



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

29Q496

School Name:

BUSINESS, COMPUTER APPLICATIONS & ENTREPRENEURSHIP HIGH SCHOOL

Principal:

LYNNE CALLENDER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Business, Computer Applications & Entrepreneurship High School School Number (DBN): 29Q496

Grades Served: 12

School Address: 207-01 116th Avenue, Queens, New York 11411

Phone Number: 718-978-2807 Fax: 718-978-3402

School Contact Person: Lynne C. Callender Email Address: LCallen2@schools.nyc.gov

Principal: Lynne C. Callender

UFT Chapter Leader: Joel Vigne

Parents' Association President: None elected as of October 1, 2015

SLT Chairperson: None elected as of October 1, 2015

Title I Parent Representative (or Parent Advisory Council Chairperson): None chosen as of October 1, 2015

Student Representative(s): None elected as of October 1, 2015
None elected as of October 1, 2015

District Information

District: 29 Superintendent: Michael Prayor

Superintendent's Office Address: 1600 Rockaway Pkwy, Brooklyn, NY 11236

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

Phone Number: 718-290-8865 Fax: 718-290-8690

Borough Field Support Center (BFSC)

South Queens - District
BFSC: 29 Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Boulevard, Queens, NY 11416

Director's Email Address: MWilks@schools.nyc.gov

Phone Number: 718-281-3259 Fax: 718-348-2997

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 School Comprehensive Educational Plan (SCEP) 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)
Lynne C. Callender	*Principal or Designee	
Joel Vigne	*UFT Chapter Leader or Designee	
None elected as of October 1, 2015	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
None	Title I Parent Representative (or Parent Advisory Council Chairperson)	
None elected as of October 1, 2015	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None elected as of October 1, 2015	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Business, Computer Applications & Entrepreneurship High School (BCAE) is in its last year of Phase Out. It currently serves 33 Grade 12 students and is co-located at the Campus Magnet Complex with five other schools – one of which (Law, Government and Community Service High School) is also phasing out by June 2016).

Our initial school register for the 2015-2016 school year included approximately 15 students who were under-credited. We have placed those students in YABC Programs or Transfer Schools and are working with our current registered students to provide weekly academic intervention services supplemented with not-for-credit blended learning opportunities to augment their learning styles.

Staff and Faculty received training in the 7 Habits of Highly Effective Teens and are using this information to provide the core of a daily Advisory Class. During this class, students work on inter- and intra-personal skills, develop CCR skills and habits of mind that focus on productivity and effectiveness in school and at work. They are also given the opportunity to develop leadership and social skills through the activities during this class.

We will continue to provide individualized College and Career Readiness activities via our partnership with ExCel Scholars Program, New York Cares (NYCARES), and other community-based organizations – working with them to provide internships and mentoring opportunities for our students.

Students with IEPs and ELL students will be included in all activities as well as provided with one-to-one mentoring via the Guidance Office and AP – Integrated Support Services.

In addition, during our last year, we will work to implement the recommendations from the school quality visits that were made during the 2014-2015 School Year. We will focus on building a collegial, collaborative community that includes input from all stakeholders and has trust at its core, providing students with instruction that is aligned to the Common Core and provides them with scaffolds to ensure all students can access the content and demonstrate their learning. Lastly, we will continue to look for ways to effectively engage our parents so that they are aware of the work being done to prepare students for college acceptance and work and the ways we can work together to fully develop the skills and dispositions students will need in college and career.

29Q496 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	96	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	4
School Composition (2013-14)					
% Title I Population	48.0%	% Attendance Rate			78.4%
% Free Lunch	54.5%	% Reduced Lunch			5.7%
% Limited English Proficient	12.8%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			84.8%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.33	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			19.25
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	38.0%	Mathematics Performance at levels 3 & 4			37.3%
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			64.2%
% of 3rd year students who earned 10+ credits	58.4%	4 Year Graduation Rate			34.0%
6 Year Graduation Rate	64.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
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			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	I
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>The school is in the initial states of adjusting the curricula to support the Common Core Learning Standards (CCLS). Teachers are beginning to use elements of the CCLS, such as higher-order questions and complex materials, but these instructional shifts are not seen in all classes.</p> <ul style="list-style-type: none"> - The school needs to find/create/revise and use curriculum that is aligned to the CCLS in all courses. - Teachers need to integrate complex materials into their curricula units and lessons and provide scaffolds to ensure that all students can access this content. - Instruction of Students with Disabilities (SWDs) must be based on their Individualized Education Plans (IEPs) in order to reverse the downward trend of Regents passing rates and graduation rates for these students. - Teachers must use and analyze a wide range of assessments to inform their curriculum planning and instruction. - Teachers must identify and use rubrics to assess and provide feedback to students about their performance and achievement. Where possible, common rubrics across disciplines should be identified and used. Frequent checks for understanding must be incorporated into daily lessons. 		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, all teachers will have a teacher created binder that includes the curriculum map for each course taught with supporting Units of Study and samples of student work (high, medium and low) that show alignment to and progress in the CCLS for that course.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>-Teachers will work collaboratively with Principal and each other to create a template for Curriculum Mapping. This template will include critical elements including (a) timeframe for each unit, (b)course & unit essential questions (c) content and skills to be learned, (d) CCLS (and other standards) to be addressed, (e) assessment(s) (f) required resources.</p>	<p>- All teachers</p>	<p>- September 2015</p>	<p>- Administration - Teachers</p>
<p>- Teachers will use the Curriculum Map and the</p>	<p>- All teachers</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Administration</p>

