

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K763

School Name:

BROOKLYN SCIENCE AND ENGINEERING ACADEMY

Principal:

ANGELA DEFILIPPIS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Brooklyn Science and Engineering Academy School Number (DBN): 18K763
Grades Served: 6 & 7
School Address: 5404 Tilden Avenue
Phone Number: 718-240-3790 Fax: 718-240-3791
School Contact Person: Angela DeFilippis Email Address: adefilippis@schools.nyc.gov
Principal: Angela DeFilippis
UFT Chapter Leader: Tony Mai
Parents' Association President: Nicole Johnson
SLT Chairperson: Tony Mai
Title I Parent Representative (or Parent Advisory Council Chairperson): Debracca Robertson
Student Representative(s): N/A
N/A

District Information

District: 18 Superintendent: Beverly A. Wilkins
Superintendent's Office Address: 1106 E. 95th St., Room 109, Brooklyn, NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718-566-6008 Fax: 718-240-3791

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, New York 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-4842

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)
Angela DeFilippis	*Principal or Designee	
Joseph Myers	*UFT Chapter Leader or Designee	
Nicole Johnson	*PA/PTA President or Designated Co-President	
Helene Romano	DC 37 Representative (staff), if applicable	
Debracca Robertson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Samiha Ahmed	CBO Representative, if applicable	
Baraka Smith	Member/Parent	
Sherrene Lawson	Member/Parent	
Donnalyn Adlam Butler	Member/Parent	
Olinda Grant-Neverson	Member/Parent	
Tania Moreta	Member/Parent	
N/A	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Fogarty	Member/Staff	
Tony Mai	Member/Staff	
Mark Eisenberg	Member/Staff	
Philip Novins	Member/Staff	
	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 Brooklyn Science and Engineering Academy is a new, NYC public school located in East Flatbush, Brooklyn, NY. The Brooklyn Science and Engineering Academy (BSEA), provides our students with learning experiences that prepare them to tackle the rigorous academic work of high school and beyond. Through small class sizes, open-communication with families, interest-based advisories ("crews"), and one-on-one academic coaching, we help our students to demonstrate excellence in all academic subject areas. Through a unique foundation of learning experiences, we provide a strong foundation in Science, Technology, Engineering, and Math.

In the 2015-2016 school year, we will serve grades six, and at full capacity will serve grades 6-8. We have a current population of 79 students, 99% African-American and 1% Hispanic. We are a STEM-themed school that incorporates hands-on learning, collaborated with the Urban Advantage initiative, and Manahatta2409, both of which provide resources for students to think analytically about and develop solutions for real world problems. M2409 allows our students to develop and share climate-resilient and sustainable designs for Manhattan based on rapid model estimates of the water cycle, carbon cycle, biodiversity and population. Users can vary the ecosystems, lifestyles, and climate of the city in an effort to find and publish sustainable and resilient visions of the city of the future. Our partnership with the Intrepid STEM Student Project allows our students to participate in an experimental design competition. The winning experiment will be sent to the International Space Station, where an astronaut aboard the ISS will conduct the experiment. After six weeks in orbit, the experiment will be returned safely to Earth for data collection and analysis. Students will publish the results of their experiment to be shared with other participants. Intrepid Museum Education staff is available to answer questions and offer guidance throughout the process. As part of our initiative to promote financial literacy through mathematics teaching and learning, we have partnered with the Stock Market. Financial literacy is a vital component of active citizenship and personal independence. The Stock Market Game is a proven way to improve students' financial knowledge and promotes sound investing habits. We utilize MIT Scratch software in our after school program where students learn to create their own video games, complete with characters, settings, obstacles, and controls using Scratch software, a visual programming language developed by MIT Media Lab. The program emphasizes mathematics and literacy skills while fostering creativity and applied learning. Families are invited to the final class to see a presentation of final projects. Scratch is open source software, so students can continue to learn, play, and create at home if they wish. We have also partnered up with Power Play NYC and CHAMPS to provide students with after-school extracurricular physical, social, and emotional development. In order to incorporate music into our program, we brought in Little Voices Big Sounds which is a community based organization that provides our students with a percussion and chorus program during the school day.

As a new public middle school, we were able to bring in teachers who believed in the mission and vision of BSEA. Our teachers participated in summer professional learning sessions that resulted in collaborative curricula planning and a collegial school community. We have been able to develop a shared instructional focus which requires students to support their assertions with evidence and further explain why their evidence supports their claims. To that end, we collaboratively developed three, more intensive, instructional foci: implementing metacognitive strategies for learning, checking for student understanding, and accountable talk. We elected to have a Teacher Development Coach to assist with teacher development and support. The inclusion of all staff members in developing unit templates and school systems and structures has resulted in a community of trust. This trust is exemplified by teachers voluntarily inter-visiting their colleagues' classrooms and providing feedback on what they observed. Since we are a small school, we have and will continue to develop close relationships with BSEA families. We welcome families to visit during the school day. At parent outreach events, we survey families to better understand our students' needs as well as particular challenges we may face as a community. In order to plan for learning challenges, we use the district, school wide, and individual student data. We also employ data analysis tools like i-Ready to assess students' development in reading and

math. The vision of BSEA is to meet the needs of the community, and based on our enrollment, we feel we have met this need. Parents have shown more interest and involvement in students' academic and extracurricular needs such as our after-school programs.

During the 2014-2015 school year, our students have made 52.8% growth in accurately answering questions pertaining to Expressions and Equations from the baseline to the midpoint assessments. Students have made 43.7% growth in correctly answering questions pertaining to Ratios and Proportional Relationships from the baseline to midpoint assessments. Our ELL population has made an increase of 44.4% focused on the Expressions and Equations standards and a 16.7% increase with standards concentrated in Ratios and Proportional Relationships. Our special education population made a gain of 44.5% in Expressions and Equations and a gain of 24.2 % in standards concentrated in Ratios and Proportional Relationships.

