:30pm-7:30pm in the campus library to offer the first workshop to ELL parents based on the results of the needs assessment. Parents will be notified of this workshop through a mailing and also a phone message home.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>11,200</u>	<u>November- June after-school Learning Center per session for 3 teachers from 3:30pm-5:00pm</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	—	—
Educational Software (Object Code 199)	—	—
Travel	—	—
Other	—	—
TOTAL	<u>11,200</u>	—

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 547
School Name Brooklyn Academy of Science and the Envi		

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

Principal Veronica Peterson	Assistant Principal Diana Boyer
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melisande Barclay/ENL/Spanish	School Counselor Kesha Hopkins
Teacher/Subject Area Karen Evans/ELA	Parent Valia Haynes
Teacher/Subject Area type here	Parent Coordinator N/A
Related-Service Provider type here	Borough Field Support Center Staff Member Samuel Rodriguez
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	448	Total number of ELLs	29	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 non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	30	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	7
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15	3	1	11	3	2	4	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										3	2			0
Chinese														0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic										1	2	2		0
Haitian										3	1	1	1	0
French										2		2		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	4		1	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 your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										2	2	0	1	0
Transitioning (High Intermediate)										2	2	2		0
Expanding (Advanced)										5	4	3	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	0	0
Integrated Algebra/CC Algebra	16	0	9	0
Geometry/CC Algebra	2	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	0	0
Living Environment	20	0	5	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	11	0	4	0
Geography	0	0	0	0
US History and Government	4	0	2	0
LOTE	0	3	0	3
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In the early fall, we administer both ELA and Math MOSL baseline assessments. These assessments are aligned to the Common Core Regents exams. These results allow us to assess what students already know and informs instruction moving forward. The MOSL in ELA will show us how students are able to pull relevant evidence from the text to support and justify a claim in an argument writing task. The MOSLs are graded using a rubric and the results of these are uploaded into ATS and shared with teachers so they can make adjustments.

 After the baseline and tailored instruction based on those results, teachers administer interim assessments throughout the year (November, January, March) which always are cumulative and the results reflect their progress in meeting all standards to date. Each teacher analyzes the interim results and completes a Data analysis/Error coding report which details their next steps. This includes identifying sub-groups of students (such as ELLs) with their unmet standards and creating an action plan detailing how those students' needs will be addressed.

 The baselines are still in the process of being graded so the data is unavailable at this time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data from the NYSESLAT and NYSITELL were low in writing overall. Students need to work on writing skills to develop their ideas fully.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our data specialist and our ENL teacher meet to discuss the results obtained from the AMAO. Based on last year's Spring NYSESLAT scores, our AMAO data reveals that the 15 of our students are at-risk level 3. Closer analysis shows that this is due to not earning enough credits.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

All ELLS have passed the LOTE Regents exam. The Math Regents has a stronger percentage (Algebra/10th grade: 56% and Geometry/11th or 12th grade 100%), followed by Social Studies(Global Studies/10th grade 36% and US History/11th grade 50%) Science (Earth Science/10th or 11th grade 0% and Living Environment/9th grade 25%). Two current senior ELLS took the ELA exam last year and failed.

The ELLS are clearly not faring well in exams taking in English as compared to the home language. The pattern shows that they do seem to do better in the later grades as shown by the increase in the Social Studies Regents scores in Global 36% to US History at 50%.

In the early fall, we administer both ELA and Math MOSL baseline assessments. These assessments are aligned to the Common Core Regents exams. These results allow us to assess what students already know and informs instruction moving forward. After the baseline and tailored instruction based on those results, teachers administer interim assessments throughout the year (November, January, March) which always are cumulative and the results reflect their progress in meeting all standards to date. Each teacher analyzes the interim results and completes a report which details their next steps. This includes identifying sub-groups of students (such as ELLS) with their unmet standards and creating an action plan detailing how those students' needs will be addressed. Teachers are held accountable for execution of these plans through the observation process and in conferences with the principal.

