2018-19
**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

School Name: **BENJAMIN BANNEKER ACADEMY**

Principal: **KINSLEY KWATENG**
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Benjamin Banneker High School
School Number (DBN): 13K670
Beds Code: 33130011670
Grades Served: 9-12
School Address: 77 Clinton Avenue Brooklyn NY 11205
Phone Number: 718-793-3702
Fax: 718-797-3862
Wanda James
Email Address: WJames4@schools.nyc.gov
Principal: Kinsley Kwateng
UFT Chapter Leader: Staci Vaughn
Parents’ Association President: Nadine Marques
SLT Chairperson: C’coraThomas
Title I Parent Representative (or Parent Advisory Council Chairperson): Nadine Marques
Student Representative(s): Ajayi Browne, Autumn Ford
CBO Representative: n/a

District Information

Geographical District: 13
Superintendent: Janice Ross
Superintendent’s Office Address: 1396 Broadway, Room 110
Brooklyn, NY 11221
Superintendent’s Email Address: JRoss11@schools.nyc.gov
Phone Number: 7184554635
Fax: 7187973862

Field Support Center (FSC)
Brooklyn North

FSC: ____________________________ Executive Director: ____________________________

Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Phone Number: ____________________________ Fax: ____________________________

7189353954

n/a
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinsley Kwateng</td>
<td>*Principal or Designee</td>
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<tr>
<td>Staci Vaughn</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Nadine Marques</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Wanda James</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Betty King</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Autumn Ford</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td>Ajayi Browne</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td></td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Name</td>
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<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Rozelle Castillo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Simone Elocke</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Theresa Gilkes</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>C’Cora Thomas</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Gail Muhammad</td>
<td>Member/ Parent</td>
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<tr>
<td>John LaCroix</td>
<td>Member/Staff</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
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<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
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<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
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### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>EMPOWER, MOTIVATE, COLLABORATE, INTEGRATE, INNOVATE, EXCELLENCE &amp; LEGACY</td>
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</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Benjamin Banneker Academy is a community-based school that seeks to provide opportunities for students to attend competitive colleges, graduate college and career ready and become citizen leaders through high academic expectations, individualized support and guidance, a holistic, family approach, our African theme, and by leveraging our numerous partners and programs.

Our school has developed numerous partnerships to provide unique and meaningful opportunities to our student body. These partners include New York University, Brooklyn Plaza Medical, the STEAM program through Brooklyn Navy Yard, Long Island University, New York Cares, Medgar Evers among others. Among our special initiatives for 2017-18 is increasing the number of AP courses offered within the school from 9 to 14. We are also enhancing our approach to enrollment in AP courses and tutoring/support for students in AP courses.

3. Describe any special student populations and what their specific needs are.

Among our student population, we have a significant population of students with IEPs who require varied, specific supports to aid their learning process and socio-emotional well being. In addition, we have students for which English is their second language who receive academic support within their core content area classes. Our community also includes students who reside in temporary housing who are provided with counseling, academic assistance and school supplies. Lastly, we have students who have recently entered the United States from abroad and benefit from academic and socio-emotional support as they transition to New York City.

4. Identify 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.

Based on data from the 2017-2018 school year we have made progress in the areas of Rigorous Instruction and establishing a Supportive Environment evidenced by the expansion of our college partnerships and Advanced placement courses; as well as the improvement in graduation rates.

College partnerships

19 Advanced Placement Courses

Improvement in passing rates:

- June graduation rate was 96%
- August graduation rate will be 99%
- LOTE 97% passing rate

Area of Focus:

Our focus for the 2018-19 school year is to continue to build rigorous instruction that will promote academic achievement, through college readiness courses, and partnerships. We will achieve this by in creasing the use our technology in the classroom and providing professional development to staff in various areas as detailed below:

- Enhance the rigor and instruction in all classes, including Advanced Placement courses.
- Improve student examination performance on Advanced Placement courses
- Using Google Classroom
- Provide college tours for all our scholars
- Increase the number of students achieving college readiness standards (college readiness index is currently 51%, 19% below comparison group average) and Advanced Regents diplomas.
• Through our college partnerships that we have established there should be an annual 10-15% increase in our college readiness index over the next four years.
• Expansion of college courses in 2018-2019
### School Demographics and Accountability Snapshot for 13K670

