2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 10X264

School Name: BRONX ACADEMY FOR SOFTWARE ENGINEERING (BASE)

Principal: BENJAMIN GROSSMAN
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Bronx Acad. For Software Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X264</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>32100011264</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>2474 Crotona Ave, Bronx NY 10458</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-733-6024</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Ben Grossman</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:bgrossman@schools.nyc.gov">bgrossman@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Ben Grossman</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Justin Engles</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Lourdes Cintron</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Ed Fortin</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Angelica Morales</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Chazz Browne, Joshua Otto</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 10 |
| Superintendent: | Caron Staple |
| Superintendent’s Office Address: | 1 Fordham Plaza, Bronx NY 10458 |
| Superintendent’s Email Address: | cstaple@schools.nyc.gov |
| Phone Number: | 718-741-5852 |
| Fax: | |

Field Support Center (FSC)
FSC: Bronx  Executive Director: Jose Ruiz
Executive Director’s Office Address: One Fordham Plaza, Bronx NY 10458
Executive Director’s Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895  Fax: (718) 828-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Benjamin Grossman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Justin Engles</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lourdes Cintron</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ed Fortin</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Chazz Browne</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Joshua Otto</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Angelica Morales</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ariana Gowen</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Alex Orphanides</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Rossdlyn Palacio</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Maria Caro</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Scott Massey</td>
<td>Member/CSA</td>
<td></td>
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<td>Member/</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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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>: 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>: 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>
</table>

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**

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> What is your school’s mission statement?</td>
<td></td>
</tr>
<tr>
<td>BASE is a community of learners and designers who challenge each other to reflect, exchange ideas and create a better, more just world.</td>
<td></td>
</tr>
</tbody>
</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.

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

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

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

Beginning in 2018-19, BASE is an educational option school, and as such the population we work with is the one that selects us rather than vice versa. We have students from every zip code in the Bronx; BASE students have 10 different languages spoken at home, and about 75% of our incoming class in 2017 qualifies for free or reduced price lunch – this is a similar demographic to the rest of the school.

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

The only population of note is students with IEPs, who comprise approximately 26% of our population in 2017-18. This is notable in that it is high even for the Bronx, which has the highest percentage of students with IEPs of any borough in the city.

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.

The area of the Framework for Great Schools in which BASE made the most progress in 2017-18 is Supportive Environment; requests for student-led mediations were more than double those of the previous year, to about 25%.

We have several key areas of focus for 2018-19, including Algebra Regents exam passing rates and attendance.
## School Demographics and Accountability Snapshot for 10X264

### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 426
- 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): 36
- # SETSS (ELA): 23
- # Integrated Collaborative Teaching (ELA): 44
- # Special Classes (Math): 36
- # SETSS (Math): 25
- # Integrated Collaborative Teaching (Math): 42

### Types and Number of Special Classes (2018-19)
- # Visual Arts: 5
- # Music: 5
- # Dance: 5
- # Drama: 15

### School Composition (2017-18)
- % Title I Population: 70.0%
- % Attendance Rate: 84.1%
- % Free Lunch: 67.4%
- % Reduced Lunch: 2.3%
- % Limited English Proficient: 6.8%
- % Students with Disabilities: 30.0%

### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.9%
- % Black or African American: 29.1%
- % Hispanic or Latino: 58.9%
- % Asian or Native Hawaiian/Pacific Islander: 6.8%
- % White: 3.3%
- % Multi-Racial: 1.9%

### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 5,25
- # of Assistant Principals (2016-17): 2
- % of Teachers with No Valid Teaching Certificate: 17%
- % Teaching Out of Certification: 42%
- % Teaching with Fewer Than 3 Years of Experience: 29%
- Average Teacher Absences (2014-15): 4.4

### School Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A

### School Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 86%
- Mathematics Performance at levels 3 & 4: 80%
- Global History Performance at levels 3 & 4: 81%
- US History Performance at Levels 3 & 4: 84%
- 4 Year Graduation Rate: 74.0%
- 6 Year Graduation Rate (2011 Cohort): N/A
- Regents Diploma w/ Advanced Designation: 0.0%

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

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

#### Elementary/Middle School

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
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#### High School

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<tr>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>YSH</td>
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2018-19 CEP
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

<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>

Student achievement in ninth grade is a major need for us, and we will particularly focus on Algebra I, including the Regents exam. Over 78% of our two most recent incoming classes (students in cohorts U and V) came to BASE having scored below or well below grade level on their 8th grade math exam, and 75% percent are below or well below grade level in reading.