The periodic assessments show that literacy development is needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
Not applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The information derived from the Interim analysis and error coding is used to drive instruction. We also engage in the inquiry work during department meetings. Content area teachers use strategies that build students' English Language skills.
We administer a PD needs assessment specifically for ELLS. We have a PD team that ensures that the PD provided is based on student and staff need.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We use the New Visions data sorter.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The guidance counselors Keshia Hopkins and Mervyn Roach administer the home language survey to all students newly admitted to a NYC school. The ENL teacher Ms. Barclay then tests students with the NYSITELL. The results then determine placements.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The guidance counselor on enrollment interviews students after transcript review.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
If a student has an IEP and the home language is other than English, the guidance counselor will inform assistant principal Diana Boyer and then we will form a LPT team. The AP will interview the student and will bring the student work to the LPT. The LPT members

include principal Veronica Peterson, assistant principal in charge of special education Diana Boyer, the ENL teacher Melisande Barclay, and the parent.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL teacher will communicate to the Pupil Personnel Secretary who will then in turn mail the letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
A letter will be attached to the above.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The guidance counselors will make the brochures available to parents in their home language upon enrollment. Parents will be encouraged to watch parent orientation video in their home language in the main office. All parents will participate in a face to face meeting with the counselors in late August or early September or whenever their child enrolls.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
All parents meet with the guidance counselor upon enrollment. These forms are filled out then.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All parents meet with the guidance counselor upon enrollment. These forms are filled out then.
9. Describe how your school ensures that placement parent notification letters are distributed.
The pupil personnel secretary distributes the letters in the students' home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
These are kept on file with the guidance office.
11. 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 ENL teacher follows the teacher's manual to administer the test. She uses class time and extended time in the library.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The pupil personnel secretary distributes the letters in the students' home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The large majority of parents(at least 95%) decide to enroll the students here for freestanding ENL. If the student is a beginner, we coordinate with the International school in our building for placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Since we do not have any Entering students, we currently offer one 180 min of Standalone ESL class to accommodate Emerging Students. All students are programmed for a Core English class which is also 180 min, but 90 of those min. are co-taught with our licensed ESL teacher. This way, all of our Emerging, Transitioning, Expanding, and Commanding students get the integrated time they need as well as the flexible time that is required. Students in the same grade are programmed for the same English class where our ESL teacher will push in twice a week. The grouping is a heterogenous grouping for both the Standalone and the Integrated classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students who need ENL instruction are given 180. 90 of these minutes are for the required Standalone Time and the other 90 minutes are used for the Flexibility time for Emerging Students. All students receive 180 minutes of ELA instruction with 90 of these minutes being integrated with ESL.
3. Describe how core content is delivered in each program model. 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.
ENL: Scaffolds to build vocabulary with pictures into sentences and then paragraphs, group activities to foster discussion, differentiation to address varying levels of language proficiency
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Teachers are given a spreadsheet with all ELLs, their home language and levels and given links to content-specific glossaries in their home language made available by New York State.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
This is incorporated into the instruction throughout the year. The interim assessments are aligned to all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE students- More pictures to build prior knowledge and relate to daily experiences.
 - b. Newcomer- Visual scaffolds.
 - c. Developing- Short paragraphs, oral presentations, more concrete examples.
 - d. Long term- Usually they are advanced, work on content-based instruction to motivate.
 - e. Former ELLs- Group with students with similar needs. Align the CCLS or Regents.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
This has not been applicable. If a student schedule change is needed, we will work with teachers to provide a seamless transition.
8. 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?
Close reading, socratic seminar, Collections ELA curriculum, guided notes, Cornell notes, annotation, graphic organizers, Engage NY.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We offer primarily ICT classes. Teachers have common planning embedded in their schedule to collaborate to meet student needs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