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 844
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 20
- **# SETSS (ELA)**: 41
- **# Integrated Collaborative Teaching (ELA)**: 48
- **# Special Classes (Math)**: 20
- **# SETSS (Math)**: 12
- **# Integrated Collaborative Teaching (Math)**: 46

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 7
- **# Music**: 4
- **# Drama**: 8
- **# Foreign Language**: 17
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 68.0%
- **% Attendance Rate**: 87.2%
- **% Free Lunch**: 63.5%
- **% Reduced Lunch**: 4.9%
- **% Limited English Proficient**: 0.9%
- **% Students with Disabilities**: 14.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.2%
- **% Black or African American**: 81.3%
- **% Hispanic or Latino**: 11.0%
- **% Asian or Native Hawaiian/Pacific Islander**: 4.3%
- **% White**: 1.3%
- **% Multi-Racial**: 2.1%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 2.23
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 17%
- **% Teaching with Fewer Than 3 Years of Experience**: 2%
- **Average Teacher Absences (2014-15)**: 10.2
- **Student Performance for Elementary and Middle Schools (2017-18)**
  - **ELA Performance at levels 3 & 4**: N/A
  - **Mathematics Performance at levels 3 & 4**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 97%
- **Mathematics Performance at levels 3 & 4**: 94%
- **Global History Performance at levels 3 & 4**: 94%
- **U.S. History Performance at levels 3 & 4**: 92%
- **4 Year Graduation Rate**: 87.6%
- **6 Year Graduation Rate (2011 Cohort)**: 95.8%
- **Regents Diploma w/ Advanced Designation**: 17.4%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 33%

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Student Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **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
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **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
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **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
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **ALL STUDENTS**: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **Hispanic or Latino**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES

- **ALL STUDENTS**: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: NO
  - **Hispanic or Latino**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: NO

- **ALL STUDENTS**: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **Hispanic or Latino**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES

- **ALL STUDENTS**: YES
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Celebration:

- Instructional walkthroughs, implemented as a weekly practice during first semester and occurring 3-4 times a week during the second semester, coupled with specific, actionable feedback improved rigorous instruction during the 2017-8 school year. In addition, a template for feedback (glows, grows, next step) was introduced in the Spring of 2016 to provide non-evaluative feedback for classroom visits lasting less than fifteen minutes.
- Teachers were grouped strategically, based on need and capacity, for a Monday professional learning series aimed at enhancing rigor in classroom, specifically through improved instructional strategies as related to Domain 3 of the Danielson Rubric.
- Teachers participated in regular professional learning sessions, as a staff, as well as department meetings aimed at increasing rigor. A professional learning session was provided, for example, in which teachers unwrapped Next Generation Standards collaboratively and developed proficient lesson objectives in content-specific collaborative teams.

Focus:

- During 2018-19, BBACD will focus on the following areas as a means to further developing rigorous instruction in all classes and classrooms:
  o Continue and build on practices developed during 2018-19 including classroom walkthroughs, professional learning series and use of Danielson Framework.
  o Through strategic professional learning from LINC and TEQ, teachers will implement important technological strategies to improve student learning experiences and outcomes.
  o Student Centered Learning Techniques: Through inter visitations, teacher facilitated professional learning and administrative facilitated professional learning, teachers will be introduced to, rehearse and reflect on student centered learning techniques that can be turn-keyed for use in the classroom. The focus of these techniques will be to shift instructional practice in classrooms to enhance student voice, based in discussion or writing, and for the teacher to act as the facilitator rather than the individual who delivers content.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of all teachers will provide actionable feedback to students in class and on student work products as evidenced by low inference data from informal, formal observations and instructional walkthroughs.
**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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<tr>
<td>ICT Teachers and classrooms</td>
<td>Sept - Nov 2018</td>
<td>Administrative Team, Special Education Coordinator, Co-teachers</td>
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<td>Feb-Mar 2019</td>
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<td>Apr-May 2019</td>
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Co-planning sessions for ICT team teachers, to be scheduled for no less than twice weekly. Depth of Knowledge activities guide and Expeditionary Learning protocols are some of the instructional strategies that will be implemented to service the needs for SWD’s and ELL’s.

