Department of Education
Carmen Fariña, Chancellor

# 2015-16
# COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

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

**School Name:** **BENJAMIN BANNEKER ACADEMY**

**Principal:** **ADOFO MUHAMMAD**

# Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

School Name: Benjamin Banneker High School School Number (DBN): 13K670

Grades Served: 9-12

School Address: 77 Clinton Avenue Brooklyn NY 11205

Phone Number: 718-793-3702 Fax: 718-797-3862

School Contact Person: Terrell Tuggle Email Address: ttuggle@schools.nyc.gov

Principal: Deonca C. Renee

UFT Chapter Leader: Valentino Ellis

Parents' Association President: Neville Campbell

SLT Chairperson: Trishaunna John

Title I Parent Representative (or Parent Advisory Council Chairperson): Valentino Ellis

Student Representative(s): Trishaunna John

Mulan Burgess; Atiba McKellar

### District Information

District: CUNY Affinity Superintendent: Fred Walsh

Superintendent's Office Address: 333 7 th Ave

Superintendent's Email Address: fwalsh@schools.nyc.gov

Phone Number: 2123563739 Fax:

### Borough Field Support Center (BFSC)

BFSC: Director:

Director's Office Address:

Director's Email Address:

Phone Number: Fax:

## 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) |
|---|---|---|
| Deonca C. Renee | *Principal or Designee | |
| Valentino Ellis | *UFT Chapter Leader or Designee | |
| Neville Campbell | *PA/PTA President or Designated Co-President | |
| Tommy Abney | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Trishaunna John | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| Mulan Burgess | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| Emilia Wiles | CBO Representative, if applicable | |
| Atiba McKellar | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| Olivia McInnis | Member/ Parent | |
| Princess Grinnage | Member/ Parent | |
| Clive Pryce | Member/ Staff | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|---|
| C'Cora Thomas | Member/ Staff | |
| Marlene Grant | Member/ Parent | |
| Ruwanda Fraser | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | 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.

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

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

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

# 13K670 School Information Sheet

| School Configuration *(2014-15)* | | | | | |
|---|---|---|---|---|---|
| **Grade Configuration** | **09,10, 11,12** | **Total Enrollment** | **918** | **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** | **N/A** | **# Integrated Collaborative Teaching** | **8** |
| Types and Number of Special Classes *(2014-15)* | | | | | |
| **# Visual Arts** | **11** | **# Music** | **4** | **# Drama** | **N/A** |
| **# Foreign Language** | **23** | **# Dance** | **2** | **# CTE** | **N/A** |

| School Composition *(2013-14)* | | | |
|---|---|---|---|
| **% Title I Population** | **1.2%** | **% Attendance Rate** | **90.0%** |
| **% Free Lunch** | **49.7%** | **% Reduced Lunch** | **5.8%** |
| **% Limited English Proficient** | **N/A** | **% Students with Disabilities** | **4.7%** |
| Racial/Ethnic Origin *(2013-14)* | | | |
| **% American Indian or Alaska Native** | **0.9%** | **% Black or African American** | **85.7%** |
| **% Hispanic or Latino** | **8.9%** | **% Asian or Native Hawaiian/Pacific Islander** | **3.7%** |
| **% White** | **0.4%** | **% Multi-Racial** | **N/A** |
| Personnel *(2014-15)* | | | |
| **Years Principal Assigned to School (2014-15)** | **3.17** | **# of Assistant Principals (2014-15)** | **1** |
| **# of Deans (2014-15)** | **N/A** | **# of Counselors/Social Workers (2014-15)** | **4** |
| Personnel *(2013-14)* | | | |
| **% of Teachers with No Valid Teaching Certificate (2013-14)** | **N/A** | **% Teaching Out of Certification (2013-14)** | **13.6%** |
| **% Teaching with Fewer Than 3 Years of Experience (2013-14)** | **0.1%** | **Average Teacher Absences (2013-14)** | **7.47** |
| 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** | **90.6%** | **Mathematics Performance at levels 3 & 4** | **71.1%** |
| Credit Accumulation High Schools Only *(2013-14)* | | | |
| **% of 1st year students who earned 10+ credits** | **88.4%** | **% of 2nd year students who earned 10+ credits** | **88.9%** |
| **% of 3rd year students who earned 10+ credits** | **81.8%** | **4 Year Graduation Rate** | **94.9%** |
| **6 Year Graduation Rate** | **95.5%** | | |
| 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** | **YES** | | |
| 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** | **YES** | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate *(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** | **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.<br>• 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. |
| The instructional expectations for 2015-2016 includes the use of a research based rubric (Danielson's Framework) to improve teacher effectiveness. Teachers at Benjamin Banneker Academy, during a discussion at a professional development session, were surveyed and indicated that based on the rubric shared each criteria should be addressed individually and scaffold into our practice. Planning and Questioning (engagement) are the first criteria that will be addressed. Additionally, based on the observations completed by the leadership team October as well as the IPCs conducted during September and, area of growth and strength were identified in various teachers and highlighted in the<br><br>professional development plan |

