

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

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

**10X264**

**School Name:**

**BRONX ACADEMY FOR SOFTWARE ENGINEERING (BASE)**

**Principal:**

**BENJAMIN GROSSMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Acad. For Software Engineering School Number (DBN): 10X264  
Grades Served: 9-11  
School Address: 2474 Crotona Ave, Bronx NY 10458  
Phone Number: 718-733-6024 Fax: \_\_\_\_\_  
School Contact Person: Scott Massey Email Address: Cmassey3@schools.nyc.gov  
Principal: Ben Grossman  
UFT Chapter Leader: Stephina Fisher  
Parents' Association President: Leslie Ann Homeward-Vinson  
SLT Chairperson: Alex McCaskey  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Sharon McCaskey  
Student Representative(s): Jehydon Homeward-Vinson  
Alyssa Fortin

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: One Fordham Plaza, Bronx NY 10458  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/718-741-8895 Fax: (718) 828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Benjamin Grossman	*Principal or Designee	
Stephina Fisher	*UFT Chapter Leader or Designee	
Leslie Ann Homeward-Vinson	*PA/PTA President or Designated Co-President	
Roz Palacio	DC 37 Representative (staff), if applicable	
Sharon McCaskey-White	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alyssa Fortin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jehydon Homeward-Vinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Scott Massey	Member/CSA	
John Phillips	Member/Parent	
Lou Reid	Member/UFT	
Lisa Martin	Member/Parent	
Ayishatu Shardow	Member/Parent	
	Member/	

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

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Students at BASE study computer science all four years, as a core discipline. We are one of the new generation of Career and Technical Education (CTE) schools: we don't separate out vocational training from college readiness, and BASE students graduate ready for 4-year institutions or go directly into the workforce as entry-level programmers. The CS curriculum asks students to explore the essential questions of the field, trying out different areas such as programming, mobile app design and game development. As they move closer to graduation they will "major" in a more specific area.

The core of instruction at BASE across all content areas is challenge-based learning: asking our students to confront meaningful, authentic problems pulled from industry and the disciplines. Our learning framework is based on design thinking, a problem-solving methodology our students (and staff!) use to work through challenges in all disciplines, from computer science to ELA to math. Across every content area, students learn to engage deeply in context and empathize with their audience and users, define unclear questions and identify parameters, prototype and test possible solutions, and communicate their ideas to relevant audiences. Tasks and units across every discipline align with this process explicitly, allowing our students to see connections across content areas and ways of thinking.

Our most important partnership is with iMentor, a college readiness program that teaches students to understand themselves and prioritize their development. All students are matched with a mentor with whom they email weekly to discuss goals and long-term plans.

2. BASE is a limited unscreened school, and as such the population we work with is the one that selects us rather than vice versa. We have students from every zip code in the Bronx (only a handful of our students come to us from Manhattan); BASE students have 10 different languages spoken at home, at about 75% of our incoming class in 2016 qualifies for free or reduced price lunch – this is similar demographic to the rest of the school. The only population of note is students with IEPs, who comprise close to 30% of our population. This is notable in that it is high even for the Bronx, which has the highest percentage of students with IEPs of any borough in the city.

3. The area of the Framework for Great Schools in which BASE made the most progress in 2014-15 is rigorous instruction. This past year – our second - BASE made a significant shift in the focus of our teacher times. We moved from independent teams that planned and implemented interventions to disciplinary teams that were closely linked through the selection of school-wide focus standards. Teams spent time in the fall using student work and data to identify critical strengths and needs of our students. Then, they developed rubrics for these standards, and co-planned interventions and mastery opportunities that taught and assessed student development on these rubrics. This year saw a dramatic increase in the coherence students encountered across classrooms, and the shared understanding of high-level practices of teachers across the school. Our focus this year is the deepening and extension of these practices to additional focus standards, as well as the implementation of a school-wide periodic assessment program aligned to these focus standards.

## 10X264 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	227	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	4	# SETSS	4	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	125.9%	% Attendance Rate			91.7%
% Free Lunch	74.1%	% Reduced Lunch			9.8%
% Limited English Proficient	13.4%	% Students with Disabilities			27.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			27.7%
% Hispanic or Latino	49.1%	% Asian or Native Hawaiian/Pacific Islander			9.8%
% White	5.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			15.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			1.67
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.9%	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

Literacy continues to be a major focus based on student needs. Data (class of 2017-19 8<sup>th</sup>-grade reading scores; student performance on last year’s ELA performance task and this year’s baseline performance task) all indicate that BASE students overall come to us with significant deficits in reading and writing.

Examination of student data, including 8<sup>th</sup> grade math scores of current 9<sup>th</sup> graders, as well as baseline assessments from both 9<sup>th</sup> and 10<sup>th</sup> graders this year as well as incoming 9<sup>th</sup> graders, reveals higher proficiency levels in math than in literacy, with approximately 50% of BASE students scoring at or above grade level. Nonetheless, there are key areas of math, especially regarding areas of mathematical literacy (comprehending problem inputs, parameters and outputs) where students are not performing as well.

Strengths:

- The literacy program in 2014-15 was successful in that over 90% made gains in their ability to comprehend and write about informational texts.
- BASE’s math department has aligned all classes around the problem-solving strategies implied by CC Math Practice 1, so that all students are able to understand what is required by complex problems and evaluate their own solution paths.

Needs:

- The majority of BASE students in the 10<sup>th</sup> grade this year still perform below grade level in both reading and writing.

### Part 2 – Annual Goal

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

Literacy: By June 2016, 75% of BASE students who received a 1 or 2 on their 8th grade ELA state test will show significant growth from their baseline ELA assessment and the summative performance task. We understand “significant improvement” to mean a full level higher on at least 4 of 7 of the performance task rubric indicators.