Vertical and horizontal co-planning for content and grade teachers

<table>
<thead>
<tr>
<th>Pedagogical Staff</th>
<th>Sept - Nov 2018</th>
<th>Administrative Team, Instructional Cabinet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feb-Mar 2019</td>
<td></td>
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<tr>
<td></td>
<td>Apr-May 2019</td>
<td></td>
</tr>
</tbody>
</table>

Professional Learning, both Administrative and Teacher-facilitated, focused on Student Centered Learning Strategies reinforced by inter-visitations and specific, actionable feedback

<table>
<thead>
<tr>
<th>Pedagogical Staff</th>
<th>Stemming from 5 Professional Learning Sessions Sept - April 2018-19,</th>
<th>Administrative Team and Instructional Cabinet</th>
</tr>
</thead>
</table>

Instructional Technology facilitated by LINC and TEQ

<table>
<thead>
<tr>
<th>Pedagogical Staff</th>
<th>Sept 2018</th>
<th>LINC and TEQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 2019</td>
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</tbody>
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3b – **Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

From September to June of 2019 students and families will receive meaningful, actionable feedback from teachers to support them in making incremental improvements to their work. BBACD’s admin team, teaching staff and guidance...
team will support parents and families in understanding how to receive and utilize this feedback through town halls, parent teacher conferences and written communication. Although our focus for Rigorous Instruction and the Common Core for 2018-19 is effective feedback, we will also communicate our essential elements within this area using the methods provided above.

**Part 4 – Budget and Resource Alignment**

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

- Model teachers are used to demonstrate best practices. Per Session will be provided to Lead teachers within each department to
- Fair Student Funding allocated for IO Education Skedula
- Dedication of Administrative team's time to support initiatives as well as professional learning time to lesson study and high leverage pedagogical strategies and Danielson Framework.
- Limited professional development budget for outside training.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

- By the end of January 2019, the administrative team will monitor teacher engagement in the lesson study process in collaborative teams. Data will be compared to see the effectiveness of collaboration on student achievement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Informal and formal observations by the administrative team as well as data analysis of the January 2019 Regents.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Celebration:
- Presence/impact of student voice through Student Government & freshmen, sophomore, junior and senior committees
- Tutoring and Saturday Regents Prep support student understanding
- College partnerships with NYU, SUNY Stony Brook, Medgar Evers, Long Island University, Monroe College.
- College and career readiness opportunities that allow students to explore post-secondary careers, such as Brooklyn Navy Yard internship.

Focus:
- Improved pedagogy to support students with individual needs, including students with IEPs
- Enhancing tutoring programs for struggling students
- Co-teachers participate in the same lesson study teams.
- Special education teachers are teaching in their content area of expertise.
- Strategic programming to support special education students
- AP Capstone

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

1. By June 2019, the percentage of special education and English language learners earning 10 plus credits will increase by 5 percent as compared to data from 2017-2018.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Co-teaching Teams</td>
<td>Oct - Dec 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>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).</td>
<td>All Teachers</td>
<td>Oct - Dec 2018</td>
<td>Administration and Department Heads</td>
</tr>
</tbody>
</table>

**CO-teaching professional learning:**
- 5/30/10 teaching model
- Multiple Entry Point Activities
- Universal Design for Learning

**Lesson Study:** Focus on instructional improvement and providing multiple entry point activities aimed at improving the academic performance of special education students through collaborative lesson planning, inter-visitation and debriefing.