Many of our 9th graders have struggled to pass the Algebra Regents exam; in 2017-18 our passing rate was just below 50%. We also know that 9th graders are struggling to earn credits in Algebra, with passing rates about 5 percentage points below that of other areas.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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, Measureable, Achievable, Relevant, and Time-bound.</th>
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<tbody>
<tr>
<td>As a result of a revised sequence and curriculum, by June 2019, 75% of rising 10th graders will have passed the Common Core Algebra I exam.</td>
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</table>
### 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>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>- Departmental and grade-specific inquiry teams will focus on a cohort of 20 students outside of the school’s sphere of success. This group will focus on students with IEPs and students in the lowest third.</td>
<td>Sept. 2018-June 2019: Inquiry cycles will take place over the course of the full year with the implementation of the baseline common assessment in each content area. Determination of student growth in targeted skill areas will take place periodically over the course of the year (as part of inquiry cycles) and at the end of the year when summative assessment data are compared to baseline assessment data. Number and length of cycles will depend upon selected skill.</td>
<td>All Algebra I teachers, including general ed and special ed teachers will participate in the inquiry teams, as well as activities related to understanding the common assessment data. Teams will be facilitated by lead teachers and APs.</td>
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In 2018-19 we are changing the structure of our 9th grade Algebra program, so that the majority of students will take two Algebra courses (4 credits) as 9th graders and take the exam after their first year at BASE. Critical to success is the curriculum planning and ongoing communication between the four primary teachers of the curriculum, and the way students are exposed to two sets of interrelated concepts simultaneously in two different courses. We are building in significant planning time this summer for this work, as well as throughout the school year.

Collaborative inquiry process in 2018-19 is one major pillar of this plan, as all four of these teachers sit on the 9th grade team and will be meeting twice weekly to discuss process, identify students who are struggling and identify supports to meet students’ needs.

All department teams, including the math department, will also continue to develop and hone the use of our periodic assessment model using in-house assessments aligned to school-wide math focus standards. Common assessments will be given periodically over the year and teams of teachers will look for evidence of growth and gaps in student work and teacher practice in order to make adjustments that support our lowest performing students, including students with IEPs and ELLs.
Students will receive additional math support and exam preparation in after-school settings. These will include weekly peer tutoring and, for a small number of students with the greatest challenges, weekly one-on-one tutoring with a science teacher. Students in this second group will be matched with the tutor for the full year, and their progress will be monitored closely by the tutor and the School Implementation Team.

After-school programs will focus on a small number of students identified by teachers for interventions. These students will comprise students with IEPs and students in our lowest third.

BASE juniors and seniors will serve as peer tutors (upon recommendation of teachers), and members of the School Implementation Team will work as one-on-one tutors.

Algebra teachers will participate in professional learning workshops. These workshops focus on the discipline-specific nature of literacy in a math classroom, and ways to support students engaging with scientific texts and ideas. Professional learning opportunities will be off-site and provided by Department of Education-approved organizations.

Math teachers will participate in the workshops.

School administration will support teachers in selecting appropriate professional learning opportunities. These opportunities will be aligned to the teachers’ professional goals and informed by data taken from observations by administrators.

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<th>3b – Parent and Family Engagement</th>
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<tr>
<td>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.</td>
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</table>
Over the course of school year 2017-18, all parents will be invited to read and discuss the school’s Literacy Plan. There will be a series of opportunities for parents to engage with teachers in each department about the curriculum and instructional supports in each department, including science, through events like curriculum night, parent-teacher conferences and monthly PTA meetings.

Part 4 – Budget and Resource Alignment

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

Teachers are programmed so that all departmental teams meet for collaborative inquiry twice weekly for 45 minutes. Per diem funding will be used to free up teachers for intervisitations to research high-leverage instructional strategies to bring back to respective inquiry teams. NYSTL and other funding will be used to secure assessment material from which teams will develop periodic assessments that are aligned to the school’s CC focus standards.