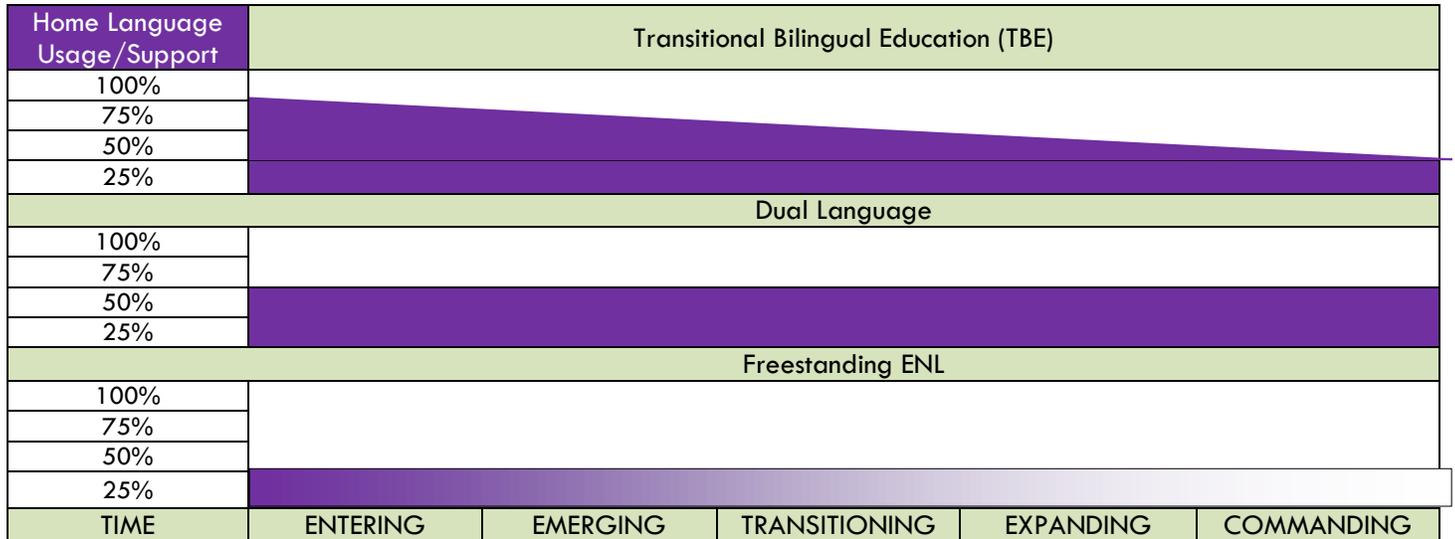


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Learning center is after-school remediation from 3:30pm-5pm on Tuesdays and Thursdays. It is offered for all of the core content areas. We also offer monthly remediation for about 2 hours on Wednesday afternoons.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our Learning Center and Wednesday remediation is well-attended. ELLs are able to receive small group instruction which helps with vocabulary development.
12. What new programs or improvements will be considered for the upcoming school year?
Not applicable.
13. What programs/services for ELLs will be discontinued and why?
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Learning center is after-school remediation from 3:30pm-5pm on Tuesdays and Thursdays. It is offered for all of the core content areas. We also offer once per month remediation for about 2 hours on Wednesday afternoons.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have access to Ipads, netbooks and teachers use Smartboards. Graphic organizers, content-specific glossaries and guided notes are used to support ELLs. We've placed instructional emphasis on close reading, questioning and discussion techniques and argument essay writing.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL- The readings are culturally-relevant. Students are encouraged to respond in their own language during group discussions in addition to in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We use the interim analysis, New Visions sorter, and School Committee meetings with departmental leaders to ensure ELLs needs are being met.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We hold a new student orientation and have a summer bridge program. School administrators and guidance counselors are involved.
19. What language electives are offered to ELLs?
French and Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

This is not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our PD plan is aligned to argument essay writing and AVID instructional strategies this year. A few of the PDs that we have planned so far include:
Wednesday, October 28th : Argument Essay Norming with Actionable Feedback AND Philosophical Chair
Tuesday, November 3rd: Argument essay tasks, Quizdom, Best practices PD, Case conferencing
Wednesday, November 4th Jupitergrades: Data analysis, Reports and Juno
Wednesday, November 18th Remind PD (Text messaging parents)
Wednesday, December 9th Socratic Seminar
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See above. Our PD is aligned to CCLS.