### 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 all teachers will possess a normed understanding of the competencies and the rubric from the Danielson framework for teaching as evidenced in implementation of instruction, lesson plans, and curriculum maps. |

### Part 3 – Action Plan

| **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:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Teacher study groups that focus on various topics including classroom management and lesson planning using texts such as Classroom Management that Works Research-Based Strategies for Every Teacher | All Teachers | These strategies are implemented throughout the year and have benchmarks as described in the professional development plan. | Teachers who have demonstrated strength in our areas of focus are used to spearhead discussions and team; their classrooms and methods are also used as models for teachers who have been identified as needing assistance in those areas. |
| Teachers conduct action research by department to identify strategies that focus on student improvement in each classroom. | All Teachers | These strategies are implemented throughout the year and have benchmarks as described in the professional development plan. | Teacher development coach, school leaders, network personnel |
| | | | |
| | | | |

**<u>Part 4 – Budget and Resource Alignment</u>**

| **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. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Exemplar teachers are used as models for best practice. FSF is used to purchase books for the study groups (these books are then added to the professional development/teacher center). Teachers and administrator contribute to the maintenance of the professional development space | | | | | | | | | | | |
| **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | **Tax Levy** | | **Title I SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |

| | C4E | | 21st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|

**Part 5 – Progress Monitoring**

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|---|
| **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. |
| Monitoring is ongoing. Teachers participate in a feedback protocol every three weeks during lesson study cycles and intervisitation cycles. |
| **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.

Data from our progress report places our school at a B. After analyzing the data we noted that changes in school environment and working with our lower achieving students would allow us to shift from a B to an A.

**Part 2 – Annual Goal**

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 June 2016 the percentage of students in the school's lowest third earning 10+ credits will increase by 2%.

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Item analysis data on each state exam shared with teachers to identify skills for targeted assistance during after school and Saturday school sessions. | Students who did not accumulate attempted credits in 2014-2015 school year | September 2015 – June 2016 | Teachers, administrators, guidance counselors |
| After school credit bearing program that will allow students who did not accumulate attempted credits in 2013-2014 school year and students who are struggling | Students who did not accumulate attempted credits in | September 2015 – June 2016 | Teachers, administrators, guidance counselors |

| | | | |
|---|---|---|---|
| after the second progress report period to gain credits in mathematics, English, social studies and science. | 2014-2015 school year | | |
| | | September 2015 – June 2016 | |
| | | September 2015 – June 2016 | |

**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. | | | | | | | | | | | |
| Additional funding is required to compensate teachers, pay for incentives and college tours. Teacher created, project based mini curriculum that aligns with the common core state standards. Credit bearing classes occur Monday through Thursday 4pm-7pm | | | | | | | | | | | |
| **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | **Tax Levy** | | **Title I SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st 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. |
| Class attendance and student progress is monitored on a weekly basis. Student and parent outreach is made if attendance drops below 90% and if a student misses an assignment or project. |
| **Part 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.

• Strengths:

o The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.

o The principal meets one on one with each staff member each week to support their instructional practice.

o The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework.

o The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.

• Needs:

o The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.

o The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice.

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

### Part 2 – Annual Goal

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 June 2016, the administration will show a 10% increase in the frequency of classroom walkthroughs and observations. This will be demonstrated by providing feedback to teachers in addition to increasing staff development opportunities to support teachers in their instructional practice. The school will alos use smaller focus groups around feedback.