Math: By June of 2016, 75% of BASE students who received a 1 or 2 on the 8th grade state math exam will show significant growth by moving up at least one full level on the Common Core Algebra Regents exam .

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>BASE teachers will develop a periodic assessment model using in-house assessments aligned to school-wide focus standards in math and literacy. Grade-wide “mastery opportunities” will be given four times next year, and through departmental inquiry teams teachers will look for evidence of growth and gaps in student work and teacher practice in order to make adjustments that support our lowest performing students. The inquiry teams will use a research-proven collaborative inquiry approach, including identifying school-wide groups and subgroups, targeting skill needs, developing instructional interventions, and assessing effectiveness in growth in established cycles of inquiry. Three cycles of inquiry will conclude by examining the school-wide conditions of learning, and teams will make recommendations for school-wide instructional practices or</p>	<p>The inquiry teams will focus on a cohort of 20 students outside of the school’s sphere of success. These students include those in the lowest third in reading and math, students with IEPs, and English Language Learners.</p>	<p>Sept. 2015-June 2016:  Collaborative inquiry cycles will take place over the course of the full year with the implementation of the baseline mastery opportunity, with SMART goals set for each cycle. Determination of student growth in targeted skill areas will take place periodically over the course of the year (as part of inquiry cycles) and at the end of the year when summative assessment data are compared to baseline assessment data. Number and length of cycles will depend upon selected skill strands, cohorts, and instructional strategies. Growth will be measured through subsequent periodic assessments.</p>	<p>All teachers will participate in the inquiry teams; the team will be facilitated by the school’s assistant principal. Teams will meet twice weekly during 45 minute sessions built into the school’s regular schedule.</p>

structural modifications to promote student achievement.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers are programmed so that all departmental teams meet for collaborative inquiry twice weekly for 45 minutes. Per diem funding will be used to free up teachers for intervisitations to research high-leverage instructional strategies to bring back to respective inquiry teams. NYSTL and other funding will be used to secure assessment material from which teams will develop periodic assessments that are aligned to the school’s CC focus standards.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Student progress will be measured regularly through design and implementation of CC-aligned periodic assessments, and the examination of student data and qualitative work on these tasks.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

At BASE, all learning revolves around the context of community. Teachers work with every student to set academic goals in each class, and the Seminar (advisory) class helps students make connections across their academic classes, get to know each other and develop post-graduation plans. Students’ senior project require students to take on an issue that is directly related to a community they care about and use design thinking and software engineering to work toward a meaningful solution.

In order to engage students in rigorous academic content, we believe we must demonstrate purpose which is deeply tied to community. Our school culture is heavily influenced by this belief, and we have developed out of this a capstone project that all seniors will participate in, where student teams work with community members including parents, local businesses and other schools in the area to identify areas of need and address those needs using the tools they learn in academic classes, including literacy, math and app development (programming).

Strengths:

- Seminar (BASE’s advisory program) is a core component of each grade; every student is in one, and the curriculum is developmental.
- 96% of students on our last published LES indicate that they feel supported or strongly supported by teachers.

Needs:

- BASE relies on a restorative approach to community building and discipline. We do not yet have trained student leaders in this work, which limits our capacity to develop the culture effectively.
- As at all public high schools, there

### **Part 2 – Annual Goal**

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

90+% of students will indicate that they feel staff at BASE believe that all students can do well in school on the school’s Learning Environment Survey.

90+% of parents will indicate that they feel the school has high expectations for their child.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue to develop our Seminar (Advisory) program. Research shows that advisory programs effectively support high school students, particularly those who struggle academically and/or socially. Students develop positive relationships with adults and are guarded against “slipping through the cracks” of the school system.</p> <p>Developing our Seminar will include expanding the curriculum to address the needs of our rising 11<sup>th</sup> grade students.</p>	<p>All students, with special attention paid to students with high-needs.</p>	<p>Sept. 2015 – June 2016</p>	<p>All teachers (advisors) and the SIT</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>BASE will use the following resources to promote a school culture where students feel safe, supported, and challenged: Seminar will meet every day, providing a daily opportunity and consistent place for students to work on social-emotional and non-cognitive skills.</p> <ul style="list-style-type: none"> <li>• Inquiry teams in each department will meet twice per week to learn with student work, examine data, and refine teacher practice to make sure that learning activities and curricula are providing students with opportunities for higher-order thinking and access to those opportunities.</li> <li>• The School Implementation Team will meet once per week to discuss students who may need specific interventions that support their academic and social-emotional growth.</li> <li>• Shared instructional practices, developed in inquiry teams, will support student growth in academic skills.</li> <li>• The Transformative Justice team will work to create Tier One restorative practices that build community, create opportunities for students to give voice to school decisions, and promote a respectful inclusive culture.</li> </ul>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <p>We will periodically conduct surveys in Seminar to evaluate our school culture.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### **Part 1 – Needs Assessment**

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

Student proficiency levels in ELA and math highlight the need for a continued school-wide approach to building on student strengths and addressing student challenges in these areas. Such an approach would include collaborative work in teams arranged by department (e.g., ELA and math). All teams will develop and refine rubrics for measuring student achievement on common focus standards, and assess student growth through use of aligned periodic assessments.