**Weekly attendance meetings focus on at-risk students in special education to engage parents/guardians through outreach (via phone, text and/or electronically) and provide incentives for attendance improvement.**

**S.I.T. meeting to target special education students and provide support and resources.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

**From September 2018 to June of 2019:**
- Parent & Family Workshops (no less than quarterly) designed by Guidance Team, Special Education Team, and content-based teams
- Ongoing and consistent updates and outreach via Pupilpath/Skedula and IO Education platform (throughout year); Admin Team, Guidance, Teaching staff
- Academic, service-oriented, and socio-emotional based events within and beyond school hours (monthly) in conjunction with PTA and community based organizations
Part 4 – Budget and Resource Alignment

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

- Hiring and aligning of special education teachers to their specific content areas
- Review of patterns and trends from 2018-19 to improve systems in place
- Time and resources provided for professional learning and collaborative teaming sessions
- After school and Saturday budgets to target and support special education students
- Training and development of special education and general education teachers in best practices to support special education students, including high performing ICT classrooms

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

<table>
<thead>
<tr>
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<td>C4E</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By the end of January 2019, the administration will monitor by conducting transcript reviews to ascertain whether special education students are on track.

By the end of January a ten percent increase in students earning five credits in the first semester will indicate progress toward our goal. Additional measures will include one-on-one conferencing, teacher feedback and scholarship reports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Transcript reviews

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Celebration:**

As per our Quality Review school community made strategic organizational decisions to support the schools instructional goals and meet student learning needs, as evidenced by meaningful student work products.

**Focus: 2018-2019:** (Per Quality Review)

- Utilization of Lesson Study with an emphasis on grade level as a means to improve instruction and boost student achievement through teacher collaboration (4.2)
  - Define norms and goals
  - Schedule and plan a research lesson as a team
  - Team observes one teacher deliver the lesson, shadowing an individual student in the process (1.2)
  - Team debriefs lesson, utilizing individual “shadow” students as a lens
  - Team reflect on process and the process re-starts. Each teacher delivers two lessons before the process restarts with another team member. (1.2)
- Strategic and structured co-planning for teachers team teaching in ICT classrooms
- Strategic and structured horizontal and vertical co-planning for teachers based on student population and content areas
- Continue to build and improve the practice of teacher facilitated professional learning
- Co-teaching and co-planning: To shift instructional practice to an ICT model, we will provide professional learning opportunities and regular co-planning sessions for pairs of content-specific teachers and special educators. In addition, we will move to limit ICT partnerships to no more than two per special educator, allowing teachers to forge trust and chemistry as co-teachers. Based on these adjustments, we will hold teachers to a standard of a true ICT co-teaching model where both teachers facilitate, provide feedback, differentiate and lead equally. In addition, we will enhance vertical and horizontal co-planning for content and grade teachers to develop instructional prowess and planning for multiple entry points, differentiation and multiple paths of inquiry within all lessons.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.
1. By June 2019, 75% of all scholars would have achieved college readiness benchmarks as per requirements from the NYSED.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative facilitated workshops for department heads on structuring and facilitating lesson study for lesson study teams.</td>
<td>Department Heads</td>
<td>Sept - June 2018-19</td>
</tr>
<tr>
<td>Danielson Framework differentiated professional learning for improved instructional capacity:</td>
<td>All Teachers</td>
<td>Sept - Oct 2018</td>
</tr>
<tr>
<td>- Planning and preparation</td>
<td>Administration</td>
<td></td>
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<tr>
<td>- Classroom Environment</td>
<td></td>
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<tr>
<td>- Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent workshops focused on:</td>
<td>Parents</td>
<td>Sept - June 2018-19</td>
</tr>
<tr>
<td>- Quality Review document and process.</td>
<td>Administration, Guidance and Parent Coordinator</td>
<td></td>
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<tr>
<td>- Instructional process and outcome.</td>
<td></td>
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<tr>
<td>- Skedula communication between teachers and parents</td>
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<tr>
<td>- College application process</td>
<td></td>
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<tr>
<td>- Supporting a student-athlete and a scholar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly administration and PTA executive meetings to focus on:</td>
<td>Students, Teachers</td>
<td>8/29, 9/26, 10/24, 11/28 and.......</td>
</tr>
<tr>
<td>- Aligning school and community resources for students academic and social and emotional improvement.</td>
<td>Administration and PTA executive committee.</td>
<td></td>
</tr>
<tr>
<td>- Aligning school and community resources in supporting teachers instructional and leadership capacity.</td>
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</tbody>
</table>