Our students have increased their ability to answer questions correctly pertaining to 6.L.1, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking by showing a 25% increase from their baseline to mid-point assessments. There was an 18% increase in the percentage of questions answered correctly from baseline to midpoint assessment results pertaining to 6.RL.1, Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. There was a 14.3% increase in students' ability to meet standard 6.W.1, write arguments to support claims with clear reasons and relevant evidence. Our ELL population made a 50% increase the number of questions answered correctly in standard 6.L.1, a 60.3% increase in standard 6.RL.1, and a 43.1% increase in 6.W.1. Our special education population made a 28.2% gain in 6.L.1, 29.3% gain in 6.RL.1, and a 28.8% gain in 6.W.1. We will continue to use our baseline, interim, and summative assessments to monitor and modify our instructional approach.

18K763 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	78	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	5	# SETSS	2	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.5%	% Attendance Rate		N/A	
% Free Lunch	N/A	% Reduced Lunch		N/A	
% Limited English Proficient	N/A	% Students with Disabilities		N/A	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		N/A	
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	N/A	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A	
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	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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		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 Graduation Rate (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				

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

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

Part 1 – Needs Assessment

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

Based on the 2015 New York State assessment data our school had 11% fewer students performing below grade level than the district and 8% fewer than the city. Based on the Item Skills Analysis tool we must focus on RI.6.8, Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 6 ELA, Math, Science, and Social Studies curricula will be revised based on last year’s teacher created and standardized assessments. Based upon the triangulation of school data from state, embedded and culminating assessments we have concluded that our students need continued practice with substantiating a claim with relevant evidence and further explaining the relationship between the two.

In order for students to meet the requirements set forth by the CCLS, stakeholders must be aware of the prerequisite skills needed. Last year, we provided many opportunities for pre-, embedded, and post-assessments that are customized for standards and content for each unit for grade 6. The development of CCLS aligned curricula is required for ELA, Math, Science, and Social Studies for grade 7.

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, the English Language Arts (ELA), Math, Science, Social Studies, and Science departments will meet in collaborative planning teams once a week to evaluate and synthesize adaptations to curriculum begun during the 2014-15 school term, in order to review and revise four rigorous, engaging and coherent Common Core Learning Standards (CCLS) aligned units of study, based upon the current student body’s need to meet the instructional focus (substantiating a claim with relevant evidence and further explaining the relationship between the two), integrate the Framework for Great Schools and align curricula across grades and subject areas to close the achievement gap and promote college and career readiness as evidenced by a 5% growth on a number of students meeting proficiency on culminating assessments assessments. Modifications to each curriculum will be made to incorporate models such as our accelerated 6th grade class, meet the needs of our ELL students and SWD.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers use half of their professional time to meet as Professional Learning Communities (PLCs): Teachers turn-key from Professional Development, curricula, and content-specific meetings. We also address our key instructional needs as well as provide school-wide strategies for meeting our goals, including but not limited to differentiated instruction, how to analyze state assessment data, discussion and assessment strategies. We have a specific PLC that focuses on the progress of our SwD and ELL students. • Data Inquiry Teams: Reflect on current and previous instructional data, assess student work, analyze and create new goals based on feedback from lessons/units and student progress. Teachers incorporate accommodations for students with disabilities, ELL students, and multiple modalities. <p>Vertical planning teams will meet quarterly in order to evaluate the curriculum..</p>	<p>Teachers</p>	<p>Sept. 2015- June, 2016</p>	<p>Literacy Coach, Principal, and Content Ambassadors</p>
<p><u>AIS Services</u></p> <ul style="list-style-type: none"> • We will provide before and after school Academic Intervention Services (AIS). Teachers will work with students who are scoring below the standards in ELA and Math as identified by the 2015 NYS exams. <p><u>i-Ready</u></p> <ul style="list-style-type: none"> • Students will utilize the i-Ready software as well as its skill building curriculum in order to reinforce the foundational skills required to meet the CCLS. <p>Data collected will guide teachers in their data inquiry, professional learning communities, and curriculum planning meetings.</p>	<p>Teachers</p>	<p>Sept. 2015- June, 2016</p>	<p>District 18 support, Teacher Development Coach</p>

<ul style="list-style-type: none"> • Use of i-Ready software during the school day in order to diagnose students’ reading and math development as aligned to the CCLS • The web-program creates an adaptive learning environment with instructional assignments that challenge or supports the students’ needs in reading and math. <p>The itemized skill breakdown is used by teachers to modify instruction during their PLCs</p>			
<p><u>Google Drive</u></p> <ul style="list-style-type: none"> • Disseminate information on progress of curriculum writing and turnkey information in Professional Learning Communities, Common Planning, and Curriculum planning session via Google Drive. <p><u>Skedula/PupilPath</u></p> <ul style="list-style-type: none"> • Online gradebook and parent communication portal. Families and students can better track student academic and behavioral progress. The web tool allows for teachers and families to communicate on the students development, concerns, and general feedback. 	Teachers	Sept. 2015- June, 2016	Literacy Coach, Principal, and Content Ambassadors
<p><u>Monthly Newsletter</u></p> <ul style="list-style-type: none"> • Monthly Newsletter is for our parents and is written by students who outline their monthly educational progress. <p><u>Parent Forums n & School Leadership Team (SLT)</u></p> <p>Parent forums are based on the information parents received in PupilPath and Monthly Newsletter. Here, parents and teachers are able to discuss and collaborate on curriculum planning and projects. Parents and teachers would be able to use the current curriculum and student data (e.g. portfolios, i-Ready, etc.) to drive the conversation. These discussions are also held in our SLT meetings where our parent members are given an opportunity to voice their concerns, feedback, and suggestions.</p>	Parents	Sept. 2015- June, 2016	PTA Executive Board and SLT

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Per session for curriculum writing time (12 Teacher @ 20 hours each) • Professional development time scheduled during the extended days. There is no cost associated with this activity

- Use of teacher teams, instructional coach, and principal for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.
- Engaging in intra/inter-visitations, out of school PD, teacher team meetings, and at least two periods of common prep time to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration
- Use of the NYCDOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, and professional texts, OTPS for student consumables and workshop materials
- DataCation’s Skedula/PupilPath: (Title I SWP)
- I-Ready: (Title I SWP)
- Professional Development:
- Summer PD: (Tax Levy)
- Before and After-school skill building: (SONYC Grant)

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		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

By February, 2016 two updated units of study from each department will have been completed. Revisions will be based upon two cycles of student inquiry.