### **Part 2 – Annual Goal**

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

By June 2016 all teachers will be members of successful critical friends’ groups (CFGs), including at least sixx intervisitations and post-visit debriefs and engaging in monthly group meetings to discuss progress.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Use of protocols to understand and align CCLS and Danielson to the focus standards.	All student groups	Sept. 2015 – June 2016	All staff will participate in examining CCLS and Danielson, and appropriate protocols will help facilitate development of staff understanding.
Dedicated professional development (weekly whole-school meetings and collaborative inquiry) to integrate the focus standards into curricula and lessons.  Examination of student work to target high leverage CCLS aligned to the focus standards.	All student groups	Sept. 2015 – June 2016	All staff will participate in weekly full staff meetings and weekly discipline-specific collaborative inquiry teams, with the primary purpose of understanding student progress on these two focus standards
A calendar of scheduled observations and feedback sessions for all teachers.  Individual goal-setting with each teacher following the first observation/ feedback cycles.	All student groups	Sept. 2015 – June 2016	The principal and assistant principal will develop a schedule for observing and providing feedback to teachers, as well as giving feedback on the alignment of lesson and unit plans.
Integration of CFGs into monthly team meetings, including professional learning targeting teachers' capacity to recognize effective practices and to question practices that are less than effective.	All teachers	Sept. 2015 – June 2016	Inquiry Leadership Team (ILT) will develop a curriculum for CFGs to follow in monthly meetings.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Weekly meeting time is divided so that on a monthly basis CFGs can meet for a facilitated session to discuss goals and debrief from visits. Teachers are programmed such that three periods weekly are for common planning, and can be repurposed for intervisitations and to give colleagues feedback from classroom visits.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

Assessments of CFG teams will be ongoing, through observation and feedback cycles as well as teacher reflections and CFG self-assessment protocols that are implemented twice each year.

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

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

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

### **Part 1 – Needs Assessment**

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

Student proficiency levels highlight the need for a coordinated, school-wide approach to building on student strengths and addressing student challenges. Such an approach necessitates a high-level of commitment and performance by our staff. The principal establishes the performance standards and helps to support teachers in meeting these expectations. A part of nurturing teacher development is creating opportunities for collaboration, decision-making and leadership.

School strengths:

- BASE earned a well developed on our most recent quality review in the structures and effectiveness of our collaborative inquiry teams
- BASE’s vision for teacher development aligns closely to our school-wide understanding of how people (students and adults) learn best: by engaging with authentic, problem-based content and challenging each other with complex content.

Challenges:

- BASE is moving into its third year, and we now three times the number of staff than we had in our first year. We anticipate the challenge of keeping a close alignment to our core values, and the ability of all staff, new and senior, to use data from school-wide assessments to drive instruction.
- The last published LES indicates that some teachers do not feel sufficiently supported in their practice by observations or professional learning opportunities.

### **Part 2 – Annual Goal**

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

By October 2015 all teachers will have engaged in professional reflection of their teaching practice in terms of indicators from Danielson’s Framework and in regard to the alignment of teaching tasks to school-wide standards. By February 2016 all teachers will have assessed their progress toward year-end goals and identified areas of focus for development, including support from administration and professional development. By June 2016 all teachers will have articulated a rationale for their own growth over the course of the year, considering both Danielson’s Framework and school-wide focus on mastery of CC-aligned focus standards, and will indicate that they feel supported by both administration and professional learning opportunities in their development toward their goals.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>BASE will continue to implement a collaborative inquiry program to look for evidence of growth and gaps in student work and teacher practice in order to make adjustments that support our lowest performing students.</p> <p>The principal will maintain a schedule that allows for regular collaborative inquiry team meeting time.</p> <p>Through frequent cycles of observation and feedback, the principal and assistant principal will work with teachers to help them make adjustments and improve their practice to better serve student needs.</p>	<p>All students, with special attention paid to high-need subgroups.</p>	<p>Sept. 2015 – June 2016</p>	<p>The principal and assistant principal will implement and oversee the inquiry process and support given to teachers.</p>
<p>The use of protocols by the principal and assistant principal during staff and professional learning will allow the inclusion of more teacher voices and model for teachers the use of protocols to facilitate important discussions and decision-making processes. Teachers will also be supported in the use of protocols to facilitate team and other meetings.</p>	<p>All students</p>	<p>Sept. 2015 – June 2016</p>	<p>The principal and assistant principal will implement and oversee the development of a teacher leadership via the use of protocols</p>
<p>The initiation of Critical Friends Groups in October will require every teacher to visit and give feedback on other teachers’ classes at least 6 times over the year.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Base will use the following resources to nurture the professional growth of teachers:</p> <ul style="list-style-type: none"> <li>• Critical Friends Groups will provide opportunities for peer-to-peer visitation and feedback. A CFG curriculum will support teachers in conducting observations and providing meaningful feedback. Time</li> </ul>

in the schedule will allow teachers to visit classrooms and meet in CFGs, and the fourth Monday staff meeting of each month will focus on CFGs.

- The inquiry teams and the Inquiry Leadership Team will promote distributed leadership in the school, providing teachers will opportunities to facilitate meetings, practice and create protocols, and design adult learning activities.
- Mentors will work with new teachers to set goals and maintain action plans for reaching those goals.

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

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

**Part 5 – Progress Monitoring**

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

Teachers will engage in goal-setting activities in September and October, and in February teachers will self-assess their progress, using feedback from CFGs, observation reports from administration and evidence of student learning.

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

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

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

### Part 1 – Needs Assessment

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

High levels of parent involvement in a school correlates with high levels of student achievement. As a growing school, BASE needs to build high levels of parent involvement and a wide range of opportunities for such involvement into the foundations of the school.

#### Strengths:

- On the last published LES, 96% of parents indicated they agree or strongly agree that the school communicates what their children need to do to prepare my child for college, career, and success in life after high school.
- School-wide design challenges in 2013-14 and 2014-15 included participation from community groups and from parents

#### Weaknesses:

- Parent participation in PTA meetings has been consistently low, with an average of 10-20 parents attending each meeting

### Part 2 – Annual Goal

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

By June 2016, BASE will achieve significantly higher levels of parent participation in the school, including 50% parent participation in the Learning Environment Survey (LES) and 50% parent participation in the school’s Parent Teacher Association (PTA).