**3b – Parent and Family Engagement**
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

School leadership works directly with the PTA Executive Board through summer planning sessions and monthly meetings to ensure teacher-parent collaborations are meaningful and systematic. Teachers utilize time weekly to conduct parent outreach and also utilize IO Education to keep parents updated regarding the progress of their child. Interventions for struggling students are handled through these partnerships with guidance facilitating planning sessions and academic supports to ensure student growth. Schoolwide events, such as workshops, town halls and academic nights are held to strengthen these ties and provide opportunities for meaningful interaction between all school stakeholders.

Part 4 – Budget and Resource Alignment

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

- Administrative time dedicated to lesson study planning and execution
- Department Head sessions dedicated to lesson study planning and execution
- Extensive time allocations to support pedagogical staff engaging in lesson study process
- Funding allotted to purchase and produce lesson study resources
- Leveraging expertise of partner schools to enhance lesson study practices

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
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<tbody>
<tr>
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<td>In Kind</td>
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<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 31, 2019, all teachers will be engaging in the lesson study process in collaborative teams. No less than 60% of teachers will have delivered a research lesson. 90% of teachers will have observed a research lesson and provided feedback to their colleagues. 100% of teachers will have collaborated in planning a research lesson.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Google Drive files containing Research Lessons, Lesson & Meeting schedules and feedback from collaborative teacher team
- Collaborative Teacher Team Meeting Agendas
- Collaborative Teacher Team Meeting Minutes
- Observation and Low Inference of Collaborative Teacher Team Meetings
- Observation Reports of Research Lessons
- Email Correspondence

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Needs Assessment Questions</th>
<th>Strengths (As per Quality Review):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Created and identify student centered clubs and programs to address students' academic and socio-emotional needs, including gender-based mentoring and community service (1.4)</td>
</tr>
<tr>
<td></td>
<td>• Build leadership capacity of teachers and staff by providing access to high leverage teams/collaboration (1.4)</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

1. By June 2019, all teachers will align assessments to curricula, use on going assessment and grading practices, as evidence through informal and formal observations, instructional walkthroughs and the creation of a common Midterm Exam.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>- 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).</td>
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<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted professional learning focused on student centered teaching models and strategies; connections to Danielson Framework</td>
<td>All Teachers Sept-June 2018-19</td>
<td>Administrative Team, PD Committee</td>
</tr>
<tr>
<td>Instructional Walkthroughs with a specific lens aligned to domain 3 of the Danielson framework</td>
<td>All Teachers Sept-June 2018-19</td>
<td>Administrative Team Department Leads</td>
</tr>
<tr>
<td>After each cycle of Advance observation, the administrative team will engage in a reflective process (needs assessment) to identify areas of growth for instruction to inform future professional learning and lesson study goals.</td>
<td>All Teachers November 2018; January, March, April 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Administrative facilitated professional learning with a focus on: differentiation, support and scaffolding for students in subgroups, Quality review, instructional focus, college and career readiness and IO Education</td>
<td>Parents Oct-May 2018-19</td>
<td>Administrative Team Parent coordinator</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

From September to June 2019:

- Ongoing dialogue through parent town halls and electronic communication regarding college and career readiness standards (Admin Team, Guidance) no less than quarterly

- Ensure guidance and pedagogical staff is sharing emphasis on collaborative learning and group-focused activities so parents can facilitate supporting their children in meeting these expectations outside of school

- Use of PTA Executive Board monthly sessions as an additional conduit to sharing new initiatives and patterns & trends

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

- IO Education
- Time allotted to communicate with PTA Executive Board and parents/families generally
- Google Based system in place to enhance school wide communication
- Time allotted 3-5 times weekly to engage in Administrative Team walkthroughs
- Time allotted for each Administrator to conduct multiple Advance observations weekly, with specific, actionable feedback provided within 2 business days
- Creation and modification of online systems to track observations and data resulting from observations to identify trends and patterns

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

<table>
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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.