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

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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.

Student progress will be measured in November, January and March through Next Generation standards-aligned periodic assessments, and the examination of student data and qualitative work on these tasks to understand their progress toward achievement on the Algebra Regents exam.

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

Student progress will be measured regularly through design and implementation of aligned periodic assessments, and the examination of student data and qualitative work on these tasks.

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?

At BASE, all learning revolves around the context of community. Teachers work with every student to set academic goals in each class, and the Seminar (advisory) class helps students make connections across their academic classes, get to know each other and develop post-graduation plans. Students’ senior project require students to take on an issue that is directly related to a community they care about and use design thinking and software engineering to work toward a meaningful solution. In order to engage students in rigorous academic content, we believe we must demonstrate purpose that is deeply tied to community, and engage students with curricula and tasks that are relevant and responsive to our students’ various backgrounds. Our school culture is heavily influenced by these beliefs, and we have begun to engage in staff-wide learning on culturally responsive pedagogy and examining inherent bias, both personal and structural.

Strengths:

- Seminar (BASE’s advisory program) is a core component of each grade; every student is in one, and the curriculum is developmental
- 93% of students on our last published LES have positive responses in the Cultural Awareness and Inclusive Classroom Instruction category.

Needs:

- The school-wide passing rate in term 2 2017-18 was about 74%.

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.

As a result of an ongoing professional learning focus on Culturally Responsive Education, in order to decrease the gap between our actual course passing rate and our school target passing rate of 90%, by June of 2019 the school-wide passing rate across all departments will be up 6% to 80%.
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) 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>
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<tr>
<td>In 2018-19 we will continue our work across teachers and staff on culturally responsive education (CRE), infusing a culturally responsive lens throughout professional learning, including Monday PL time, grade team collaborative inquiry and supervisory coaching and feedback.</td>
<td>All students</td>
<td>Sept. 2018 – June 2019</td>
<td>Professional Learning Committee; supervisors; all teachers</td>
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<td>Students will be able to select elective classes for the year.</td>
<td>10-12th graders</td>
<td>May 2018- June 2019</td>
<td>School leaders; teachers; guidance and programming teams</td>
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<td>School leaders will participate in ongoing PL on inherent bias and how it relates to school systems, and routinely use protocols to look at school data that may reveal disproportionality. Processes and findings will be shared with grade team leaders to foster discussion in inquiry teams.</td>
<td>School leaders; teachers</td>
<td>Sept 2018- June 2019</td>
<td>School leaders; grade team inquiry leaders</td>
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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.

PTA meetings will provide opportunities to share the focus and findings of this work with parents, and SLT and parents will be invited to participate in data dives that may reveal disproportionately. We will engage in this work every other month, including a special meeting with parents on the topic that is not a regular part of PTA. Key personnel include school leaders, grade team leaders, and the PTA executive board.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
- Teachers spend two 45-minute periods each week in grade-wide collaborative inquiry teams
- School leaders meet weekly for an hour to engage in an inquiry process focuses on data, CRE and effective coaching techniques
- The principal will participate in a monthly meeting facilitated by DOE looking at equity issues in schools

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

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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.

Each marking period the supervisory inquiry team will look at passing rates and observation reports, and reflect with teachers on strengths and challenges regarding student engagement. On the January report card we expect to have a 78% passing rate overall.

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

Course passing rate.

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

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.

Strengths:

- From 2015-16 and 2016-17 our CC Algebra Regents passing rate increased by 14 points, from 47% to 61% in 2016-17.
- Collaborative inquiry is a core component of the school’s culture: all teachers meet twice weekly to look at student and teacher work and to make instructional decisions based on that information, including the math team, who have focused on problem-solving as a department-wide focus.

Needs:

- Despite commitment to a shared vision of strong instruction, observations show that teaching practices are not coherent across grades or within departments.
- Over 78% of our two most recent incoming classes (students in cohorts U and V) came to BASE having scored below or well below grade level on their 8th grade math exam.

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.