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School events (open houses, film screenings, fairs, etc.) that provide opportunities for interactions among families, students, and school staff.</p>	<p>Parents of all students</p>	<p>Sept. 2015 – June 2016</p>	<p>All teaching staff and school leadership, Parent Teacher Association executive board</p>
<p>Coordinated communication between school and families (regular phone calls from seminar teachers, attendance teachers, etc.; letters and other mailings).</p>	<p>Parents of all students</p>	<p>Sept. 2015 – June 2016</p>	<p>All teaching staff and school leadership, Parent Teacher Association executive board</p>
<p>Development of social media platforms including web site, Facebook and Twitter as a means of communicating with and engaging parent.</p>	<p>Parents of all students</p>	<p>Sept. 2015 – June 2016</p>	<p>Office staff and school leadership, Parent Teacher Association executive board; school website</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>BASE will use the following resources to create a welcoming environment for families:</p> <ul style="list-style-type: none"> <li>• A parent coordinator will help create and maintain structures for communicating with families.</li> <li>• Parent engagement time will provide opportunities for teachers to communicate with families.</li> <li>• IEP teachers will have time in the schedule to write and update IEPs, communicate with families, and hold IEP meetings.</li> <li>• Teachers will hold a Diverse Learners Conference for families of students with IEPs and ELLs</li> <li>• The SLT and PTA will meet monthly.</li> <li>• An active and updated website will provide information for families.</li> </ul>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
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BASE will hold events for the families of incoming 9<sup>th</sup> graders in spring and over the summer to increase the likelihood of our meeting them face to face. We intend to meet 75% of the parents of incoming 9<sup>th</sup> graders to engage them with the mission of the school and increase subsequent participation in parent activities.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All grades: Students who received a 1 or 2 on 8 <sup>th</sup> grade reading test and/or students who scored in lowest third on in-house baseline assessment.	<ol style="list-style-type: none"> <li>1. Intervention tutoring program, including trained peer tutoring twice weekly after school</li> <li>2. Department-wide alignment of teaching to mastery ELA standard.</li> <li>3. Unison reading serves as an AIS for struggling students, English Language Learners, and students with IEPs</li> </ol>	Small group, one-on-one, and individual tutoring	During the school day and during after school peer tutoring sessions twice weekly
<b>Mathematics</b>	All grades: Students who received a 1 or 2 on 8 <sup>th</sup> grade math test and/or students who scored in lowest third on in-house baseline assessment.	<ol style="list-style-type: none"> <li>1. Targeted numeracy instruction for 9<sup>th</sup> graders for the first 6 weeks of school.</li> <li>2. Department-wide alignment of teaching to mastery math standard.</li> <li>3. Intervention tutoring program, including trained peer tutoring twice weekly after school for  small group and individual support focusing on research-proven math</li> </ol>	Small group, one-on-one, and individual tutoring	During the school day and during after school peer tutoring sessions twice weekly

		strategies such as think-alouds and peer-to-peer problem solving.		
<b>Science</b>	All grades: Students who received a 1 or 2 on 8 <sup>th</sup> grade math test and/or students who are earning a failing grade in science classes beginning in October.	<p>1. Department-wide alignment of teaching to mastery standard: CC Math Practice 1.</p> <p>2. Intervention tutoring program, including trained peer tutoring twice weekly after school for</p> <p>small group and individual support focusing on research-proven math strategies such as think-alouds and peer-to-peer problem solving.</p>	Small group, one-on-one, and individual tutoring	During the school day and during after school peer tutoring sessions twice weekly
<b>Social Studies</b>	Students who received a 1 or 2 on 8 <sup>th</sup> grade reading test and/or students who scored in lowest third on in-house baseline assessment.	<p>1. Department-wide alignment of teaching to Common Core mastery standard.</p> <p>2. ICT, SETTS, or partial self-contained for students with IEPs</p>	Small group, one-on-one, and individual tutoring	During the school day and during after school peer tutoring sessions twice weekly
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with “at-risk” factors	<p>1. Counseling</p> <p>2. Conflict mediation</p>	<p>1. Individual and small group with social worker</p> <p>2. Seminar program (advisory)</p>	During 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### 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.
All teachers at BASE are highly qualified, and ongoing professional development (weekly whole-school and collaborative inquiry teams) will provide high quality professional development aligned to Danielson and supporting teacher goals for growth.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
1. Weekly whole-school professional development aligned to Danielson, CCLS, school instructional expectations, and the school-wide learning framework.
2. Twice-weekly collaborative inquiry meetings to examine student work and data to improve teacher practice to meet student needs and develop student strengths.
3. Coaches work with discipline-specific teachers to improve classroom practice.
When appropriate, outside professional development (workshops, conferences and symposia, etc.) aligned to teacher goals.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Part 4: SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The decision process for BASE’s assessment program includes the voice of virtually every teacher on the team. In 2015-16 BASE’s assessment plan integrates student mastery of multiple focus standards in literacy and in problem solving. These focus standards have been selected by departments, and the rubrics for mastery will be developed by departmental teams. Periodic assessments for students that measure mastery of these focus standards will be developed by inter-departmental teams including teachers and administration. Teachers use time in twice-weekly meetings to look at student work and student data from these assessments and plan academic interventions for students who are struggling.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	204,796.00	X	5
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,514,059.00	x	5

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

#### **Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>264</b>
School Name <b>Bronx Academy for Software Engineering</b>		

### 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 <b>Benjamin Grossman</b>	Assistant Principal <b>Scott Massey</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Gabriella Mucilli</b>	School Counselor <b>Katherine Tucker</b>
Teacher/Subject Area <b>Nikita Patel / Special Educati</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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 <u>not</u> currently teaching in the ENL program	1	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	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	350	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	19	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>		1	2		1	6		1	9	0
<b>Total</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										8	6	3		0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)										3	3	1		0
<b>Transitioning</b> (High Intermediate)										2	2	2		0
<b>Expanding</b> (Advanced)										4	1	1		0
<b>Commanding</b> (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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  