<p>approved NYCDOE –UFT Unit Planning Template to create a written unit plan for each unit detailed in the Curriculum Map. In addition to the information noted in the curriculum map, each unit will include (a) focusing questions for each unit (specific to the content and skills to be learned), (b) sequence of learning activities, (c) details (including rubrics) for all assessments, (d) Scaffolds, instructional methods, etc. designed to ensure that all students are able to access the content and demonstrate skill development (including SWDs, ELLs and schools lowest-third).</p>			<p>- Teachers</p>
<p>- Teachers and Administrators will utilize Monday PD sessions to review curriculum, instructional methods aligned to Common Core instructional shifts and to analyze student work products.</p>	<p>- All teachers - Admin Team</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Administration - Teachers</p>
<p>- In addition to collection when in-class observations are conducted, Administration will periodically collect and review teacher unit and lesson plans to evaluate using the Danielson Framework for Teaching Components in Domain 1.</p>	<p>- All teachers</p>	<p>- Ongoing (beginning October 2015)</p>	<p>- Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> - Teacher schedules will include common planning time for interdisciplinary and ICT (GenEd+ISS) collaboration. - EngageNY, Achieve the Core and other curriculum support sites - ASCD articles and resources from Administrative library

- Monday PD sessions used to map curriculum, write units of study and analyze student work products

- Borough and Central provided PD

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

	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, teachers will have a binder with a completed Curriculum Maps for Semester One and Semester Two courses.

- By February 2016, teachers will have written Units of Study for all units taught during Semester One coupled with evaluated student work (high, medium and low) from each of those Units of Study.

- By February 2016, teachers will have written Academic Enrichment/Intervention Plans for all students to address CCLS not yet mastered.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>- The school needs to increase the capacity of the faculty to create and implement programs that address the social-emotional needs of all students (particularly those identified as “at-risk”) while developing students’ resilience, persistence, self-monitoring and leadership capabilities.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>- By June 2016, all 80% of students will have participated in one or more mentoring, extra-curricular, and/or school/community service clubs or activities designed to enhance their inter- and intra-personal skills, provide support in their social-emotional development, and improve the academic and personal behaviors needed for college and career success. This will be measured via participation in Advisory activities (Town Meeting Leadership, participation in Student Government and Yearbook activities, Future Business Leaders of America (FBLA) and/or NYCares.)</p>
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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 and the Common Core 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>- Teachers, staff and Administration work with small groups of three to four students to monitor attendance, academic achievement, extra-curricular activities and college preparation and career readiness. Guidance helps identify resources and processes to use when meeting with students.</p>	<p>- Students - Teachers - Staff - Admin</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Guidance - Administrators (-College volunteers?)</p>
<p>- Help students locate and apply for internships and/or</p>	<p>- Students</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Guidance</p>

provide them with access to Community Service / Volunteer Activities (e.g., NYCARES). Provide assistance with applications for outside learning and mentoring opportunities (College courses at Queensboro and BMCC Colleges, ExCel Scholars Program, etc.)			- Administration - Teachers - ExCel (contracted vendor)
- Sponsor activities and provide college preparation and application assistance including financial planning, goal-setting, mentoring, college visits and other college readiness activities (e.g., College Nights, Career Day, Financial Aid Workshops, etc.)	- Students	- Ongoing (beginning September 2015)	- Guidance - Teachers - Administration - ExCel (contracted vendor)
- Hold Student Government elections and ensure that student representatives meet with Faculty and/or Admin to discuss student concerns and plan regular Town Meetings.	- Students - Teacher - Admin Team	- Ongoing (beginning October 2015)	- Guidance - Teachers

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.											
- Teacher / Admin Advisors (including staff trained to develop service in schools programs)											
- Funding for contracted vendor services (ExCel for Scholars Program) and Community Service Program dues (NYCARES)											
- CBO Resources for College Application & Readiness Workshops											
- Per session funds for staffing of after-school / weekend student activities											
- Mentor / Support from ExCel Scholars Program											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	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, 90% of BCAE students will have completed applications to CUNY and SUNY colleges.
- By February 2016, 80% of BCAE students will have completed applications to one or more private college(s)
- By February 2016, BCAE will host at least one Career Awareness event with invited guests representing a wide range of academic and career possibilities.
- By February 2016, 75% of BCAE students will have engaged in College and Career activities outside of the school (including meetings with mentors, individual or group school trips to colleges, meetings with business people, onsite college night and college fairs, etc.)
- By February 2016, 75% of BCAE students will have participated in at least one community service and/or service learning activity.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
- Faculty and Administration need to establish a coherent and shared belief system about how students learn best and work collaboratively to ensure that evidence of this is seen throughout all aspects of planning, instruction and assessment. In addition, this information must be explicitly shared with students and families to ensure that there is a shared vision of academic rigor and high expectations for student achievement.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
- By June 2016, Faculty and Administration will be able to provide evidence of ways in which key content, instructional and assessment shifts have been made showing alignment to the CCLS and an increase in academic rigor (per Webb’s Depth of Knowledge (DOK) Model). Teachers’ daily lesson plans will detail evidence of planned questions (with a minimum of three high-level critical thinking questions) designed to further classroom discussion and/or provide formative feedback for teachers and students. Teachers’ unit and lesson plans will detail how data has been / is being used to determine student achievement and progress towards goals (including in-class formative assessments and assignments, Regents assessments, projects, CCR-aligned standards – such as SAT/ACT/CUNY entrance exams, etc.)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>- Teachers and Administration engage in regular weekly PLC and PD activities in order to establish common protocols of communication and behavior, collaboratively determine areas of instructional focus, discuss and analyze student work and achievement data and engage in cycles of celebrating promising practices and inquiry support.</p>	<p>- Teachers - Admin</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Administration - Teachers</p>
<p>- Faculty, Administration, Staff, Students and Families regularly engage in team-</p>	<p>- All BCAE Stakeholders</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Administration - Teachers</p>