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.

Middle School students must be prepared for college and career. In order to prepare them, there must be a clear set of structures and expectations that students are aware of that will allow them to be successful in the middle school setting and beyond. As a staff, during summer professional learning sessions, the staff outlined BSEA’s key core values to encourage professionalism and behaviors of a scholar. This resulted in BSEA’s “PREP” values where students are expected to be Prepared, Respectful, Engaged, and Persistent in all areas.

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, 75% of students will average an “Excellent” or “Satisfactory” mark for conduct as determined by and corresponding with BSEA’s “PREP” values.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>BSEA (Brooklyn Science and Engineering Academy) Bucks</u></p> <ul style="list-style-type: none"> • We use “BSEA bucks” (Brooklyn Science and Engineering Academy money) as the PBIS (Positive 	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>

<p>Behavior Intervention and Supports) system throughout each zone of the school.</p> <ul style="list-style-type: none"> • All members of the school community including, SSA, cafeteria, classroom teachers, and support staff will have BSEA bucks to support positive behaviors. • These bucks can be redeemed at the school store as well as in participation of school events such as Mai's Movie Madness and Crazy Hat Day. 			
<p>PBIS Handbook</p> <ul style="list-style-type: none"> • PBIS handbook outlining PREP (Preparedness, Respectful, Engagement, and Persistence) expectations and distribution of BSEA bucks throughout all areas of the school environment. • An analysis of IEP goals took place in order to align the effective aspects of bucks to all stakeholders. 	All Students	September 2015-June 2016	Principal, Literacy Coach, teachers, SSA, Cafeteria staff, School Aide, School Secretary, SGO, Custodial Staff
<p>Parent engagement to take place via:</p> <ul style="list-style-type: none"> • PTA meeting (monthly) • SLT meeting (monthly) • Monthly newsletters 	All Students and families	September 2015-June 2016	PTA, Administration, SLT
<p>Via the PBIS handbook, expectations for BSEA bucks are clearly outlined and made fair for all students.</p> <ul style="list-style-type: none"> • The system rewards and encourages positive behaviors. • The Student Government is tasked with creating a public rubric for the distribution of BSEA bucks. • The SGO will also operate the BSEA store and are responsible for tracking BSEA bucks in school store. 	All Students	September 2015-June 2016	Literacy Coach , SGO

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.										
High-interest items for school store, printing resources for BSEA bucks, information sessions for stakeholders, school website (OTPS)										
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		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

- By February 1st, we will have a PBIS/BSEA bucks handbook which identifies PREP values and their correspondence to BSEA bucks.
- By February 1st, at least 50% of students will have a balance on their BSEA bucks/rewards account.
- By February 1st, 65% of students will average an “Excellent” or “Satisfactory” mark for conduct as determined by and corresponding with BSEA’s “PREP” values

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.
- Using the Advance MOTP Dashboard we have analyzed the data from both informal and formal observations and identified the following as indicated by the Danielson Framework:
- o 31% of teachers were rated “developing” and 38% were rated “effective” on Component 3B
 - o 36% of teachers were rated “developing” and 46% were rated “effective on Component 3C
 - o 34% of teachers were rated “developing” and 40% were rated “effective” on Component 3D

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, all (100%) teachers will be provided with ongoing professional learning opportunities and support to develop a culture of collaborative professional learning which enables school and individual development as measured by a 3% level of growth in individual data gathered from informal and formal observations using all Danielson components with a focus on components 3b, 3c and 3d.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Administration and Literacy Coach will support teacher growth that shifts teacher practices through a minimum of three informal observations followed by specific, actionable, and timely feedback. • i-Ready is a diagnostic and instructional tool that assesses students strengths and areas in need of improvement. The tool provides an adaptive learning environment with instructional assignments that challenge or supports the students' needs in reading and math. The itemized skill breakdown is used by teachers to modify instruction during their PLCs. 	<p>Teachers</p>	<p>Sept. 2015-May, 2016</p>	<p>Principal, Literacy Coach</p>
<ul style="list-style-type: none"> • All teachers will participate in professional development that will better inform their practice in all Danielson components to improve pedagogical delivery with special emphasis on Danielson's components 3b, 3c, and 3d. 	<p>Teachers</p>	<p>Sept. 2015-June, 2016</p>	<p>Teacher Leaders, Principal, Literacy Coach</p>
<ul style="list-style-type: none"> • Development of a specific team to analyze the work of students with disabilities, English Language Learners, and other high-need student subgroups such as students in temporary housing. • Teachers in all teams use protocols to analyze data and student work. 		<p>Sept. 2015-June, 2016</p>	<p>Special Education Teachers, ESL teacher</p>
<ul style="list-style-type: none"> • Our school uses PupilPath as a parent outreach tool to ensure all families are up to date with students' progress. • We provide opportunities for parent meetings during our Tuesday parent-outreach time. • We welcome parents to observe classes which occur regularly. • We highlight student successes during our monthly PTA meetings by holding awards ceremonies based on academic and social-emotional growth observed in the school setting. • The use of protocols allows for teachers to share and trust each other via common expectations and accountability. 	<p>Students, Parents</p>	<p>Sept. 2015-June, 2016</p>	<p>Staff, Students, Parents</p>

Part 4 – Budget and Resource Alignment

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

- Teachers elected to make data inquiry as a part of their professional menu item along with running student interest clubs/crews
- Literacy Coach to support data inquiry teams –Tax Levy
- Outside professional learning opportunities which require substitute teachers
- PupilPath - Title I SWP
- I-Ready - 6386 Tax Levy
- Before and after school tutoring for students with title I status

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

Part 5 – Progress Monitoring

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

- By February 1st, 75% of teachers will have led professional learning sessions
- By February 1st, we will have collected the findings from the use of protocols during the Data Inquiry Teams to isolate trends and strategies used to improve student achievement
- By February 1st, all content areas will have three CCLS-aligned units

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

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

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

Part 1 – Needs Assessment

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

After reflecting upon the MOTP data from the previous school year, as well as considering the range of experiences attained by our teaching staff; targeting areas for improvement is essential. All BSEA teachers were hired using a human resources committee. This allowed for the principal to gauge teacher baselines and potential for growth. Advance data was utilized in order to identify potential teacher goals. A cross analysis of data for incoming students was evaluated in order to prepare for Individual Teacher Conferences.