**Part 3 – Action Plan**

| **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:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote teacher-parent collaborations to improve student achievement.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff. | All Staff | September 2015 – June 2016 | Principal |
| The administration will increase the frequency of informal and formal walkthroughs and providing feedback to teachers. | All Staff | September 2015 – June 2016 | Principal |
| The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff. | All Staff | September 2015 – June 2016 | Principal |
| The administration will reflect on implementation and identify additional supports needed by teachers. | All Staff | September 2015 – June 2016 | Principal |

**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. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| The administration will need time to visit classrooms and to meet with the staff as an entire group and individually. The administration will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers. | | | | | | | | | | | |
| **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | **Tax Levy** | X | **Title I SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st 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 principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities. |

| |
|---|
| • During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth<br><br>• The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal. |
| **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.<br>• 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. |
| Our progress report data states that our attendance rate is lower than that of our peer schools. |

### 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. |
| By June 2016 attendance will be improved by 1% |

### Part 3 – Action Plan

| **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:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote parent leadership and engagement as a key lever for school improvement.** | **Target Group(s)**<br>***Who will be targeted?*** | **Timeline**<br>***What is the start and end date?*** | **Key Personnel**<br>***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Celebration of perfect attendance | Students who have perfect attendance in each marking period | September 2015 – June 2016 | Parents, guidance counselors |

| | | | |
|---|---|---|---|
| Daily parent outreach | Students who are absent from school on any given day | September 2015 – June 2016 | Attendance aide and office staff |
| Weekly in house conference for chronic students/also included in kid talk protocol | Students who miss two or more days in any given week of school | September 2015 – June 2016 | Guidance counselors, Teachers, deans, school leaders |
| | | | |

**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. |
|---|
| School Messenger Account<br><br>Attendance Team<br><br>Kid Talk Protocol |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| X | **Tax Levy** | | **Title I SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st 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. |
|---|
| Teachers, schools aides and guidance counselors will monitor the progress of students with specific attention to their attendance. Daily phone outreach will be made during period 1, 2 and 3 informing parents of students who are absent during the previous day. Weekly meetings will be held between attendance personnel and guidance counselors to identify students who require additional out reach. Daily and monthly absence lists will be generated to track the progress of individual students |
| **Part 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.

• Strengths:

o More than 50% of students had at least one parent or guardian attend the Fall Conferences.

o Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students' progress.

o In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students' progress.

• Needs:

o The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance.

o The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger.

o The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

### Part 2 – Annual Goal

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.

By June 2016, the school will increase parent involvement in school wide activities and functions by 5 percent as measured by analysis of data-oriented information.

**Part 3 – Action Plan**

| **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:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| All parents/guardians will attend either the Fall or Spring Conferences. | All Families | September 2015 – June 2016 | All Staff |
| Some parents/guardians will participate in a Home Visit | All Families | September 2015 – June 2016 | All Staff |
| All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance. | All Families | September 2015 – June 2016 | Parent Coordinator, Counselors, Principal |
| School materials and meetings will be translated and made accessible to all families in their primary language. | Families of English Language Learners | September 2015 – June 2016 | Parent Coordinator, Counselors, Principal |

**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. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Staff will need time for scheduling and conducting meetings and visits, preparing for and conducting parent meetings and training, time to prepare students to present during student conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger. | | | | | | | | | | | |
| **Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | **Tax Levy** | X | **Title I SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st 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 staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester.<br><br>• In February 2015, the staff will review the documentation and determine which families have participated in a school event.<br><br>• The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event. |
| **Part 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)** | Teacher recommendations, inability to attain a passing grade during the previous progress report<br><br>Inability to gain credit in ELA during the previous year | Saturday Academy<br><br>PM School<br><br>9-to-9 Regents Prep | Small Group | 4:00pm-7:00pm<br><br>9:00am-12:00pm |
| **Mathematics** | Teacher recommendations, inability to attain a passing grade during the previous progress report<br><br>Inability to gain credit in Mathematics during the previous year | Saturday Academy<br><br>PM School<br><br>9-to-9 Regents Prep | Small Group | 4:00pm-7:00pm<br><br>9:00am-12:00pm |
| **Science** | Teacher recommendations, inability to attain a passing grade during the previous progress report<br><br>Inability to gain credit in Science during the previous year | Saturday Academy<br><br>PM School<br><br>9-to-9 Regents Prep | Small Group | 4:00pm-7:00pm<br><br>9:00am-12:00pm |
| **Social Studies** | Teacher recommendations, inability to attain a passing grade during the previous progress report | Saturday Academy<br><br>PM School<br><br>9-to-9 Regents Prep | Small Group | 4:00pm-7:00pm<br><br>9:00am-12:00pm |

| | | | | |
|---|---|---|---|---|
| | Inability to gain credit in Social Studies during the previous year | | | |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Students who present with attendance, academic, social, behavioral and emotional issues as determined by teachers, support staff, guidance counselors, deans etc | Saturday Academy<br><br>PM School<br><br>9-to-9 Regents Prep | Small Group | 4:00pm-7:00pm<br><br>9:00am-12:00pm |