building activities and turnkey PD from Central and Borough Teams. Structures to support the active engagement and sharing of strategies, information, resources, etc. are put in place and encouraged (e.g., the continued use of social media, use of a collaborative file sharing system, etc.)			
- Common templates are collaboratively designed and used to record curriculum maps, unit and lesson plans as well as enrichment/intervention services and progress monitoring. This will help ensure that work and processes are known, transparent, accessible and monitored.	- Teachers	-Ongoing (beginning September 2015)	- Teachers - Administration
- Parents are invited to engage in Classroom Walkthroughs with the Administrative Team and Guidance to view rigorous, CCLS-aligned instruction.	- Teachers - Admin - Parents	Ongoing (beginning October 2015)	- Guidance - Administration

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.											
- Regular collaborative planning / common planning time for teachers											
- Monthly (weekend or evening) scheduled SLT and PTA meetings											
- Instructional Support PD (Central, Borough and/or Vendor –provided)											
- Instructional supplies, non-contractual services, transportation of staff and students (when required)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, all teachers will have been provided with feedback regarding their use of formative and summative questions and have had at least two units of study analyzed by Administration to determine whether instructional shifts aligned to the Common Core are adequate, rigorous and designed to ensure that all students can access the content.

- By February 2016, all BCAE parents will have been invited to participate in at least one classroom walkthrough with the Administrative Team .

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>- Administration must collaborate with school faculty, students and families to develop a shared understanding about the way our students learn best and develop a set of common instructional strategies aligned to enhance student learning strengths and address their learning needs.</p> <p>- Faculty and Administration need to develop an explicit and shared vision of highly effective instruction and evidence of student learning. Teachers need to be provided with ongoing, immediate, specific and actionable feedback regarding their planning and instruction. Administrators will observe classroom instruction -- evaluating teacher practice and providing actionable feedback aligned to standards of best practice.</p> <p>- Administration and Faculty must collaboratively develop and be able to articulate a shared understanding and vision about College and Career Readiness, including the student dispositions and skills that this includes.</p> <p>- All stakeholders need to have a shared sense of urgency and responsibility for ensuring that students engage in rigorous learning activities that focus on College Readiness (not just high school graduation). This includes a sustained focus on development of curriculum, critique of Administrative and teacher practices, improvement of pedagogical practices, and ongoing analysis of student work and achievement so that scaffolds for content, instruction and assessment can be put in place in the classroom and/or academic enrichment/intervention activities can be provided in a timely manner.</p>		

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, there will be an 80% increase in students’ ability to write a full range (journal entries to research papers) of standards-aligned responses to teacher created prompts.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>- Teachers analyze student achievement data from late Spring 2015 and Summer 2015 to determine MOSL selections and school wide and classroom level yearly goals</p>	<p>- Teachers - Admin</p>	<p>September & early October 2015</p>	<p>- Teachers</p>

- Using a collaborative coaching model, Administration will work with teachers to develop and correct their identified problem of practice (aligned with the school's instructional focus and aligned with Danielson Framework for Teaching (e.g., improving questioning, improving curriculum and lesson planning, using data to determine instructional needs, etc.)	- Admin - Teacher	Ongoing (beginning September 2015)	- Administration
- Teachers and Administration collaboratively choose or design writing rubrics and establish a set of argumentative writing assignments to be given and evaluated (with benchmark and progress levels of achievement to be determined).	- Teachers - Admin	- Ongoing (beginning late September 2015)	- Content area teachers - Administration
- Guidance will utilize MyON to provide literacy support to ELLs, SWDs and students identified as needing literacy support not provided during regular classroom instruction	- ELLs and SWDs	- Ongoing (beginning November 2015)	- Guidance - Administration

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.											
- Per Session for Teachers, School Aides											
- Instructional Supplies, non-contractual services, transportation of staff and students (when required)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, all students will have taken an initial writing assessment and received rubric based feedback to establish a writing goal for the Spring 2016 semester

- By February 2016, all students will have established their reading Lexile level (using myOn reading program) and shown improvement of at least two reading levels.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>- The school needs to ensure that students and families understand and are able to articulate College and Career Readiness standards and the ways in which the school is preparing students to meet those standards. Parent engagement needs to increase and the school must ensure that parents and students are aware of and actively take advantage of the structures and resources that have been put in place to increase student achievement and measure their progress towards college acceptance.</p>		

Part 2 – Annual Goal

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>- There will be a 10% increase in parental participation in activities geared towards high school Seniors (e.g., college application process, financial literacy, leadership skills, technology, service learning, etc.) from September 2015 - June 2016.</p>