According to the Quality Review report, "The principal and faculty systematically emphasize high expectations for professionalism and academic excellence to the entire community via ongoing communication and effective feedback and supports. Support provided through professional training and feedback to students and parents about progress toward expectations places students on a path to college and careers. The impact of these structures that support high expectations assure a culture of mutual accountability among faculty and students. As a result, a culture of unified expectations fosters student ownership over their educational experience and preparation for the next level."

Based on the Framework for Great Schools report, our school has scored 95% in the area of effective school leadership. This information was gathered through surveys completed by the staff, families and students of BSEA.

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, 100% of teachers will develop individual professional goals that will be tracked via the Advance system, inter-visitation logs, feedback groups, and professional learning topics.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
<ul style="list-style-type: none"> • Specific, actionable, timely feedback on classroom observations and inter-visitations. • Student data was presented to teachers. • Individual teacher conferences were arranged. • Professional Learning sessions led by teachers and will focus on specific strategies to move pedagogical practices forward. • Teachers developed goals. 	All teachers	September 2015 – June 2016	Principal, Literacy Coach, Teacher Development Coach, Teachers
<ul style="list-style-type: none"> • Professional support and mentoring services led by our Literacy Coach and Data Specialist. • Data-Inquiry Teams analyze student work to track trends. 	Teachers	September 2015 – June 2016	Principal, Literacy Coach, Teacher Development Coach, Highly Effective Teachers
<ul style="list-style-type: none"> • Constant communication with parents through our PTA, SLT, website, and face to face meetings to communicate the goals and needs of the school, as well as our families 	Students, families	September 2015 – June 2016	All Staff
<ul style="list-style-type: none"> • Celebrating student successes at monthly awards ceremonies, and teacher successes/accomplishments at regular intervals. 	Students, teachers, Families	November 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.
<ul style="list-style-type: none"> • Coverages/funds to provide professional learning activities • Literacy Coach - Tax Levy • Skedula/PupilPath - Title I SWP

- Common preparation periods
- Google Drive
- Supplies for awards - OTPS

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	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 50% of teachers’ observations will be completed with specific and actionable feedback. Teachers will have identified their goal and action plan for the school year.

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.

The Quality Review report indicated, "The principal and faculty systematically emphasize high expectations for professionalism and academic excellence to the entire community via ongoing communication and effective feedback and supports. Support provided through professional training and feedback to students and parents about progress toward expectations places students on a path to college and careers."

According to the Framework for Great Schools report, BSEA was rated a 66% in the area of strong family-community ties. the area in need of improvement was involving the parents in school activities

We are in our second year of operation and want to continue to establish strong ties to our community. In the spring of 2014, when our planning team was reaching out to district elementary schools, parents explained that they wanted to feel welcomed into the school and informed about student progress.

- 45% of parents registered on PupilPath during the 2014-2015 school year.
- 100% of parents have attended at least one school function.

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 all (100%) teachers will have communicated with parents on a regular basis. This will result in a positive school/parent/community relationship and increase parent teacher communication as measured by weekly entries in Skedula/Pupilpath as well as attendance at PTA meetings, Parent-Teacher conferences, and Parent-child events as demonstrated by a 5% increase in parent involvement activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Parent Workshops such as i-Ready, PupilPath, and financial literacy better help inform families about student progress in state assessments as well as in the classroom. 	Parents	September 2015 – June 2016	Teachers
<ul style="list-style-type: none"> • Title I Meeting with parents • Breakfast with ELL parents • IEP Coordinator Conferences 	All parents	September 2015 – June 2016	Principal and all staff
<ul style="list-style-type: none"> • PupilPath online grading and communication system • Website with e-mail functions • Parent notifications (e.g. newsletter, notices) 	All Parents	September 2015 – June 2016	Principal, Literacy Coach, All teachers
<ul style="list-style-type: none"> • Parents are invited to visit classrooms • PTA meeting provide a forum for staff and parent communication • Emphasis on parent correspondence for positive behaviors and academic growth, welcoming main office • Close collaboration with School Safety 	Students, Families	September 2015 – June 2016	Principal, PTA Executive Board, and all staff

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.

PupilPath - Title I SWP

Community partners

Light refreshments for parent events - Tax Levy

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

Part 5 – Progress Monitoring

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

By February 1st, 6 newsletters (teacher and student generated) will have been distributed to families. Fifty percent of families will have attended at least 1 school function.