The assessment tool that BASE uses to assess the early literacy skills for our ELL students are varied throughout the year. The data that is collected from these assessments is used to inform the school's staff and effectively create instructional plans to integrate learning for ELL students. The data that has been collected from various sources, including the RLAT and recent ELL measurement scores have concluded that there are ELL students ranging from Beginner to Advanced. This data informs both staff and administration on how to conduct the most effective instructional plan. English Language Learners are directly supported in three out of the five core classes through a push-in method, while instructors from the remaining two core classes are in constant and regular communication with the ESL support teacher. English Language Learners are to regularly conference with the ESL teacher and are required to bring to the attention of the ESL teacher the challenges they are facing in other core classes. Students are then aided in afterschool activities during extended day that provide them with support in core classes. After this data is collected, the ESL teacher and core subject teacher conference and reflect on practices within the classroom to best support English Language Learners based on the data collected through various sources previously mentioned.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

Data taken from the Lab-R and NYSESLAT examinations for English Language Learners has revealed students on all levels of English language acquisition. There are four students who are considered to be at the Beginner level of English language development, with two students at the Intermediate level and the remaining eleven students at an Advanced level, making in total fifteen English Language Learners at B.A.S.E. in the ninth grade. All students across the board require English language development in both reading and writing skills, whereas speaking and listening skills are profound and higher rated from examination scores.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  

Modalities from the New York State English as a Second Language Achievement Test give valuable information for instructional decisions to English Language Learners. Simply, Beginner ELL students require high level engagement throughout all four of the modalities. Beginner students will be supported in English language development through all of the five core content area classes. Content core classes have significant focus on writing and reading improvement for all students, which specifically benefits ELL

students greatly. ELL students ranging from Intermediate to Advanced levels of proficiency require the most diligence in areas of development for reading and writing skills. English Language Arts courses are differentiated to the application of skills for English Language Learners. Data and information acquired through the use of the Annual Measurable Achievement Objectives (AMAO) are taken into consideration when developing plans of outreach to students who are struggling and/or at risk of failure.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. Patterns across proficiencies in the initial grade, grade 9, at B.A.S.E. are fairly spread from Beginner to Advanced. Beginner students complete assessments taken in the Native Language at a higher success rate than when taken in English.
    - b. The School leadership team along with teachers of ELLs at B.A.S.E. use the Periodic Assessments to gather information and data for ELL students. This information will be used to modify content lessons in order to engage language activities and promote English language acquisition in the areas of speaking, listening, reading and writing.
    - c. B.A.S.E. is learning many things about the ELLs from Periodic Assessments that are being conducted. We are able to determine the range of students that we have as well as which modalities of the English language they are strongest.
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](#).] There is much data to enforce the instruction for ELL students, which includes the New York State English as a Second Language Achievement Test as well as Assessments from the Measures of Student Learning for New York City Public Schools. The Bronx Academy for Software Engineering uses this data to engage English Language Learners in instructional programs for all of their content classes. For example, many ELL students are proficient when it comes to the language and use of Computers and Technology.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Second language development is taken into consideration throughout instruction on many levels. Lesson plans are designed in each class in order to accommodate ELL students in the most effective way possible. All content area teachers teach in such a way that they are building the students' English language skills in multiple modalities which include the students' speaking, listening, reading and writing skills.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our ESL programs are correlated to the success of our students in English language acquisition and development of English language skills. Many Regents examinations are considered when evaluating the success of ELL students. The directly correlated success on Regents exams can provide information of the amount of success students are achieving throughout Regents classes. Documents and Assessments related to the Measures of Student Learning are also used to evaluate the success of programs for ELL students at B.A.S.E.

## Part IV: ELL Identification Process

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

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

The parents of English Language Learners enrolled at B.A.S.E. fill out a Home Language Identification Survey. The HLIS is given to parents in order to identify the language that is spoken as well as used at home. If a language other than English is spoken at home, the Language Assessment Battery-Revised is given to the student to reveal whether or not the student requires the mandated ESL services. Students who speak Spanish are given the Spanish LAB-R. The results on the LAB-R will determine whether or not the student requires services. Students are tested within 10 days of being enrolled at our school.

During the intake process, parents and students were given the option to best accommodate the individuals in their native language.