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) 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? (include school, educational consultants and/or CBO staff)</p>
<p>- Host evening and Saturday workshops for parents (Attendance, Financial Aid, Graduation Requirements, College Acceptance requirements – including information about popular college majors, Teenage behavior and other Social-Emotional issues, etc.)</p>	<p>- All Parents</p>	<p>- Ongoing (October 2015 – June 2016)</p>	<p>- Guidance - Administration - Teachers - CBO's & contracted vendors</p>
<p>- Ensure that all staff and faculty engage in consistent and timely outreach to families about student</p>	<p>- All Parents</p>	<p>- Ongoing (beginning September 2015)</p>	<p>- Guidance - Teachers - Administration</p>

behavior, attendance, and academic achievement.			
- Publish a school newsletter that focuses on student CCR activities and spotlights students' achievement and progress towards College acceptance.	- All Parents - All Students	Bimonthly (November 2015 – June 2016)	- Guidance - ExCel Program (contracted vendor) - Teachers - Administration
- All onsite Parent Engagement activities will include a student-led presentation of work demonstrating CCR skills and progress and/or student participation in extracurricular activities on Campus or in the local community.	- All Parents - All Students	- Ongoing (beginning September 2015)	- Guidance - Students - Teachers - Administration

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.											
- Tuesday Parent Engagement time											
- Per Session for Teachers, School Aides											
- Funding for CBO (NYCARES) annual fee.											
- Instructional Supplies, non-contractual services, transportation of staff											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 the topics that BCAE parents expressed as “wanting more information about” during informal polls taken during Curriculum Night Activities and the first PTA meeting will have been offered.
- By February 2016, all parents will have received three or more school newsletters or communications regarding the College and Career activities of their student and the school as a whole.
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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> - Scholarship Reports - NYS Assessments - Credit Accumulation Data 	<ul style="list-style-type: none"> - After School Tutoring - Saturday Program - APEX Credit Recovery - Castle Learning Program 	<ul style="list-style-type: none"> - Small Groups / One-to-One - Small Groups / one to One - One-to-One - One-to-One 	<ul style="list-style-type: none"> - After the school day - Saturdays - During and after the school day
Mathematics	<ul style="list-style-type: none"> - Scholarship Reports - NYS Assessments - Credit Accumulation Data 	<ul style="list-style-type: none"> - After School Tutoring - Saturday Program - APEX Credit Recovery - Castle Learning Program 	<ul style="list-style-type: none"> - Small Groups / One-to-One - Small Groups / one to One - One-to-One - One-to-One 	<ul style="list-style-type: none"> - After the school day - Saturdays - During and after the school day
Science	<ul style="list-style-type: none"> - Scholarship Reports - NYS Assessments - Credit Accumulation Data 	<ul style="list-style-type: none"> - After School Tutoring - Saturday Program - APEX Credit Recovery - Castle Learning Program 	<ul style="list-style-type: none"> - Small Groups / One-to-One - Small Groups / one to One - One-to-One - One-to-One 	<ul style="list-style-type: none"> - After the school day - Saturdays - During and after the school day
Social Studies	<ul style="list-style-type: none"> - Scholarship Reports - NYS Assessments - Credit Accumulation Data 	<ul style="list-style-type: none"> - After School Tutoring - Saturday Program - APEX Credit Recovery 	<ul style="list-style-type: none"> - Small Groups / One-to-One - Small Groups / one to One - One-to-One - One-to-One 	<ul style="list-style-type: none"> - After the school day - Saturdays - During and after the school day

		- Castle Learning Program		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Guidance Counselor - SAPIS - Social Worker - School Psychologist - Subject area teachers - Attendance Teacher 	<ul style="list-style-type: none"> - Guidance Counselor - Subject Area Teachers - Attendance Teacher - ExCel Program 	<ul style="list-style-type: none"> - Small Groups / One-to-One - Small Groups / one to One - One-to-One - One-to-One 	<ul style="list-style-type: none"> - After the school day - Saturdays - During and after the 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.			
Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
- Teachers attend NYC, NYS and subject specific professional development workshops. Teachers are given assignments that increase knowledge in subject areas and participate in administrative lead workshops.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
- Teachers attend daily Professional Learning Community (PLC) activities that focus on data analysis and the development of critical instructional strategies in order to improve and increase student engagement with content and to increase student achievement outcomes. Teachers will collaborate to design unit and lesson plans, use Looking at Student Work (LASW) protocols to analyze student work products and make decisions about how to improve instruction to meet the needs of students (as well as determine areas of professional growth). PLC activities will also include time for teachers and Administration to develop common theories of action regarding student learning and to monitor and revise action plans for Advisory and S/CEP.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
- Title 1 Fund Program Resources are used to increase English Language Arts (ELA) proficiency and for ELA teachers who work with students in ICT classrooms that include Title 1, ESL, ISS and SWDs. These resources will help students meet the following proficiencies:
- ELA NYS Regents Exam Requirement
- College application and financial scholarship applications/essays
- Other CCR activities that require a focus on reading and writing skills
- Academic Enrichment /Intervention Services (AES/AIS) – including, but not limited to Regents Prep, technology skills and school publications work

- Targeted Assistance Program resources will also be used for parent involvement and engagement projects.

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).