By the end of January 2019, the administration will monitor the progress of Advance observations.

By the end of January 2019 administrators will meet monthly to report on the effectiveness of actionable feedback to improve teachers instructional capacity.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Review of Advance data tools by school wide teaching staff and individual teachers.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
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</tbody>
</table>

**Celebration (Per Quality Review):**

School communicates its expectations through multiple ways, student handbook, posting throughout the building, on the school website, and via email messages and text messages through pupilpath and io messenger. Parents are provided with resources to support their children. For example, workshops on the financial aid process and application completion.

**Focus (Per Quality Review):**

to provide more opportunities for parents to be more engaged in the school community.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be 5 percent increase in parental participation in school wide activities as evidenced attendance/ Sign In sheets from workshops, conferences, and teacher/staff log entries of individual outreach to parents.**
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs and co-curricular: School culture and School Spirit Week; College Fair; Annual Career Day</td>
<td>Students &amp; Parents</td>
<td>September – June 2018-19</td>
<td>Administration, Guidance, SAPI</td>
</tr>
<tr>
<td>Curriculum Fair; Science Fair</td>
<td>Parents Community Members</td>
<td>May-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Workshops for parents on the IEP process and modification</td>
<td>Parents Community Members</td>
<td>Sept 2018 February 2019</td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Epiphany Blue Facilitated Parent Workshops: Anxiety and stress management</td>
<td>Parents</td>
<td>Nov 2018 June 2019</td>
<td>Epiphany Blue</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Brooklyn Plaza Medical
- New York Cares
- Bedford Stuyvesant Restoration Corporation
- Various local and regional college partnerships

Part 4 – Budget and Resource Alignment

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

- Time is allotted for staff and students to plan and prepare for events individually and in teams
- Forums provided for parental and community feedback
- Time and resources allotted for training and setup of Skedula and Rubicon Atlas

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
Part 5 — Progress Monitoring

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

By the end of January 2019, the administration will monitor parent engagement.

By the end of January 2019, administration and PTA executive board will meeting monthly report on effectiveness of programs to increase parent engagement by 10%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets from parent and school events.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="https://www.nysed.gov">NYSED’s memo</a>).</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>20% to 50% less credits earned than the attempted or inability to attain a passing grade on previous progress report. Class attendance ranging from 70% to 90%. Failure to pass ELA Regents. Teacher recommendations.</td>
<td>After School Programs 3-6pm, Saturday Academy, Saturday 9 to 9s.</td>
<td>Small group instruction; Additional scaffolding; Tutoring</td>
<td>After-school (Tuesday through Friday) and Saturdays. After school and Saturday programs run from October to June.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>20% to 50% less credits earned than the attempted or inability to attain a passing grade on previous progress report. Class attendance ranging from 70% to 90%. Failure to pass Algebra Regents. Teacher recommendations.</td>
<td>After School Programs 3-6pm; Saturday Academy; Saturday 9 to 9s;</td>
<td>Small group instruction; Additional scaffolding; Tutoring</td>
<td>After-school (Tuesday through Friday) and Saturdays. After school and Saturday programs run from October to June.</td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>After School Programs</td>
<td>Small group instruction; Additional scaffolding; Tutoring</td>
<td>After-school (Tuesday through Friday) and Saturdays.</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>20% to 50% less credits earned than the attempted or inability to attain a passing grade on previous progress report. Class attendance ranging from 70% to 90%. Failure to pass LE Regents. Teacher recommendations.</td>
<td>Saturdays 9 to 9s;</td>
<td>Small group instruction; Additional scaffolding; Tutoring</td>
<td>After school and Saturday programs run from October to June.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>20% to 50% less credits earned than the attempted or inability to attain a passing grade on previous progress report. Class attendance ranging from 70% to 90%. Failure to pass US History or Global History Regents. Teacher recommendations.</td>
<td>Saturdays 3-6pm;</td>
<td>Small group instruction; Additional scaffolding; Tutoring</td>
<td>After-school (Tuesday through Friday) and Saturdays.</td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Students with attendance, academic, social, behavioral and emotional issues as determined by teachers, support staff, guidance counselors, COSAs including:</td>
<td>During school day;</td>
<td>Small groups; one-to-one.</td>
<td>After school and Saturday programs run from October to June.</td>
</tr>
</tbody>
</table>