Parents were contacted orally, over the phone, using their native language to support the conversation in various modalities. Parents were asked if they prefer orally communicating in their native language, or in any language which they prefer. This information was recorded and is continuously used throughout the school year. Parents also completed the Emergency Contact Card, which asks for options on the best oral and written ways to reach the parents. For an informal interview with parents of ELL students, they are supported in their native language using an in-house translator. This process is reviewed in order to best support students and their families in their native language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
The SIFE Identification Process is first to administer the oral interview questionnaire.
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).  
Newly enrolled students with IEPs that are considered to be LEP will be evaluated in their home language by a designated person. Once they are evaluated in their home language then the student will be placed in the appropriate setting along with ENL services.
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.  
After the NYSITELL is scanned and score is determined for incoming ENL students, a parent notification letter is sent home with the child, through the mail and a personal phone call is made home to the parents or guardians of that child. Parents or guardians are invited in to the school to discuss any questions about the process and to ensure understanding of the designation.
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).  
As per the Parent Bill of Rights, parents and guardians of ENL or newly identified ENL students are informed of their rights and responsibilities. During the school interview process, parents and guardians are walked through the Parent Bill of Rights. If a parent requests the Parent Bill of Rights in their home language, steps necessary to ensure that they have the document in their home language are taken into consideration.
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.  
B.A.S.E. has hosted and continues to host orientations for parents of English Language Learners that are newly enrolled at the school. There are many materials that are provided to give information to the parents and families of ELL students. The material includes programs available in the New York City School districts. We use translators when speaking with parents whose first language is a language other than English in order to ensure that parents understand all three of the program options. The different program options are Freestanding ESL, Transitional Bilingual, and Dual language. Parents are also asked to complete the Parent Survey and program selection form. These materials, translators, and use of a DVD from the Department of Education's website that is shown in the parent's home language aide in the process for parents to understand the three program choices that are offered. This process takes place within the mandated 10 day timeline. During the first days of school, the ESL teacher creates a letter to parents of ELLs detailing the program at the school and ensuring that parents have a choice in the student's program choice. Outreach to parents of ELL students goes even further to put into place one-on-one meetings with ELL parents in order to create a communicative relationship with the family and enrich the learning process for the student.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The parent coordinator and the ENL teacher work hand in hand to monitor ENL students and their families have the correct information.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The parent coordinator and the ENL teacher work hand in hand to monitor ENL students and their families through many outreach programs. During Orientations, Parent Teacher nights or Curriculum nights at the school, parents are given instructions on forms they must complete.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent notification letters are distributed and followed up with phone calls home to the parents and guardians of ENL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The parent coordinator and the ENL teacher work hand in hand to monitor ENL students and their documents. Documents for ENL students are secured in a space in the main office of the school that is kept confidential and accessible to family and appropriate staff members.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ENL teacher is responsible for the coordination and administration of the NYSESLAT. The ENL teacher secures a space for all ENL students to be able to have a comfortable, safe and quiet environment for taking the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After the parent orientation, parents are asked to complete the Parent Survey and Program Selection forms immediately. The forms are completed in the parent's home language. Usually parents complete the forms at our orientation. Sometimes, parents want to take the forms home and complete them there. In that case, the school guidance counselor makes home phone calls in order to ensure that the forms are returned. All forms are stored in the guidance counselor's office in a secure file cabinet.  
Reports run from ATS are used to determine the NYSESLAT eligibility for English Language Learners. Students who are referred to the ESL program at BASE will be given the LAB-R and determine to be English Language Learners.
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).  
Overwhelmingly parents of ENL students at BASE request that their children be placed in an ESL program. All parents know and understand their rights and responsibilities to Bilingual education, but many parents seem to believe in the effectiveness of an ESL program.

## 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.  
Instruction for English Language Learners is delivered in various ways. Push-in, pull-out, collaborative teaching and self-contained diversified instruction are all aspects of the Freestanding ESL program at B.A.S.E. Students' ESL services are also infused in the socio-emotional and academic support class known as Seminar. Current English Language Learners and their peers are supported in language development and support
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The school takes appropriate measures to ensure the mandated number of instructional minutes is provided to ENL students. The ENL teacher is responsible for creating the schedule for ENL students in alignment with the Special Education requirements for support.
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.  
Courses at BASE are delivered specifically in English with little to no support in the student's first language. The ESL instructor varies instruction for leveled English Language learners.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELL students are appropriately evaluated throughout the year in their native languages. Initially we can support students in this way by administering specific Regents examinations in the native language. There are also support systems in-house where students are able to have conversations in their native languages with teachers who also speak the native language. Finally, ELL

students whom are at different levels of English language learning are paired with each other to support in English language acquisition skills. Our teachers are currently being trained to translate instructional materials into the native language for ELL students that need this support.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
With the use of regular formal and informal assessments throughout the year, English Language Learners will be assessed in the four modalities of English acquisition. In addition, the use of current classwork will suffice as an assessment to the development of various modes of English language acquisition.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- a. SIFE students have a fellow native language speaker that we use as a buddy to help the student become adjusted to our school. We try to provide a staff member that speaks the student's native language to mentor our SIFE and assist in their adjustment to the school.
- b. For Newcomers, we use many of the same strategies listed above. We use a buddy system and a staff member to serve as a mentor. In addition, we provide additional tutoring to support our ELLs with under three years in the US. Tutoring is available after-school.
- c. ELLs with 4 – 6 years of service are also provided tutoring (after-school). These ELLs receive extra help during their content area classes from one-to-one support from their teachers. We also utilize significant cooperative learning where these students have the support of other students in their cooperative groups.
- d. Long term ELLs we focus on utilizing scaffolds that will develop the skills that these students need to be successful on the CCLS aligned assessments and the NYSESLAT exam.
- e. Former ELLs receive additional tutoring (after-school) and receive accommodations on assessments for up to 2 years.
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.  
Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
The use of leveled and differentiated texts for classroom accounts are used to access the academic success of English Language acquisition and development.
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?  
BASE focuses on scheduling students who are SWDs into the Least Restrictive Environment based on student's IEPs. We believe that the Least Restrictive Environment will result in greater student achievement and a higher percentage of students achieving at proficiency on the NYSESLAT. Students are programmed according to IEPs based on their IEPs. We use an Integrated Co-teach model to support the implementation of LRE (Least Restrictive Environment). These students are further programmed based on their NYSESLAT proficiency level for ESL. Our ESL teacher and Special Education team look at the curriculum with a focus on providing differentiated supports into units and lessons for our students to achieve success. We constantly assess and meet as a team to look at our student's work through team meetings as well as at our SIT (School Implementation Team).