Our ENL teacher and a Math teacher both went to PD about supporting ELLs in Math.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have an inter-visitation program and an open door policy to support staff in meeting student needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Staff is provided professional development on Wednesday afternoons. Students are released at 12:02pm so staff may meet. The agendas are kept on a central document by school administration. Individual teachers keep their own log of professional development hours logged. A PD needs assessment specifically for ELL needs is distributed and discussed in the PD team meeting and our PD plan is adjusted as a result.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are invited to meet with their child's ENL teacher during January Regents week. The ENL teacher will confer with the content area teachers to report on progress. Over-the-phone translation services will be utilized when needed.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The ENL teacher will keep a google doc record of the meeting dates and outreach attempts and share with school administration.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We hold PA meetings in which several ELL parents attend. At those meetings, there are sometimes workshops offered to parents. In the past, we have also held parent appreciation dinners.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We are partnered with the Brooklyn Botanical Garden which assists us with New Family Orientation.
5. How do you evaluate the needs of the parents?
Surveys are distributed to parents in PA meetings. Parents rate the school on the Learning Environment survey.
6. How do your parental involvement activities address the needs of the parents?
Surveys are distributed to parents in PA meetings so workshops can be tailored to their needs.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
This is not applicable.

School Name: **BASE**

School DBN: **17K547**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Peterson	Principal		10/19/15
Diana Boyer	Assistant Principal		10/19/15
	Parent Coordinator		1/1/01
Melisande Barclay	ENL/Bilingual Teacher		10/19/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kesha Hopkins	School Counselor		10/19/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17k547** School Name: **BASE**
Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the ELL Identification Process we conduct the in-person Home Language Identification Survey. We obtain their preferences for both written and oral communication from the Part III questions of the survey. This information is entered into ATS, indicated on blue cards and the written language is noted on the mailing labels.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We require translation services in Arabic, Fulani, Spanish, Haitian Creole and French, French-Haitian Creole, English, (American) Sign Language, Philipino, Nepali, Malinke, Bengali, Tibetan, TWI, Urdu and Yoruba. These findings are reported to the school community (particularly teachers and support staff) through staff meetings. This information is also discussed at School Leadership Team (SLT) meetings where students (including ELLS), parents and community partners are present. These findings are also presented at School Committee meetings which represents Lead Teachers in every department.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Calendars are disseminated in September and February. Parent-teacher conference announcements are disseminated in September, November, March and May. Learning Center announcements are sent out in the 2nd week in November. Super Saturday announcements are sent out in January and May. Parent newsletters from the Principal will begin being disseminated this year in November, February and May.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school has the following face-to-face meetings:
Grade team meetings with individual parents
Back to School Night - September parent-teacher conference
November, March and May parent-teacher conferences
IEP meetings
Guidance counselor face-to-face meetings and phone conferences
Teacher calls to parents
Principal's Suspension meetings
FAFSA meetings for financial aid

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We provide written translation services through two major venues. First, we utilize the Department of Education's Translation Services to convert English language documents into necessary languages. Secondly, our collected data is entered into SESIS so that all documentation regarding SWDs is automatically produced in the necessary language. We also have bilingual staff who are capable of translating documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation is provided by the Department of Education's over-the-phone translation unit. This is utilized extensively for both phone conversations and in person meetings with parents. We also utilize the services of our Spanish teacher, French teacher, and a bilingual School Safety Agent to provide oral translation at some meetings. If necessary, we can reach out to the staff at the International High School in our building as needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In September, staff members receive a brief professional development session on how to use the over-the-phone interpretation service.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We learn about our translation and interpretation needs through the Home Language Survey. Upon enrollment, a student's family meets with our guidance staff, at which point their translation needs are discussed. The guidance office is provided with the Parent Bill of Rights to distribute upon enrollment. We post the translation posters in the main office. Our ESL teacher is sent to ELL trainings as provided by the network.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will use a parent survey to collect feedback from parents.