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)	Diagnostic assessment performance assessment	i-Ready	Small group	School day and after school
Mathematics	Diagnostic assessment performance assessment	i-Ready	Small group	School day and after school
Science	Teacher, parent, or student request	Homework help/tutoring, (example: guided reading with English Language Arts teachers)	Small group	School day and after school
Social Studies	Teacher, parent, or student request	Homework help/tutoring, (example: guided reading with English Language Arts teachers)	Small group	School day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher, staff, family referral based on Pre-Referral Intervention Manual (Hawthorne)	Counseling	Small group or 1-to-1	School day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Strategies we use to recruit Highly Qualified Teachers include using Open Hire, consultation with our District and Borough Field Support Director, close supervision and analysis of our per diem staff members and attending recruitment fairs. • Careful attention is given to matching teacher qualifications with the needs of the school. • Teachers who do not have permanent certification are offered the opportunity to be reimbursed for course work that would lead to permanent certification in the area in which they are teaching. • We retain Highly Qualified Teachers by providing instructional support through various sources including mentoring, peer coaching, and Professional Learning Communities. • Human resources committee is used for hiring decisions • A rubric is used to identify the candidates abilities as they are aligned to the 2013 Danielson Framework • Offer the candidates the opportunity to do a demonstration lesson • Teacher suggestions of learning opportunity topics

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).
<ul style="list-style-type: none"> • Content level "Ambassadors" that attend and turnkey information learned at outside professional learning sessions • Teacher Development Coach who visits and provides professional learning sessions to staff • Inter-visitations within our building as well as in other high performing middle schools

- Teachers are surveyed and afforded opportunities for attendance at a variety of professional development workshops conducted by the DOE, District, UFTTC and school based specialists which will hone their skills.

Part 3: TA Schools Only

3a. Use of Program Resources

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

-

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A team of teachers representing each department and grade level will meet to assess and select the Measures of Student Learning (MOSL) for the school.

The team analyzes school-wide data and isolates foci for the school year as well as common assessments to track progress and identify challenge areas.

teachers are selected to act as ambassadors for their content area. These ambassadors attended professional learning

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	107,443	X	Section 5A: Parts 3 and 4 Section 5B: Parts 3 and 4 Section 5C: Parts 3 and 4 Section 5D: Parts 3 and 4 Section 5E: Parts 3 and 4
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,133,578	X	Section 5A: Parts 3 and 4 Section 5C: Parts 3 and 4 Section 5D: Parts 3 and 4

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

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

Parent Involvement Policy (PIP)

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. Brooklyn Science and Engineering Academy (BSEA), 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. Brooklyn Science and Engineering Academy (BSEA), 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 18	Borough Brooklyn	School Number 763
School Name Brooklyn Science and Engineering Academy		

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 Angela DeFilippis	Assistant Principal N/A
Coach Tony Mai	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sadie Goldman	School Counselor
Teacher/Subject Area type here	Parent Nicole Johnson, PTA President
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	152	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										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																
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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of 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)							2							0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						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								1						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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:

- 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.
 - We use the iReady diagnostic and assessment program. We are able to identify a students' phonological awareness, phonemic awareness, understanding of high frequency words, understanding of on-level vocabulary based on prefixes, suffixes and base words, comprehension of literature, comprehension of informational text, and Lexile performance measure. The information is used to modify unit plans and guides the scaffolds used in lesson planning. The initial testing is used to establish instructional foci. The teacher created assessments and interim assessments administered allow us to track the efficacy of the instructional strategies being implemented.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

We had 1 student who was administered the NYSESLAT in the spring of 2015. He received a score of "commanding" and is now a former ELL. There have not been any students who were eligible to take the NYSITELL. Reviewing the NYSESLAT data for our current 6th graders, two out of four increased a level and two of four increased in points but remained at the same level. We have assessed the students and believe that there must be an increased focus on literacy skills in order for them to achieve expanding and commanding levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the RLAT report to address the needs of students' modalities and incorporate those concerns into our planning and instructional plans. The data reveals that our ELL student requires a support with his writing skills. In the 2015-2016 school year we will review the data from the RLAT. In addition, our ESL teacher is trained in the AMAO tool which we will use to monitor progress.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We are a new school entering our second year. In our 2014-2015 school year, we had one ELL student in grade 6. There are no observable vertical patterns at this time. We do not have a dual language program. All exams have been administered in English. The data collected from all baseline and periodic assessments are analyzed by the administration and provided to teachers as part of the data inquiry process. We make use of bilingual glossaries and classroom libraries for native language support. In addition, students have the opportunity to speak with an adult or peer who is fluent in the native language during the day.

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?

ELL students are interviewed by the ENL teacher about their cultural background and educational background. This interview includes a discussion of how often they speak their home language and English and with whom. They are also asked about their access to oral language, such as watching TV or listening to the radio in their home language and English. In addition, the ENL teachers interviews the students on whether and how often they read or write in their home language as well as English. The teacher interviews the students about their interests and hobbies. She encourages students to read for thirty minutes a day about their interests and helps them find books in their interests and at their levels. During the IPC meeting, the Principal and ENL teacher interview the parents about the languages spoken at home. Parents are encouraged to support their language acquisition. In the case that students are literate in their home language, there is a discussion about encouraging literacy in their home language while developing their skills in English. Student interest is discussed with parents as well as the importance of encouraging students to read for at least thirty minutes a day in their area of interests. Parents are encouraged to take their children to the public library and are given information if needed about local branches as well branches that have books in the families home language. Parents are also given information about free English classes in their area.

All data is considered when making instructional decisions. With ELLs we place a focus on vocabulary and syntax development. For instance, we front load tier 3 vocabulary and provide students with strategies to decipher tier 2 vocabulary. We use the information gathered from the parent interview and the data gathered from his/her educational history and background to customize instruction for our ELLs. We have a schoolwide focus on literacy; specifically vocabulary acquisition as well as supporting an assertion with relevant evidence. Our teachers incorporate literacy strategies in all classrooms. Our ESL teacher also teaches our students social studies and shares best practices with all of our content area teachers.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- 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).

During the 2014-2015 school year we had one ELL and monitor his progress closely. All classroom and periodic assessments are analyzed weekly. There is continuous conversation between administration, content and ELL teachers about our student's performance. We will continue to analyze student data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the New York State Identification Test for English Language Learners (NYSITELL) to determine ELL status and proficiency level of students whose home language is not English.

ELL students are identified at initial admission by the ENL Liaison along with a bilingual translator when needed. During the initial identification the student receives an oral interview in English and the native language (through a translator). Parents are given the HLIS in their native language. If parents have any questions, they are addressed through the translator by the ENL liaison. In return

the ENL Liason answers their questions and then the translator addresses the parents. At this point, if the parents put a home language other than English then this student is considered an ENL student. Questions provide a brief educational background of the student. Parents are also notified of admission that at all times we have translators for when they need to communicate with the school. New admits are then given the NYSITELL within 10 days of admission. Classroom teacher further identifies students' abilities on class assessments.