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

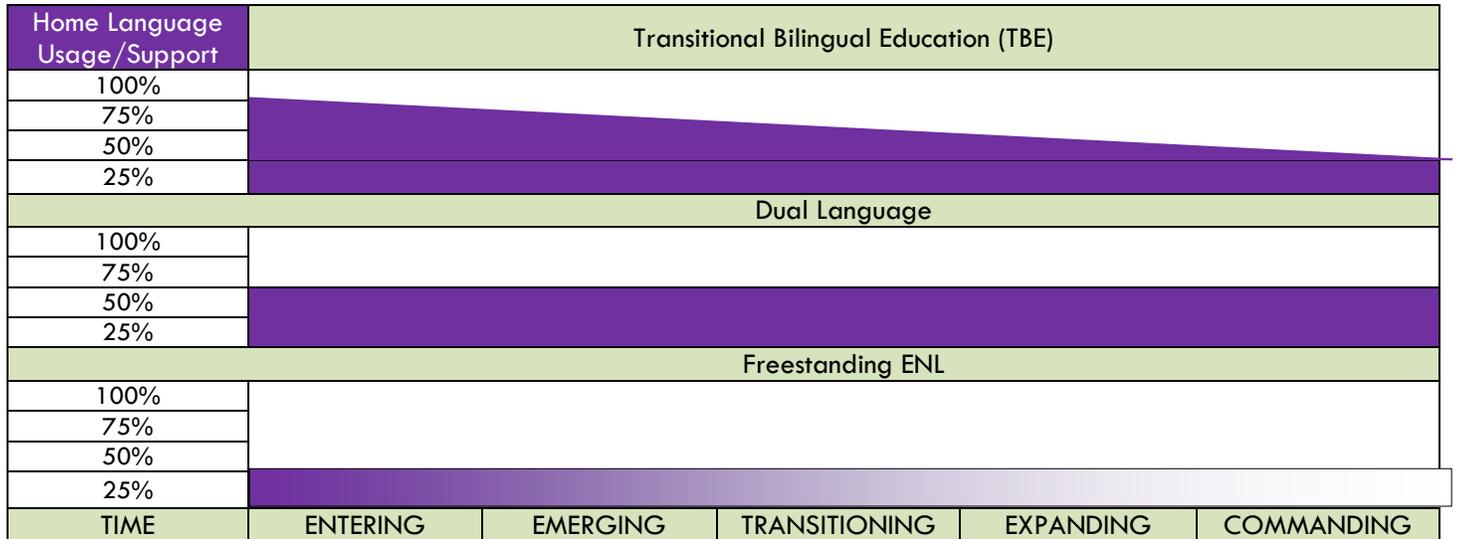


\*Note “other approved services” does not apply to New York City at this time.

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.  
Paste reThere are specific targeted intervention programs for ELL students in all content area classes which include; ELA, Math, Global History, Physics and Computer Science. Specifically in ELA and Math courses, ELL subgroups are not distinguished in the intervention process. ELA and Math are specific content area classes that require early intervention programs for ELL students. The intervention programs aligned with BASE determine the needs of ELL students in which to best support them in English language acquisition. sponse to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
There are fifteen English Language Learners currently enrolled at The Bronx Academy for Software Engineering. We have intervention in the form of academic tutoring in the content areas available before and afterschool through our content area teachers.
12. What new programs or improvements will be considered for the upcoming school year?  
Throughout the year there are services provided in order for the school to continuously create new programs and improve existing programs for the school's ELL community.
13. What programs/services for ELLs will be discontinued and why?  
At the current time no programs or services for ELLs 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 of our ELLs have equal opportunity to all school related programs. This includes clubs, activities, and tutoring services. Robotics club is a club at BASE that allows students to participate even if they have challenges in the English Language. As do all clubs at BASE, Robotics club offers a high level learning environment which allows students to develop language acquisition skills and needs. Curricular activities in school include the iMentor program in which students are matched with a Mentor and build and gain a trusting and long lasting relationship with through their four years in High School. All students are asked to participate in the iMentor program and all of our ELL students fully participate and are matched with mentors. This activity engages English Language Learners in conversations through email and in person and help students to develop communicative skills.
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.  
We have purchased bi-lingual language dictionaries, materials including textbooks that are Common Core aligned to provide rigor for our ELLs. We have Smart Boards and laptops that allow our teachers to differentiate material. The computers have translation software and teachers find pictures to show on the SmartBoards to provide a visual image for our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support in the free-standing ESL program is delivered minimally throughout the school. ESL students have native language support through technology that we utilize.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services, support and resources provided to ELLs are age and grade-level appropriate. We offer after school programs and Saturday programs to our ELLs. Our ELLs have equal opportunities with all other students to all of our resources and enjoy the benefit of our library media center, computer labs, and extra curricular activities which include video production, music studio, fine arts, and culinary arts. our ESL students with disabilities receive speech therapy, physical therapy, occupational therapy, and counseling services as indicated in their IEPs.
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).  
Specific activities that support ELLs includes for newly enrolled ELL students, we have an orientation during the summer that is delivered by the guidance counselor and AP. Orientation involves an overview of our school-wide programs, tour of the school, and a visit to their classrooms. We offer counseling for many of students to adjust to our school. In addition, we have a mentorship program that involves our staff who support our students. Finally, throughout the year, whenever a new student is enrolled, the AP and guidance counselors will give an orientation.
19. What language electives are offered to ELLs?  
Language electives that are offered to ELL students come in the form of support in specific modalities of English Language acquisition skills as well as foreign language support. ELA extra supportive classes come in the form of diverse courses, which support reading and writing modalities in the English Language. Foreign language classes are also offered as credit for ELL students.
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)?

Paste response to question here:

## 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.)  
Professional development for personnel at B.A.S.E. is met mainly through two modalities. ELL representatives of the school attend ELL liaison meeting with the Central office. These meetings help teachers of ELLs better understand requirements for ELL teachers. ELL teachers from the school attend meetings in which they are the representative for the school. These meetings are attended in order to review and become familiar with different modes of teaching ELL students, which include the use of technology in the classroom.
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?  
Professional development is offered in many ways to teachers of ELLs which support ELL students in all of the content area classes. Collaborative Inquiry design leads focus towards strengths and needs for ELL students as well as the instructional support that is necessary for ELL students. Designated professional development after school focuses on informational sessions on how to Design Challenges using Thinking By Design in order to best support ELLs in content area classes.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
It is necessary to provide staff to assist ELL students with the transition from middle to high school. Support like this comes in the form of exercises and discussions in Seminar classes. Professional development sessions are used in order to help staff understand connections between cognitive and non-cognitive skills in adolescents and most specifically to ELL students when thinking about these aspects.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Staff members will go through thorough presentations including Professional Development presentations and activities to empathize with English Language Learners and the environment in which they are presented with; coming into the country and almost forcefully learning a language that everyone around them speaks. Training for staff members will also include direct experience to working with ELLs in classroom setting with the ESL teacher to guide. At each Professional Development and teacher meeting throughout the year, attendance will be taken for teachers and staff to ensure that they are receiving the minimum 7.5 hours of ELL training. Special Education teachers will receive extra time during after school hours and meetings set to the side where Special Education and ELL teacher/s cultivate an extensive learning environment and work with one another to ensure full understanding of each other's disciplines.