## 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. | | | | | |
|---|---|---|---|---|---|
| | **Schoolwide Program (SWP)** | **X** | **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. |
|---|
| The administration actively recruited the current staff through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. The principal also meets with the entire staff to provide staff development and is responsive to the needs of the staff. |

**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). |
|---|
| The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills. |

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

| Describe how the TA program resources will assist participating children to meet proficiency. |
|---|
| The targeted assistance Title I funding will be used to purchase supplemental instructional materials for identify students and to split fund the position of Social Worker who spends part of their day working with identified students. |

**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). |
|---|
| The targeted assistance Title I is used in coordination with baseline funding to supplement and not supplant baseline materials and personnel. The school is currently using the TA Title I funding to purchase supplemental materials to support identified students and to split fund the position of Social Worker who spends a portion of their time working with identified Title I students. |

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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 | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

**[1]Explanation/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.

[2]The **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. **[School name]** , 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. **[School name]** 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;

• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

• provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1 st 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

**[School name]** , 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 1 st 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.

## 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 13 | Borough Brooklyn | School Number 670 |
|---|---|---|
| School Name Benjamin Banneker | | |

### 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 Adofo A. Muhammad | Assistant Principal Clyve Price |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor |
| Teacher/Subject Area Ms. Urena/Spanish Teahcer | Parent |
| Teacher/Subject Area type here | Parent Coordinator Mr. Tuggle |
| Related-Service Provider | Borough Field Support Center Staff Member Camilla Holmes |
| Superintendent Karen Watts | Other (Name and Title) |

### 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 | 0 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| 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] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not 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] | 0 | Number of special education teachers with bilingual extensions | 0 |

### D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (excluding pre-K) | 921 | Total number of ELLs | 7 | ELLs as share of total student population (%) | 0.00% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and non-ELLs)<br>Check all that apply | K☐ 1☐ 2☐ 3☐ 4☐ 5☐<br>6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒ |
|---|---|

**This school offers (check all that apply):**

| | | | |
|---|---|---|---|
| Transitional bilingual education program (TBE) | Yes☒ | No☐ | If yes, indicate language(s): |
| Dual language program (DL) | Yes☒ | No☐ | If yes, indicate language(s): |
| Freestanding ENL | Yes☒ | No☐ | |

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** | | **Newcomers** (ELLs receiving service 0-3 years) | | **ELL Students with Disabilities** | 2 |
| **SIFE** | | **Developing ELLs** (ELLs receiving service 4-6 years) | | **Long-Term** (ELLs receiving service 7 or more years) | 2 |

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

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | Total |
| **TBE** | | | | | | | | | | 0 |
| **DL** | | | | | | | | | | 0 |
| **ENL** | 5 | | | | | | | | 2 | 0 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

## C. Home Language Breakdown and ELL Programs

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

| 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 | ELL | EP | ELL | EP | ELL | EP | 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 | 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: ___ |

| 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 | | | | | | | | | | 2 | | | | 0 |
| Chinese | | | | | | | | | | 4 | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other BO | | | | | | | | | | 1 | | | | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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) | | | | | | | | | | | | | | 0 |
| **Emerging** (Low Intermediate) | | | | | | | | | | 1 | | | | 0 |
| **Transitioning** (High Intermediate) | | | | | | | | | | 1 | | | | 0 |
| **Expanding** (Advanced) | | | | | | | | | | 5 | | | | 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<br>Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA<br>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 | | | | | | | | | | | | | | 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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | 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 | 1 | | | |
| Integrated Algebra/CC Algebra | 0 | | | |
| Geometry/CC Algebra | 0 | | | |
| Algebra 2/Trigonometry | 0 | | | |
| Math _____ | 0 | | | |
| Chemistry | 0 | | | |
| Earth Science | 0 | | | |
| Living Environment | 0 | | | |
| Physics | 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 | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| 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:**

1. 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.
   Teacher created assessments in conjuction to the MOSL baseline assessment are used assess literacy skills so that teachers can identify learning gaps and lesson plan accordingly. Teachers are able to identify the student strengths and weaknesses in the areas of: listening, speaking, reading and writing. Based on the data teachers will be able to share best practices during grade level and departmental meetings to improve student performance.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   There are 5 students who are currently at the Advance Level and 2 students at the Intermediate level.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   NA
4. 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?