- Targeted Assistance is incorporated into all regular education programs related to ELA content and skills. Collaborative Team Teaching and Literacy improvement are addressed in all major subjects. ELL and ISS students are included in all General Education classes and school activities.

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/information, 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.

N/A

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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. Business, Computer Applications & Entrepreneurship High School, 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. Business, Computer Applications & Entrepreneurship High School will support parents and families of Title I students by:

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

outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Business, Computer Application</u>	DBN: <u>29Q496</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>16</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>14</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: To better serve the low number of ESL students per individual school in the Campus Magnet Complex, we have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the Campus Magnet Complex (Q490). The four schools in the Campus Magnet Complex are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School(Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R. The direct instruction supplemental program services are based on the ELL student's individual needs and complement core bilingual and ESL services required under CR Part 154. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Lichter. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:

Three Beginner Level Classes: 3- 44 minute periods of ESL daily

Two Intermediate Level Classes: 2- 44 minute periods of ESL daily

One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA daily

Supplemental services priority areas 1) Enhancing programs for newcomers, SIFE and long term ELLs, 2) implementing strong student support to increase graduation rates, 3) integrating ELLs in secondary school reforms, 4) provide students with supplemental guidance and 5) provide students with supplemental guidance services.

Number of ELLs by Subgroups: All ELLs - 26, Newcomers (ELLs receiving service 0-3 years) - 19, ELLs receiving service 4-6 years - 5, Long-Term (completed 6+ years) - 2, ELL Students with Disabilities - 2, SIFE -2,

Grade Level: Grade 9 - 7, Grade 10 -7, Grade 11 - 5, Grade 12 - 7

Schedule and Duration: After School Program Fall Term 2013 and Spring Term 2014, three days per week, 1-2 hour sessions.

Languages: Haitian, French, Spanish

Teachers: 3 Bilingual - 2, Foreign Language - 1

Materials: Visual Aids and activities, textbooks - Edge Level A, Online Computer Programs- Achieve 3000, Pearson Math XL

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: _____

Rational: Our school will use Periodic Assessment in ARIS and NYC Performance Assessment in ELA and Math to assess early literacy and math skills. Achieve 3000 will also assist with improving ELA literacy. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms through portfolio assessment, writer's workshop. The overall NYSESLAT scores indicate that 23% of our ELL population is performing at the Beginner level, 42% is performing at the Intermediate level and 35% is performing at the Advanced level.

Teachers to receive training: Bilingual, Foreign Language, English, Math, Instructional Support Services, Science

Schedule and Duration: Fall Term 2013 and Spring 2014, weekly one hour sessions as needed.

Topics: Student Assessments, Data Analysis, Monitoring Student's Academic Progress, Online Computer Programs -

Name of Provider: DOE, Achieve 3000, Pearson Math XL and Writer's Workshop, APEX

Part D: Parental Engagement Activities

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

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

Begin description here: _

Rationale: Parent engagement is a very important academic impact on the achievement of ELLs.

Schedule and duration: Parents are encouraged to attend all school monthly PTA meetings, school related activities and citywide forums that focus on the needs of immigrant students and their families during the school year.

Providers: At Business, Computer Applications & Entrepreneurship High School, we partner with Intrepid CEA, Air Hofstra University, Queensboro Community College, Cambria Heights Civic Association, HAUP (Haitian Americans for Progress) and United Black Men Of Queens. HAUP offers both family support and family assistant services as well as educational programs.

Topics Covered: The educational program includes beginners, intermediate and advanced ESL, citizenship classes, parenting and survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.

How Parents are Notified: The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and through the use of translation/interpretation school fundings set forth in SAM # 53, FY13 and the Department of Education translation services. The Guidance Counselor also informs parents of the availability of documents in their native languages on the DOE website.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,720</u>	<u>Per session Teacher Regular Grade Bilingual for after school programs, Saturday programs and Parent engagement activities during the Fall 2013 and Spring 2014 school terms.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$4,480</u>	<u>Non Contractual Services related to parent involvement \$1,120. Supplies related to after school programs, Saturday programs and Parent engagement activities during the Fall 2013 and Spring 2014 school terms.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 29	Borough Queens	School Number 496
School Name Business,ComputerApplication&Entrepreneu		

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 Lynne Callender	Assistant Principal Doreen Sherman
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Lenore Krieger
Teacher/Subject Area Joel Vigne/Math	Parent type here
Teacher/Subject Area Mary Sison/Science	Parent Coordinator
Related-Service Provider Joyce Weingarten	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) Teresa Alvarez/ESL Coordinator

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	31	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	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	3									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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1	1	0
French														0
Korean														0
Punjabi													1	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)												1	1	0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)													1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3			
Integrated Algebra/CC Algebra	3			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	2		1	
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	3		1	
Geography				
US History and Government	2		1	
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.
N/A for High Schools
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The overall NYSESLAT scores indicate that 6% of our ELL population is performing at the Beginner/Entering Level, 0% is performing at the Low Intermediate /Emerging level, 0% performs at the Intermediate/Transitioning Level, 3% is at the Advanced/Expanding level and 0% has reached the Proficient/Commanding Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the Annual Measureable Achievement Objectives data to determine the students that are making progress in ENL- and the percentage of students that have attained English Language Proficiency. The data reveals that after two years of service, two students are still performing at the Entering level while one student has advanced to the Expanding Level.
- 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?
 - Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT.
Few students take Regents exams in their native language, but some use them for linguistic support.
 - School leaders analyze the results of Periodic Assesment on STARS and the NYC Performance Assesment (MOSL) to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.
 - The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a

comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects. Home language supports the acquisition of the English language.