### 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?  
The ENL teacher as well as the parent coordinator consistently reach out to parents of ELLs to ensure that all parents and guardians have the correct information and that the school is aware of concerns of the family.
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.  
We use a tracking system to record the conversations that we have with parents. The staff of the school is also currently learning to use a management system known as skedula to take notes of conversations had with parents during parent engagement time.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement for ELL students at B.A.S.E. includes a number of specific activities that foster our ELL parental involvement. We have held a number of open house nights at the school in order for families of ELL students to meet all staff members and create connections with one another. Secondly, we plan activities that include but are not limited to activities that foster parent learning and development of the English Language. Another activity that we plan for parents of ELL students is to help them to understand the core content classes that their student is learning and how these classes have specific impacts on the development of the English language for ELL students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
At the current time we are working with a number of organizations in order to put in place workshops and equal opportunities in order to work with ELL parents. For example, computer literacy programs for families.:
5. How do you evaluate the needs of the parents?  
In order to evaluate the needs of ELL parents we use the Home Language Survey to gather information as well as obtain information divulged in the Parent Preferred Language Form. Another resource we use in order to gain information on the needs of our ELL parents is with direct one on one conversation that are had with the parents either at open house or parent teacher conferences.
6. How do your parental involvement activities address the needs of the parents?  
All activities are designed in response to the needs of our parents. Ongoing input of parent activities are collected through parent teacher conferences, one on one meetings with the parents as well as activities for ELL parents at open house nights and various other meetings.

### 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.

The Bronx Academy for Software Engineering (BASE) is in the first year of recognition as a New York Public City High School. Many of the programs that are offered to students, which include ELL students, are in beginning stages of development. We have created a school environment in which our core values; Understanding Self, Valuing Diversity, Creating Dialogue and Taking Action, are present in the programs, services and instructional aspects of the school. These core values have been created to foster an environment for all types of students who come from varied backgrounds to communicate with one another. The programs and services for ELL students have been defined and also continue to be modified throughout the school year using data collected from various sources.

## Part VI: LAP Assurances

School Name: **BASE**

School DBN: **264**

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)
Benjamin Grossman	Principal		11/3/15
Scott Massey	Assistant Principal		11/3/15
Leonore Mezquite	Parent Coordinator		11/3/15
Gabriella Mucilli	ENL/Bilingual Teacher		11/3/15
	Parent		
Nikita Patel	Teacher/Subject Area		11/3/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 264**      **School Name: Bronx Academy for Software Engineer**  
**Superintendent:**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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**

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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.

The school will assess the needs for translation through Parent Language Survey. The survey along with other documents such as the Emergency Contact information will provide results indicating what language the parents would like to receive written and oral language. Following the results of the Language survey and Emergency Contact Card, the school provides written materials such as newsletters, surveys, postings, etc. in Spanish to the parents whom speak Spanish. DOE notices such as booklets and pamphlets are requested by the school to be delivered in Spanish as well as French and Bengali, for the parents and families who speak these languages.

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.

English, Spanish, Bengali

## Part B: Creating a Communications Calendar

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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.)

Orientation information, school calendar. We gather these documents during the summer and send them to translation so that they are distributed for parents before they need to arrive at the school for important dates.

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, Orientation nights, Curriculum nights, College Information sessions.

## Part C: Providing Language Assistance Services

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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.

Written translation for the school will be provided to parents and families of students at BASE first by school professionals including the parent coordinator and community leader. Finally, written translation will be provided for postings, notices, pamphlets by using the DOE Translation and Interpretation Unit

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

Oral interpretation services for Spanish will be provided to parents and families of students at BASE first by school professionals including the parent coordinator and community leaders as well as specific pedagogical staff members. For our families who prefer oral interpretation of Bengali and French, the DOE office of translation and interpretation will be used as oral interpretation services over the phone.

## Part D: Training Staff on Policies and Procedures

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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.)

Language ID Guide is set up in the main office. Staff has been notified of the language and interpretation unit of the DOE and the translation unit to call. The number for the translation unit has also been sent to staff.

## **Part E: Providing Notice of Language Assistance Services**

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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

By ensuring that all parents and families of students at BASE have their needs for translation and interpretation met, the school holds various informational meetings and provides settings for this type of conversation. This year, BASE is offering parents of English Language Learners and Students with Disabilities to attend a conference at the school regarding the rights and responsibilities that these parent subgroups have. Written and oral translation will be provided to parents first by school personnel in Spanish. For languages such as Bengali and French, BASE will provide written and oral translation services through the Translation and Interpretation Unit Department of the DOE weeks in advance in order to have the documents prepared and ready

## **Part F: Monitoring and Quality Control**

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

By ensuring that all parents and families of students at BASE have their needs for translation and interpretation met, the school holds various informational meetings and provides settings for this type of conversation. This year, BASE is offering parents of English Language Learners and Students with Disabilities to attend a conference at the school regarding the rights and responsibilities that these parent subgroups have. Written and oral translation will be provided to parents first by school personnel in Spanish. For languages such as Bengali and French, BASE will provide written and oral translation services through the Translation and Interpretation Unit Department of the DOE weeks in advance in order to have the documents prepared and ready.