   As the students are all 9 th grade students this is their first year of high school there is currently no data available to establish a pattern. However as the year progresses we will review the data so as to support ELL success.

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*.]
   N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
   N/A

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?

    N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

    At the end of each marking period we will review the ELLs data so as to see if they are meeting AYP in addition to making sure that they are provided additional academic intervention services to support their overall performance.

# 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.

    All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 7 ELLS at Benjamin Banneker Academy High School. There are no parent requests in other than English Language, however we will reach out to the parents once again so as to confirm. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. Parent surveys are distributed in Yuruba, Spanish, Mandarin, and Chinese as well as English as these are the identified home language of the 7 students. The ATS Report of Preferred Languages will be updated regularly in order to maintain accurate information on parent language choices. Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

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).

    NA

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).

    NA

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.

    Our testing coordinator will ensure that the exam is scanned and that they are distributed within 5 days.

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).

    The parent coordinator will make initial contact with the parent.

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.

    NA we do not offer program choices at Benjamin Banneker.

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.

    Benjamin Banneker has a toal of 7 students who are all at Intermediate or advance as a result we offer a freestanding program therefore a program selection is not available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

    The parent coordinator regularly sends reminder phone calls through the use of school messenger and follows up with the available languages phone call assistance.

9. Describe how your school ensures that placement parent notification letters are distributed.
The attendance coordinator places the notification letter in an envelope and makes sure that the student receives the information. Once received the attendance coordinator than calls the home to remind the students to share the notification letter with the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The pupil personnel secretary maintains the documents in the cumulative files.
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.
In accordance with the calendar schedule of the NYSESLAT exam we will plan with ample opportunity for all of the students to complete the exam even if they are absent. We will make sure that the attendance coordinator informs the testing coordinator when the students are present so that they may complete all the parts of the exam. In addition the Parent coordinator will also conduct outreach phone calls.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Identifying key members to support he ELLs is key as there must be more than one person available to support the proccess at all times. Our school utilizes the attendance ccoordinator, the ELL coordinator, the testing coordinator and the parent coordinator to support parent notification.
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).
NA

# 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.
   NYSESLAT indicates that the students are intermediate and advance therefore requiring minutes of service a week in ELA and or another content area by a K-12 certified teacher in ESOL. However we do not have the personell on staff to provide such services nonetheless we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore we have an extensive academic intervention service that offers students tutorial services in all core classes during the academic week as well as on Saturdays.
   b. TBE program. *If applicable.*
   NA
   c. DL program. *If applicable.*
   NA
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)?
   NYSESLAT indicates that the students are intermediate and advance therefore requiring minutes of service a week in ELA and or another content area by a K-12 certified teacher in ESOL. However we do not have the personell on staff to provide such services nonetheless we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore we have an extensive academic intervention service that offers students tutorial services in all core classes during the academic week as well as on Saturdays.
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.
The mode of instruction is English in all content areas.

Chart

/ do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

NA

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

Teachers create assessments and lessons which incorporate speaking, listening, writing and reading throughout each class to determine the students aptitude and proficience in language acquisition. Students are accesssed using classroom exams, MOSL exams in ELA and mock regents.

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

Based on the ELL levels teachers provide multiple entry points into the lesson including but not limited to graphic orgarnizers, CLOZE activities, call and response and various annotation techniques.

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.

Close monitoring of academic progress and discussions and review of data during grade meetings, and School Implementation team meetings will enable us to align appropriate ELL services.

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?

The various instructional strategies and grade level materials that the teachers will use are but not limited to: underlining for understanding, annotation, depth of knowledge questioning techniques, graphic organizers, and cornell notes.

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?

Benjamin Banneker Academy uses after school tutoring to support English proficiency.