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?
Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planning instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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.
In accordance with admittance procedures, our Guidance Counselors, Ms. Krieger, requests the parent/guardian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for NYSITELL testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, and an interview with the parent and student indicate a language other than English are administered the NYSITELL before being programmed. If the parent states on the Home Language Survey that English is the only language but the informal interview reveals that there is another language spoken in the home, the school must give an in-depth interview which entails reviewing the student's work, interviewing the student using grade appropriate, culturally sensitive school-based assessments to determine if the child is eligible for the NYSITELL. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the NYSITELL in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does not meet the proficiency level on the English NYSITELL, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the NYSITELL score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language with the help of the Translation and Interpretation Unit, if necessary. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the NYSITELL, the parent completes the Parent Survey and Program Selection Form indicating the program preference. The initial parent choice is recorded in the ELL Parent Choice update screen (ELPC) in ATS. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the NYSITELL test, he/she is mandated to receive ESL instruction until he/she test out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to ELLProgramTransfer@school.nyc.gov requesting a site with a bilingual program. All eligible ELLs are NYSITELL tested and programmed within ten days of being admitted in accordance with the score obtained on the NYSITELL, twenty days for students entering with IEPs, as determined by the Language Proficiency Team. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.

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).
A review of the admitting student's documentation and the informal interview with the parent and student often reveals that the has had interrupted or inconsistent education. The SIFE questionnaire is administered by the ENL teacher to further assess and provide the necessary academic support.
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).
Upon registering a ELL student with an IEP the Language Proficiency Team must make a determination within 20 days of admission as to whether the student should take the NYSITELL. They will provide information as to whether the student's disability is a determinant factor affecting whether the student can demonstrate proficiency in English. If the Language Proficiency Team determines that the student may have English language acquisition needs, the student must take the NYSITELL and appropriately programmed within 20 days of admission. If the Language Proficiency Team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the Principal for review. If the Principal accepts the recommendation as to not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The final decision is made by the superintendent or superintendent's designee. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The Language Proficiency Team is comprised of Ms. Doreen Sherman A.P. , the ENL Teacher, Ms. Deborah Joyce, A.P. ISS Services and the student's parent or guardian.
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.
Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record, in English and the home language, within the first 5 days of the school year or as soon as the student is NYSITELL is scanned and the results are known. If the student is 18 years old or older, the student is also given a copy of the letter. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the students' cumulative folder in the Guidance Office.
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).
School informs parents, in English and the home language within 5 school days , the results of the NYSITELL and ELL determination using the NYCDOE standard parent notification letter. Parents are also informed that if they believe that their child has been mis-identified as an ELL or non-ELL that they have the right to request (within 45 days of enrollment) that the ELL Identification process be administered a second 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.
Parents of all enrolled ELLs are invited to an orientation session within the first month of each semester. They view The Orientation Video for Parents of Newly Enrolled English Language Learners. Features of our Free Standing ENL and Push In Content Area ESL , Bilingual and Dual Language programs are explained. Eligibility and exiting regulations are discussed. Parents also receive orientation on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. If not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students cumulative record folders. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.
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.
Upon registering an over-the counter ELL students, the parent views The Orientation Video for Newly Enrolled English Language Learners and completes the Parent Survey and Program Selection form. This is accomplished during the intake process. The parents of List-Noticed students are invited to the Parent Orientation Meeting where the video is viewed and the forms are filled out. The Parent Survey and Program Selection form and literature explaining the ENL, Transitional Bilingual and Dual Language Programs are mailed to the parents who were not present at the Parent Orientation Meeting with the request that they be returned to the ESL Teacher within five days indicating their choice of program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A roster of all newly admitted ELLs is generated and checked as forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are mailed to the student's address of record within five days of admission.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Home Language Surveys, Parent Survey and program Selection forms, placement, entitlement and non-entitlement letters are filed in the students cumulative folders in the Guidance Office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different sessions of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are mailed to the parent/guardian within five days of the school year.

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).

Trends in parent's choices indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

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.
ELL are programmed according to their grade (9th/ 10th graders and 11th/ 12 graders) and are homogeneously programmed according to their proficiency level on the NYSESLAT and the NYSITELL.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All students are provided with appropriate ESL classes based on scores attained on the NYSITELL and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher. Our program fully addresses compliance with CR Part 154 for English as a New Language by providing our ELL student population with the required units of ENL instruction:
Beginner/Entering Level Classes: 180 minutes of Standalone ENL and 360 minutes of integrated ENL/ELA or content area
Low Intermediate/Emerging: 90 minutes of Standalone ENL and 270 minutes integrated ENL/ELA or content area
Intermediate/Transitioning: 90 minutes integrated ENL/ELA and 90 minutes content area
Advanced/Expanding: 180 minutes integrated ENL/ELA or content area
Proficient/Commanding: 90 minutes integrated ENL/ELA or content area

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.

Core content is delivered through a licensed content area instructor with support services from the ENL and ISS teachers.

Students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students receive additional support in ENL through Test Wizard/Game. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic Assessment tools assist the teacher in gauging the progress being made the students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.