The pedagogues that are responsible for conducting the initial screening and administration of HLIS and NYSITELL are Ms. Sadie Goldman- ENL teacher/ENL Liason and Ms. DeFilippis- Principal.

Once a student is identified as an ENL student after taking the NYSITELL which is hand scored, his or her name appears in the ATS report, making them eligible to receive ENL services and placed in an ENL class. NYSITELL Answer sheet will be scanned into ATS.

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).
We administer the SIFE Questionnaire, students then take the LENS, and past student work is also evaluated to get a sense of the student's academic skills.
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).
Within 20 days, we use our LPT team members (Principal, ENL teacher, special education designee) in consultation with the student's family to develop an instructional plan for the student.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The instructional coach will scan the exam, receive the notification of the student's entitlement status, and the proper notification will be sent to parents 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).
Beginning in the 2015-2016 school year, the entitlement or non-entitlement letter will include a notice outlining the appeal process. The appeal option will also be mentioned to parents at meetings conducted individually during our Tuesday after school Parent Outreach time.
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.
For first time enrollees, a parent orientation meeting will be set up within 10 days of the students arrival at the school. At that meeting parents will be informed of all program choices available to them. Information provided by the DOE will be provided in the parents' preferred language as well as the DOE provided video explaining their options. Any questions will then be answered. Interpretation and translation services will be utilized according to the parents needs outlined in the home language survey.
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.
The ELPC screen provides a record of parent choice. Our school will keep a running tally sheet of student osis numbers, nyseslat proficiency levels, and parent program choice. Records are kept of Parent Surveys and Program Selection Forms with the Pupil Secretary. Parents who do not return surveys will be called at home in their preferred language. Students who do not respond to that call will receive a certified letter with a receipt sent back to the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELPC and school tally sheet will be reviewed by the Principal, Instructional Coach, and ENL teacher. Records of Parent Survey and Program Selection are kept of Parent Surveys and Program Selection Forms with the Pupil Secretary. The ENL teacher and Principal monitor that those forms have been completed. Parents who do not return surveys will be called at home in their preferred language. Students who do not respond to that call will receive a certified letter with a receipt sent back to the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Principal will sign off on any parent notification letter to be sent out. The Pupil Secretary keeps a record of when notices are sent. When a notification letter is not received, a call will be made to that parent in their preferred language. If the letter is still not returned a certified letter with a request return will be sent out.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are kept in files and retained by the Pupil Secretary until the student graduates from the 8th grade.
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.

Since we have a small ELL population (we only had one student taking the NYSESLAT last year), students are pulled from their classes by the Instructional Coach and tested individually for the Speaking Section and in small groups for the other sections. We record any student who has missed any part of the exam. Those students are re-tested by the Instructional Coach upon their return to school.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Instructional Coach will generate continued entitlement letters and transitional support letters at the start of the school year and those letters will be sent out by Pupil Secretary. The Principal will check the letters before they go out and a record will be kept of the date they were sent out on.
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).
We did not have any newly enrolled ELLs in 2014-2015, our first year.

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.
Emerging student receives 0.5 unit of study of stand alone, 1 unit of study of ENL/ELA in an integrated classroom with a certified ENL teacher along with the ELA teacher, and 0.5 unit of study in an ENL/Social Studies content area classroom with a dual-certified ENL and Social Studies teacher. Our Transitioning student receives 0.5 units of study in an integrated ENL classroom, and 0.5 units of study in an ENL/Social Studies integrated classroom. Our Expanding students receive 1 unit of study in an ENL/ELA classroom.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
We plan to follow the model delineated in charts 5.1 and 5.2 to instruct on ENL instructional time as well the utilization of stand-alone and integrated ENL.
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.
For both ELA and ENL instruction, the content is delivered via auditory, visual, and written means. The student is asked to speak and listen in English in pair, small group, and whole group discussions. The student also reads and chunks grade level texts. The student is required to provide written responses (e.g. opening activity questions, embedded and culminating performance tasks, and exit tickets). Supports like frontloaded vocabulary and transitional words/phrases are provided to the student to help build comfort with the language and overall language acquisition. Sentence stems and frames are provided to the student as a beginning support. Eventually, the student must use all supports in embedded and culminating tasks. The teachers will use the data from these assessments to track student progress.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Students will use books in their native language, be grouped with students who speak the same language and use native language glossaries.

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

Our core curriculum is aligned to the CCLS. Additionally, our school's instructional priorities and foci are close reading, accountable talk, and assessments. As such, the activities and tasks address speaking and listening, reading, and writing standards. Reading and writing skills are assessed via purposeful and planned embedded and culminating tasks. Speaking and listening is assessed informally in ELA and formally in ELL push-in services. The ENL teacher collaborates with the ELA teacher to incorporate speaking and listening tracking/assessments in the students overall grade.

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

Students are receiving small group instruction during their foundations period, CMP3 curriculum in math along with supports from CCLS bundles. To increase Academic Rigor for ELL students, teachers used prescriptive and diagnostic writing sample tests for each individual student to differentiate instruction. Teachers incorporated specific writing strategies into their lessons with these students, as evidenced in their lesson plans and based on students' interim assessments. Students received targeted instruction, based on the results of the interim assessments in reading writing, listening and speaking, as evidenced in the teachers' plans. Flexible cooperative learning groups, and modeled learning activities which continue to be utilized to deliver and enhance instruction. To develop content area instruction, teachers continue to focus on building background knowledge through vocabulary instruction. During lessons, teachers provided students with descriptions, explanations or examples of new terms as they are introduced. Students will participate in activities that later restate the new terms in their own words and using a non-linguistic representation of the term. Students also completed activities to increase vocabulary skills through accountable talk and active discussion with peers. Highly contextualized student tasks continue to be developed in these venues that encourage students' thinking, speaking, reading and writing in English. Language concept glossaries are available to students in each content area, as well as progressive middle school dual language dictionaries for their daily use and for intensive work with projects and reports.