**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 per week (360 min.)* | *2 units of study per week (360 min.)* | *1 unit of study per week (180 min.)* | *1 unit of study per week (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 *or* INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* other approved services* |
| TOTAL | *360 minutes per week* | *360 minutes per week* | *180 minutes per week* | *180 minutes per week* | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL<br>K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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.*

NYSED.gov

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

**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 per week (540 min.)* | *2 units of study per week (360 min.)* | *1 unit of study per week (180 min.)* | *1 unit of study per week (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 or INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services* |
| TOTAL | *540 minutes per week* | *360 minutes per week* | *180 minutes per week* | *180 minutes per week* | |
| AWARDING CREDITS | STAND-ALONE ENL<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL<br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL<br>K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>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.*

NYSED.gov

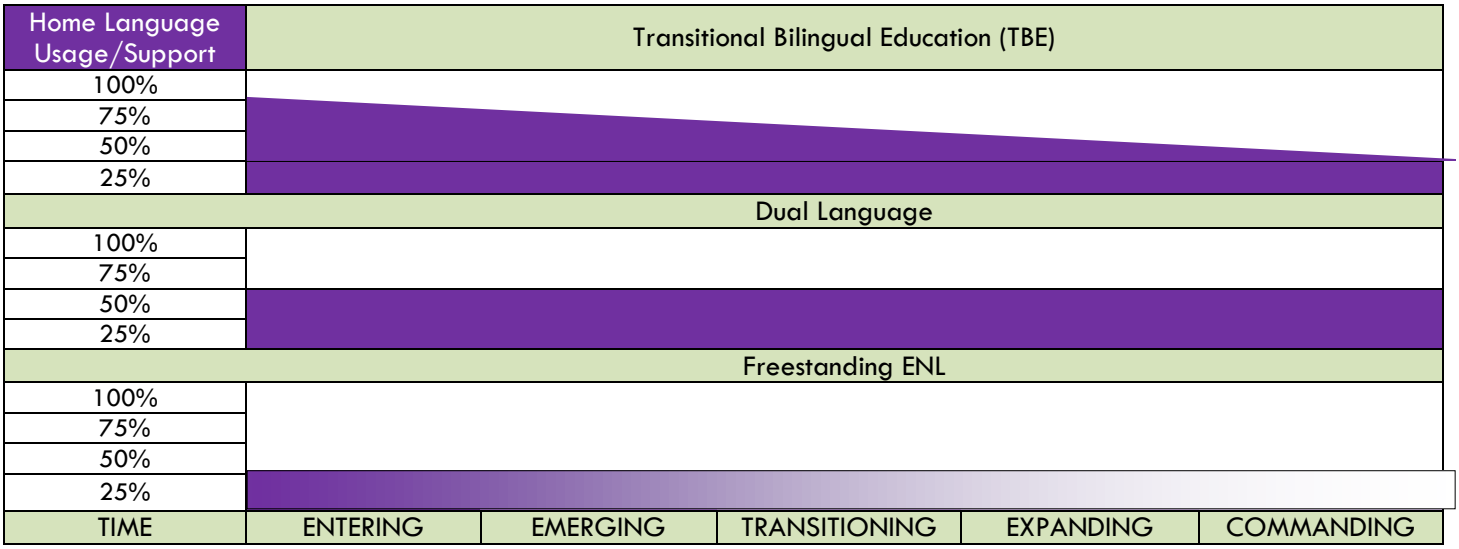
*Note: "*other approved services*" does not apply to New York City at this time.

**Chart**

**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.
    Afterschool tutoring and Saturday Academy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Review of first marking period grades will begin in November so as to establish a baseline.
12. What new programs or improvements will be considered for the upcoming school year?
    Creating an ELL academy that meets monthly to support students progress.
13. What programs/services for ELLs will be discontinued and why?
    NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All ELLs are encouraged to participate in all afterschool programs.
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.
    All students have acess to technology so as to enhance overall learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
    Benjamin Banneker ensures that home language support is provided via parent notification letters with support from attendance ccoordinator, the ELL coordinator, the testing coordinator and the parent coordinator to support parent notification.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    Benjamin Baneker ensures that all required services/resources support and correspong to ELLs ages and grade levels through the guidance counselor based on the NYSESLAT reluts and Common Core learning standards.
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).
    NA we do not have any newly enrolled ELLs
19. What language electives are offered to ELLs?
    Benjamin Baneker offers Spanish as an elective.
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)?