*Note: After-school and Saturday programs run from October to June.*
<table>
<thead>
<tr>
<th>Below 80% attendance during any school month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing more than 3 classes in a semester</td>
</tr>
<tr>
<td>Lack of credit accumulation overall</td>
</tr>
<tr>
<td>Failing 1-2 Regents during school year</td>
</tr>
<tr>
<td>Frequent anecdotes in Skedula for behavior or socio-emotional support needed</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   |   | 50 |

2. Please describe the services you are planning to provide to the STH population.

   Services provided to students in the STH population include counselling, academic supports during and after school, and school supplies to ensure equity in opportunity for learning.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   |   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

We are a Title 1 school
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The administration will actively recruit through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. Hosting Teaching Fellows program for their summer intensive and gathering insight from current teachers with regards to quality candidates to interview will be utilized as well.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The targeted assistance Title I is used in coordination with baseline funding to supplement and not supplant baseline materials and personnel. The targeted assistance Title I funding will be used to purchase supplemental instructional materials for identified students and to split fund the position of Social Worker who spends part of their day working with identified students.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$493,696</td>
<td>X</td>
<td>Sections 5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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2018-19 CEP 37
• **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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 13K670, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>13K670 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- 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;

## Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

13K670, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

- ● 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

- ● 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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
</table>
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.
### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Brooklyn</td>
<td>670</td>
</tr>
</tbody>
</table>

**School Name**: Benjamin Banneker

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Kinsley Kwateng</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>John LaCroix</td>
</tr>
<tr>
<td>Coach</td>
<td>Coach</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Francesca Freeman-Lujan</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Isaiah Cherry</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ms. Kinard /Spanish Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ms. Wanda James</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Karen Watts</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Camilla Holmes</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☒ No ☐
- Dual language program (DL) Yes ☒ No ☐
- Freestanding ENL Yes ☐ No ☒

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
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</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Teacher created assessments in conjunction to the MOSL baseline assessment are used assess literacy skills so that teachers can identify learning gaps and lesson plan accordingly. Teachers are able to identify the student strengths and weaknesses in the areas of: listening, speaking, reading and writing. Based on the data teachers will be able to share best practices during grade level and departmental meetings to improve student performance.

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? At the end of each marking period we will review the ELLs data so as to see if they are meeting AYP in addition to making sure that they are provided additional academic intervention services to support their overall performance.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] N/A

6. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? We look the data, share and discuss with staff during PD. In addition, we strategically program students to meet their needs.

7. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

There are 11 students who are currently at the Advance Level and Intermediate level. In addition, we have one student that is emerging.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? We look the data, share and discuss with staff during PD. In addition, we strategically program students to meet their needs.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      NYSESLAT indicates that the students are intermediate and advance therefore requiring minutes of service a week in ELA and or another content area by a K-12 certified teacher in ESOL. However we do not have the personell on staff to provide such services nonetheless we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore we have an extensive academic intervention service that offers students tutorial services in all core classes during the academic week as well as on Saturdays.

   b. TBE program. If applicable.
      NA

   c. DL program. If applicable.
      NA

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      NYSESLAT indicates that the students are intermediate and advance therefore requiring minutes of service a week in ELA and or another content area by a K-12 certified teacher in ESOL. However we do not have the personell on staff to provide such services nonetheless we are seeking to collaborate and partner with schools in the community to meet the ELL population needs. Furthermore we have an extensive academic intervention service that offers students tutorial services in all core classes during the academic week as well as on Saturdays.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   The mode of instruction is English in all content areas.