SIFE students are identified and given an interview. SIFE students will receive at risk intervention services during the day. Students who receive services 4 to 6 years are offered AIS. Long term ELLs will receive AIS with SETTS teachers. In addition, these

students are strongly encouraged to attend all after school programs

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.

For students re-identified as ELL or Non-ELL, we will hold a meeting with the student and parents or guardians to describe the transition. We will go through their academic needs and how their new programs address them. For re-identified ELLs, we will describe the categories for ELL learners and the process to demonstrated proficiency. We will set goals with the student and parents and answer any questions. Translation and Interpretation services will be available based on the parents preferred language.

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?

We use the iReady diagnostic and instructional program which provides students will a unique username and password that allows them to log in to i-Ready. Students take i-Ready Diagnostic at the beginning of the year to establish a baseline for instructional decisions. School administrators and teachers also use monthly Progress Monitoring Assessments to monitor progress throughout the year. These mini assessments will provide a quick "temperature check" to see if students are on track or need further intervention. Students will take a follow-up Diagnostic at the end of the school year to measure growth over the year. If we had students who were ELL-SWD we would implement

P r e d i c t a b l e r o
u t i n e s

C l e a r g o a l s a
n d l e a r n i n g o b j
e c t i v e s - - b o t h c
o n t e n t a n d

English language objectives

B u i l d s a n d / o r
 a c t i v a t e s p r i o r
 k n o w l e d g e
 E x p l i c i t t e a c h
 h i n g o f w o r d s f
 r o m t e x t , w i t h
 v i s u a l

representation of concepts

D i r e c t s t r u c t
 u r e d t e a c h i n g w
 i t h e n g a g e m e n t
 a n d

participation strategies

G u i d e d a n d i n
 d e p e n d e n t p r a c t
 i c e w i t h c o r r e c
 t i v e

feedback

F r e q u e n t p r o g
 r e s s m o n i t o r i n g
 a n d r e - t e a c h i n g

T e a c h e r a d j u s
 t s p a c e a n d c o m
 p l e x i t y o f v e r b
 a l

instruction

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We do not currently have any ELL-SWD students but we have a foundations class that students are flexibly grouped into to address math and ELA skills throughout the year. All curricular units include scaffolds for all learners, multiple forms of assessment, as well as focus on vocabulary acquisition.

Chart

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

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

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

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



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

Chart

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

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

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

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

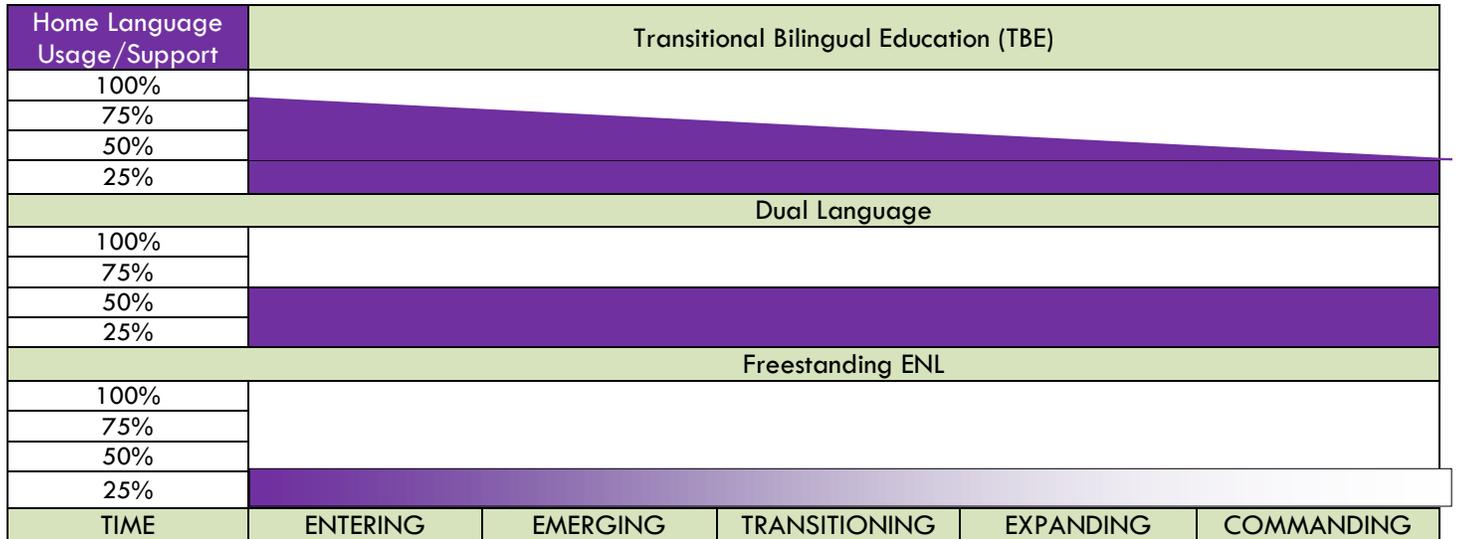


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. **All intervention services are offered in English, with the help of bilingual dictionaries, bilingual glossaries, and the buddy system. There is a homework/academic help program that all ELLs are invited to. There, they are provided with academic interventions based on the need of the individual student.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. **We will be entering our second year in operation and we currently do not have data to draw correlations.**
12. What new programs or improvements will be considered for the upcoming school year? **Our SONYC after-school program. We will be offering academic, enrichment and physical activities for 3 hours every day after school.**
13. What programs/services for ELLs will be discontinued and why? **We are entering our second year and offer free-standing ELI services. Non will be discontinued.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. **ELL's are offered homework help, video game design, stock market club, soccer, basketball, football, and academic academy after school. There are no exclusions at all.**
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. **Our students use the iReady diagnostic and instructional program for both math and ELA, they use text and trade books, laptops for research and word processing, and handouts for reinforcement and enrichment as needed.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)? **Native language is supported by using bilingual dictionaries, glossaries, and the buddy system. The same materials are used in the content areas.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. **Students are provided with books and materials that are grade appropriate in all subject areas.**
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). **Newly enrolled ELLs will have an orientation and tour upon entering into our school. We will implement the buddy system for newly arrived ELLs in order for them to become familiar with the school and its programs. New ELLs who enroll throughout the year are invited to participate in all activities during the school year, before, during and after the school day. These activities range from educationally based programs, to sports, and the arts.**
19. What language electives are offered to ELLs? **In the future, we will offer spanish.**
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)