    NA

## 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.)
   We will seek support from Brooklyn North Field Support Center and whenever possible send the appropriate personell to scheduled professional development.
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?
   Teachers will implement the CCLS according to the core subject area and will be encouraged to seek additional support from the BNFSC based on the professional development workshop.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   Staff are given the time to discuss best practices by grade and by content during scheduled professional development. The staff uses this as a resource to develop their lesson plans.
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.
   The staff uses 25% of their scheduled PD time to address the needs of diverse learners.

## 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?
   Benjamin Banneker holds grade meetings at the beginning of each semester to inform and discuss student performance and goals to meet AYP in relation to core curriculum instruction. In addition,teachers conduct parent outreach on Tuesday from 2:35-3:15 at this time teachers communicate with parents and if necessary, we also utilize the over the phone translation services 718-752-7373 to speak with parents. This time is utilized to inform and improve academic achievment.
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.
   Records are kept by the guidance counselor for annual individual meetings while teachers maintain parent outreach logs of the phonecalls.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   All parents are encouraged to get involved in school activities sincluded but not limited to: grade meetings,parent workshops on ccls, IEP meetings, SLT, celebratory meetings, celebratory functions of students, athletic events and academic achievmeents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
   NA
5. How do you evaluate the needs of the parents?
   A parent survey is shared at the beginning of the year and interpreted by the parent coordinator to best determine specific school needs.
6. How do your parental involvement activities address the needs of the parents?
   Parental involvemnet needs are based on activities based on feedback and request by the parents as well as the needs assessment of the parent surveys

## 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.

Paste response here:

# Part VI: LAP Assurances

| School Name: Benjamin Banneker | | School DBN: 13K670 | |
|---|---|---|---|
| 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) |
| Adofo. Muhammad | Principal | | 11/12/15 |
| Clyve Price | Assistant Principal | | 11/12/15 |
| Tuggel | Parent Coordinator | | 11/12/15 |
| | ENL/Bilingual Teacher | | 11/12/15 |
| | Parent | | 11/12/15 |
| Urena | Teacher/Subject Area | | 11/12/15 |
| | Teacher/Subject Area | | 11/12/15 |
| | Coach | | |
| | Coach | | |
| | School Counselor | | 11/12/15 |
| Karen Watts | Superintendent | | 11/12/15 |
| Ulubabova | Borough Field Support Center Staff Member _____Brooklyn North | | 11/12/15 |
| Torres | Other _____ | | 11/12/15 |
| Holmes | Other _____ | | 11/12/15 |
| | Other _____ | | 1/1/01 |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 13 School Name: K670**
**Superintendent: Karen Watts**

**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.learndoe.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.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. There are currently 7 ELLS at Benjamin Banneker Academy High School. There are no parent requests in other than English Language, however we will reach out to the parents once again so as to confirm. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. Parent surveys are distributed in Bengali, Spanish, Mandarin, and Chinese as well as English as these are the identified home language of the 7 students. The ATS Report of Preferred Languages will be updated regularly in order to maintain accurate information on parent language choices. Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

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.

99 percent of the school's population reports English as the primary language.The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. The remaining 1 % requires that the language of communication for both written and oral communication is in Spanish and Mandarin.

## 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.)

Documents which are distributed to parents/guardians but require translations are: annual handbooks, parent-teacher conference announcements, NYS testing dates. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events.

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.

Benjamin Banneker HS holds 4 parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. If necessary, we also utilize the over the phone translation services 718-752-7373 to speak with parents. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

## 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.

If a parent communicates to a staff member that they would like to receive any forms from the school in their home language, Benjamin Banneker is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's

Regulation. The translation of the documents will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintatined and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

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.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish and French- Haitian Creole and are able to support translation and interpretation services for the parents. As we do not have staff members proficient in Mandarin we must utilizte the translation unit. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

## 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.)

At Professional Development staff members were provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. All teachers and school staff members are given copies of the "Available Languages" sheet which includes the phone number for over-the-phone interpretation.

## 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

Benjamin Banneker has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Available Languages sheet is kept at the security office as well as the main office. Information for parents on the

N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. At Benjamin Banneker the school staff are aware of language assistance services provided by the school by using data ( ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

**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)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of service. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.