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

   NA

5. How do you differentiate instruction for each of the following ELL subgroups?
   
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   Afterschool tutoring and Saturday Academy.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

   Creating an ELL academy that meets monthly to support students progress.

10. If you had a bilingual program, what was the reason you closed it?

    NA

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    All ELLs are encouraged to participate in all after school programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

    All students have access to technology so as to enhance overall learning.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

    Benjamin Banneker ensures that home language support is provided via parent notification letters with support from attendance coordinator, the ELL coordinator, the testing coordinator and the parent coordinator to support parent notification.
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Benjamin Banneker ensures that all required services/resources support and corresponding to ELLs ages and grade levels through the guidance counselor based on the NYSESLAT results and Common Core learning standards.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

All students have access to technology so as to enhance overall learning.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

NA we do not have any newly enrolled ELLs

17. What language electives are offered to ELLs?

Benjamin Banneker offers Spanish as an elective.

18. For schools with dual language programs:

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPS and ELLs are integrated.

   b. In which language(s) is each core content area taught?

   c. How is each language separated for instruction?

   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

---

**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 and non-pedagogic staff.) 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?

   We will seek support from Brooklyn North Field Support Center and whenever possible send the appropriate personnel to scheduled professional development.

   Teachers will implement the CCLS according to the core subject area and will be encouraged to seek additional support from the BNFSC based on the professional development workshop.

2. 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 are given the time to discuss best practices by grade and by content during scheduled professional development. The staff uses this as a resource to develop their lesson plans.

   The staff uses 25% of their scheduled PD time to address the needs of diverse learners.

---

**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Benjamin Banneker holds grade meetings at the beginning of each semester to inform and discuss student performance and goals to meet AYP in relation to core curriculum instruction. In addition, teachers conduct parent outreach on Tuesday from 2:35-3:15 at this time teachers communicate with parents and if necessary, we also utilize the over the phone translation services 718-752-7373 to speak with parents. This time is utilized to inform and improve academic achievement.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are encouraged to get involved in school activities included but not limited to: grade meetings, parent workshops on CCLS, IEP meetings, SLT, celebratory meetings, celebratory functions of students, athletic events and academic achievements.

Additional Information

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

Paste response here:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kinsley Kwateng, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.

8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.

9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinsley Kwateng</td>
<td>Principal</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>John LaCroix</td>
<td>Assistant Principal</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Wanda James</td>
<td>Parent Coordinator</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Francesca Freeman-Lujan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>8/7/17</td>
</tr>
<tr>
<td>Denetra Kinard</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/7/17</td>
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<td>Coach</td>
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<td>Coach</td>
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<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>11/12/15</td>
</tr>
<tr>
<td>Karen Watts</td>
<td>Superintendent</td>
<td></td>
<td>11/12/15</td>
</tr>
<tr>
<td>Ulubabova</td>
<td>Field Support Center Staff Member</td>
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<td>11/12/15</td>
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<tr>
<td></td>
<td>____ Brooklyn North</td>
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<td>11/12/15</td>
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<tr>
<td>Torres</td>
<td>Other ____</td>
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<td>11/12/15</td>
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<tr>
<td>Holmes</td>
<td>Other ____</td>
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<td>11/12/15</td>
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<tr>
<td></td>
<td>Other ____</td>
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<td>1/1/01</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 13 School Name: K670 Superintendent: Karen Watts

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>99 percent of the school’s population reports English as the primary language. The school’s demographic is made available on the school’s official DOE website and is periodically reported in our school’s newsletter. The remaining 1% requires that the language of communication for both written and oral communication is in Spanish and Mandarin.</td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents which are distributed to parents/guardians but require translations are: annual handbooks, parent-teacher conference announcements, NYS testing dates. Testing dates and calendars are provided as soon as they become available in order to allow</td>
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</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Benjamin Banneker HS holds 4 parent conferences throughout the school year.</td>
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<td>The first, in September, introduces parents to their children’s new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. If necessary, we also utilize the over the phone translation services 718-752-7373 to speak with parents. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Benjamin Banneker has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Available Languages sheet is kept at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.’s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. At Benjamin Banneker the school staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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