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

At registration, the Guidance Counselors, Ms. Krieger, and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.

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

The Spring NYSESLAT modality results are not available on the RNMR at this time

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

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed and instruction is provided to meet their individual deficiencies. One to one tutoring is also available to all of our ELLs (Newcomers and Developing ELLs) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC

school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core Learning Standards for English Language Arts & Literacy in history/social studies, science, and mathematics

Small class size

ICT classes which provide content area and ICT methodology

One-on-one small group instruction during students' lunch periods and extended day with content area teachers

Study Island

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

We continue to support Former ELLs students who have reached proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. The testing accommodations for former

ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams.

Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support:

small

group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.

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.

Schools, parents and students who believe that they have been mis-identified as an ELL or non-ELL may request, within 45 days of enrollment, to be re-administered the Identification process. A written request to initiate the review of the ELL status must be provided in writing by the parent/guardian or students of 18 years of age or older. The re-identification process is completed

within 10 day of receipt of the written notice, by the Guidance Counselors and ENL Coordinator, upon review of the student's work

in English and in the home language. The school principal, Ms. Callender, determines whether to change the ELL status and the parent/guardian or student if 18 or older are sent written notification of the determination made. The parent/guardian or student

if 18 or older must sign and return the principal's recommendation which is then sent to the superintendent for review and final determination. All notifications are filed in the student's cumulative folder.

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?

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their

knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes

student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and

determine how to proceed with instruction in the advancement of literacy. Materials include:

Springboard Engage New York

Apex

Audio/Video recordings

Manipulatives

Graphic Organizers

Tables/Charts/Index Cards

Kaplan Regents Prep Books

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL - SWD students are programmed in Colloborative ICT classes where they are mainstreamed with the general population. They are

provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to

afford greater opportunities in meeting their long and short term annual goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of

skills and attainment of knowledge without being limited due to the effects of their disability.

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.

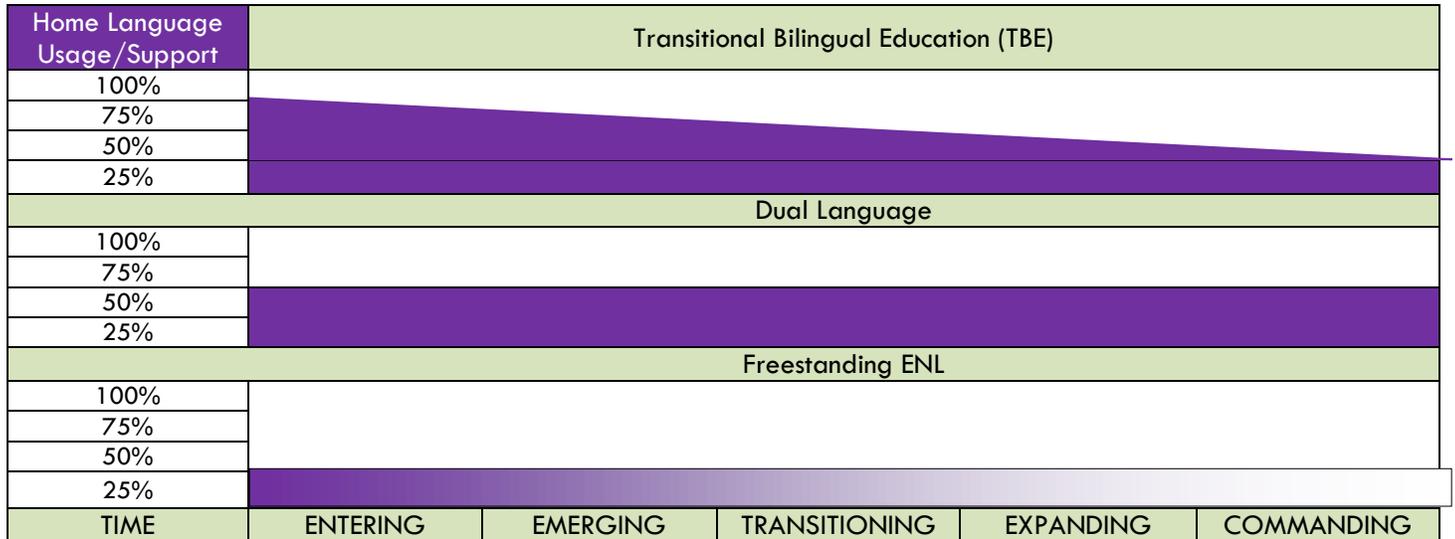


*Note “other approved services” does not apply to New York City at this time.