The goal of the professional development is to enhance teachers' ability to use instructional strategies to support language acquisition and content area learning for ELLs. Activities will support pedagogic staff such as, administration, ESL Teachers, Content Area Teachers, Guidance, Special Education teachers, Paraprofessionals, psychologist, OT/PT, speech, serving ELLs. PD days will focus on training in assessment, in using data to inform instruction, in SIOP and other strategies and in specific programs for our tutorials. Our ESL teacher is provided with all professional development opportunities provided by OELL.

Topics will include:

 - Identification and placement of ELLs in compliance with Part 154 Regulations
 - Eligibility of ELLs to take mandated tests
 - Using ESL strategies in all content areas
 - Scaffolding strategies in the content area
 - Modifying our standards-based curriculum
 - Literacy development for ELLs using a scaffolding model
 - Differentiation of instruction for ELLs

All staff is supported by leadership and guidance. Leadership provides opportunities for professional learning and guidance provides intervention and mentoring based on the needs of the students.

All professional learning is satisfied through in-house professional learning opportunities, network support, and through our literacy coach.
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?

Topics will include:

 - Identification and placement of ELLs in compliance with Part 154 Regulations
 - Eligibility of ELLs to take mandated tests
 - Using ESL strategies in all content areas
 - Scaffolding strategies in the content area
 - Modifying our standards-based curriculum
 - Literacy development for ELLs using a scaffolding model
 - Differentiation of instruction for ELLs

All staff is supported by leadership and guidance. Leadership provides opportunities for professional learning and guidance provides intervention and mentoring based on the needs of the students.

All professional learning is satisfied through in-house professional learning opportunities, network support, and through our literacy coach.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide all staff data on who our ELLs and Former ELLs are, and how they have achieved on past assessments. In addition, during our PD and collaborative data inquiry time, teachers meet to discuss the strengths and challenges of our ELL students. In the 2014-2015 year, our ENL teacher examined the work of our ELL and two former ELLs and shared findings with her team. As a team, they came up with scaffolds and strategies to help them achieve throughout the content areas. These strategies were turned key to the entire pedagogical staff. In addition, our ESL teacher and the Special Education and ELA teachers received training on a collaborative reading strategy specifically geared toward supporting ELLs literacy throughout the content areas.
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.

As of 2015-2016, we will be informing our pedagogical staff of the changes in the professional development requirements as per CR part 154.2. In addition, staff will be encouraged to participate in Professional Developments regarding the needs of ELLs. Furthermore, we will hold Professional Development during our own PD Mondays on strategies specifically geared toward helping ELLs. Our teachers regularly submit agendas of their PD's to our Pupil Secretary and she keeps them in the teacher's file. We also keep a record of our teacher's PD attendance including the subject.

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?

In September, parents of ELLs are invited to a meeting along with the Principal, and ESL Coordinator. At this meeting, parents are being informed about the instructional and supplemental programs for ELLs at BSEA. In December we will offer a second meeting to ELL parents where they can communicate students' progress with the ESL teacher, Principal and content area teachers.

We survey parents multiple times per year to identify what they believe the needs of their children may be as well as their own needs.

In order to make sure communication is clear, we have documents translated as well as have a translator available for families.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We will be offering family sports and movie nights, resume writing, interview skills workshops, and financial planning.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We are partnering with Brienza's Educare to provide services to parents for the 2015-2016 school year.
5. How do you evaluate the needs of the parents?
We provide all parents with surveys so they can voice their needs and concerns multiple times throughout the year.
6. How do your parental involvement activities address the needs of the parents?
We offer workshops such as resume writing and interview skills for parents in order to assist them.

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: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K763** School Name: **Brooklyn Science & Engineering Acad**
Superintendent: **Beverly Wilkins**

Before you begin, please check the following:

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

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

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

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

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

To assess language preference of the parent community, we utilize Part III of the Home Language Identification Survey (HLIS), the RAPL report in ATS, and the information in Student Emergency Contact cards (Blue Cards).

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.

For the 2014-2015 year, we had parents of three students who preferred a language other than English for written and/or oral communication. The language of preference for all of those parents is Haitian Creole.

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.)

The school disseminates documents that require translation such as the annual handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, letters from school leadership, information about ELL Parent conferences and workshops, and information regarding curriculum. These notices go out in the beginning of the year and throughout the school year.

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.

We have three parent teacher conferences and one curriculum night throughout the year. We also have at least one open house or family activity night. In attendance, we have at least one bilingual, Haitian-Creole/English, staff member. Out reach for these events is also made by a bilingual staff member and is coordinated by the school's LAC.

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.

As soon as relevant documentation is ready in English, it will be sent to the Translation and Interpretation Unit. If that unit indicates that it will not meet the necessary deadline, provisions will be made for an in-house translation utilizing bilingual staff.

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.

For the 2014-2015 school year, our in-house bilingual staff was able to provide on-site interpretation services to parents. If it is found that additional interpretation services are needed, we will utilize over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

All staff will be briefed on the Translation and Interpretation Services. In addition we have Translation and Interpretation services posted at our school.

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

Our school has required notification signs at our entrance and main office.

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)

We will gather feedback about the availability of service through parent surveys. This will be done in coordination with our PTO and SLT.