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.
We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:
 - One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies
 - After school academic intervention on Wednesday and Thursday by content area teachers from 2:27pm to 3:57pm
 - Saturday Regents Prep Classes
 - One-on one small group instruction during students' lunch periods
 - Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
 - Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.
 - Project Prize
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
12. What new programs or improvements will be considered for the upcoming school year?
In order to meet CR154 requirements, the push-in model in content area classes will be implemented. Students programs will be blocked based on proficiency and grade level in both ENL and Content area classes. ENL and content area teacher will have co-planning time.
13. What programs/services for ELLs will be discontinued and why?
The Campus Magnet Complex ESL model whereby one standalone, self-contained ESL program served all ELLs in Q 492, Q494, Q496 and Q498 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.
All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ENL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, ARISTA (the National Honor Society), Penny Harvest.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All ELLs are being supported by ESL Readsmart.com in the ENL classroom and computer lab as well as study Island in their content area classes. Geographic Edge textbooks are used in the Beginner level. Their listening and reading comprehension needs are addressed through the use of articles, novels, movies and documentaries. Skedula is used to track student progress.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Since we provide a standalone, self contained, ENL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
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).
Prior to the beginning of the school year, incoming students and their parents/guardians are invited to attend the school's open house and orientation. They are introduced to Lynne Callender, Principal; Doreen Sherman, AP; Lenore Krieger, Guidance Counselor. They are given a tour of the building and an introduction to our specialized programs in the Business and Entrepreneurship.
19. What language electives are offered to ELLs?
Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.
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 professional development plan for ELL personnel will be individualized to support content area development (activating background knowledge, building academic language, incorporating questioning and discussion strategies, utilizing multiple texts including visuals, etc.) as well as specific ELL methodologies such as SIOP.
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?
ELL personnel will engage in ongoing literacy and AIS PD as offered by NYCDOE Office of Curriculum, Instruction and Professional Learning as well as on-site PLC activities conducted by Administration, building faculty and support staff. Teachers meet regularly as a PLC and during this time they analyze student work (including that of ELLs) to determine literacy and numeracy skills and needs and work together to make changes to units of study, lesson plans and/or other instructional methods.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All teachers (including other content area teachers) are supported in analyzing student data and in creating units of study that include vocabulary and literacy development that specifically addresses the needs of ELLs. In addition, staff and faculty have received training that focuses on the social-emotional development of high school students and receive support in developing their awareness of and ability to address the needs of ELL students and their families (e.g., access to social, legal and or financial resources in their home language.)
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.

Our school's instructional focus is on questioning and discussion practices. All teachers engage in PLC activities designed to strengthen their individual ability to ask higher order thinking questions and to enable students to ask and answer such questions independently in all classes and with all types of texts. ENL teachers will work closely with their content area teachers to ensure that questions are properly structured and scaffolded and that ELL students are provided with multiple points of entry into the content and have multiple opportunities to demonstrate their learning and acquisition of content verbally and in writing. Records for PD are kept via attendance rosters and binders of the PD content and work products. Additionally, teacher keep "portfolios" of their PD activities including the outcomes of data and student work analysis.

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?

Schools meets with the parents or guardians of ELLs once every semester, in addition parent -teacher conferenceand parent orientation meetings, to discuss their child's language development progress, their Periodic Assessment results and the child's language development in all content areas. School records attendance and provides interpretation/translation services.

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. Our school organizes parent workshops that foster parent involvement. Examples of our workshops are:

Title I

Preparing for college

Common Core Standards

Transitioning into high school

Citizenship

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Business, Computer Applications & Entrepreneurship High School, we partner with Borough of Manhattan Community College, Queensboro Community College, Cambria Heights Civic Association, Explorers Club with the Police Department, Blossom, New York Cares, Lions Club, and Excell/College and Career Rediness .

5. How do you evaluate the needs of the parents?

The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and through the use of translation/interpretation school funding as set forth in SAM No53, FY13 and the Department of Education translation services. The Parent Coordinator also informs parents of the availability of documents in their native languages on the DOE website. The school uses Datacatation to communicate periodic student progress in the home language.

6. How do your parental involvement activities address the needs of the parents?

ELLs parents are provide with the interpreter/translators of native speakers of French, Haitian Creole and Spanish. Parents are encouraged to be actively involved in their child's education and academic progress by attending:

Open School Parent-Teacher Conferences

Individual student conferences

PTA Meetings

ESL Parent Orientation Meetings

Parent Forums

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.

Response to question 2, section C above : Teachers and Guidance Counselors keep a log documenting all meetings and communications as well as what is discussed and agreed upon solutions.

School Name: Business, Computer App & Entre

School DBN: 29Q496

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)
Lynne C. Callender	Principal		10/27/15
Doreen E. Sherman	Assistant Principal		10/27/15
None	Parent Coordinator		1/1/01
To be Hired	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Joel Vigne	Teacher/Subject Area		10/27/15
Mary Sison	Teacher/Subject Area		10/27/15
	Coach		1/1/01
	Coach		1/1/01
Lenore Krieger	School Counselor		10/27/15
Michael Prayor	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		
	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: 29 **School Name: Business, Computer Applications & Superintendent: Michael Prayor**

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.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the ATS OTELE and RESI reports for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Haitian Creole 2
Punjabi 1
Spanish 2



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.)

We disseminate DOE translated documents throughout the school year as they become available. We use staff members who are proficient in French, Haitian Creole and Spanish to translate school generated information.

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.

Parent-Teacher Conferences
College Night
Monthly PTA Meetings
Guidance Meetings
IEP Meetings

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.

In-house staff members at our school work per-session to ensure that the identified translation needs are provided. All translated documentations are mailed out on a timely manner to the students' address of record.

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.

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

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.)

Besides posting brochures providing information of translation and interpretation services, staff members receive information on who is available to translate and are provided with the phone number of the Translation and Interpretation Unit.

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 sends home translated documents and communications. Furthermore, translators are available for all face-to-face conferences.

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 review feedback on Parent's Surveys and monitor positive response to outreach.