As a result of shifting our collaborative inquiry process from departmental teams to grade teams in order to develop stronger shared practices with the range of students, by June of 2019, 60% of students with IEPs will achieve a college readiness score of 75 and above on the ELA Regents exam; this amounts to a 10% increase from previous years.
### 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>
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| - 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). | All student groups, with a focus on students in the lowest 3rd. | Sept. 2018 – June 2019 | All teaching staff with a particular focus on STEM teaching staff; admin team; Inquiry Leadership Team (ILT). |

In 2018-19 each department will implement our school-wide literacy plan, developed in 2016-17 by a team of teachers and administrators that emphasizes the importance of supporting literacy (reading, writing, discussion) within each discipline. The plan gives tools and structures to teachers and teacher teams to bring literacy to the forefront of classrooms, with the development of specific interventions and strategies appropriate for each discipline.

The six pillars of the plan are:

- Reading screening
- Literacy across the content area
- Disciplinary literacy
- Strategic reading
- Teaching teams
- Continuous professional development

Using the collaborative inquiry structure, grade teams will work to develop two-pronged plans for literacy development: First, teams will promote strong literacy-across-the-curriculum instructional practices and cultural emphases; second, teams will explore and enhance instruction in discipline-specific literacy practices. Each team will work with a cohort of students, and these cohorts will comprise the full range of learners, including students in the lowest third, students with IEPs, English Language Learners, and high-performing students.

Dedicated professional development (weekly whole-school meetings and collaborative inquiry) with a focus on literacy-across-the-curriculum and disciplinary literacy.

| | All student groups | Sept. 2018 – June 2019 | All teachers will participate in weekly full staff meetings, semi-weekly grade |
We will continue our weekly one-on-one tutoring program. This program, developed by the School Implementation Team, identifies a small group of students with the highest needs in math and literacy and works with them each week to develop foundational skills.

| Grade-specific inquiry teams will use a research-proven collaborative inquiry approach, including identifying school-wide groups and subgroups, targeting skill needs, developing instructional interventions such as problem-solving methods and a focus on literacy and reading in math, and assessing effectiveness in growth in established cycles of inquiry. Two full cycles of inquiry will conclude by examining the school-wide conditions of learning, and teams will make recommendations for school-wide instructional practices or structural modifications to promote student achievement. | Students in the lowest 3rd and students who exhibit specific challenges in literacy work. | Oct. 2018-June 2019 | Members of the School Implementation Team coordinate the program and serve as tutors. | Cohorts of 15-30 students will be used as indicators for success of grade-wide interventions; these cohorts will comprise the full range of learners, including students in the lowest third, students with IEPs, English Language Learners, and high-performing students. | Sept. 2018-May 2019 | The School Implementation Team will manage the development of the literacy plan, and all teachers will participate in the implementation of instruction and interventions. |

### 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.

Cohort students and their families will be invited to join inquiry teams (when appropriate) as active partners in the work. Students and families will join inquiry meetings, participate in interviews and other forms of empathizing and information gathering, and co-create instructional interventions and supports. Families will have opportunities to learn more about the inquiry work at family conferences and curriculum night events; additionally, we will hold Diverse Learner Information sessions for families of students with IEPs and English Language Learners. Key personnel include all teaching staff, the SIT, the ILT, and the admin team. Diverse Learner information sessions will take place in fall and spring terms.
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.

Weekly meeting time is divided so that on a monthly basis CFGs can meet for a facilitated session to discuss goals and debrief from visits. Teachers are programmed such that three periods weekly are for common planning, and can be re-purposed for intervisitation and to give colleagues feedback from classroom visits.

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

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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.

Grade teams will be implementing quarterly periodic assessments that are aligned to the same key standards and the NYS Regents exams. These assessments will allow teacher teams to understand individual and class-wide progress toward mastery of standards and help to home in on groups of students, especially students with IEPs and ELLs. By November, at the first periodic assessment, we anticipate seeing at least 75% of all students on track to pass their respective Regents exam. We anticipate at least 25% of students will be ready to sit for the ELA exam in January of 2019.

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

Common Core ELA exam; NYC Performance Tasks in ELA.

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

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.

BASE’s 2017-18 4-year graduation rate is approximately 66%; while this is still above the borough average, it is a dramatic decrease from our 2016-17 rate of 78%.

We will address several needs in order to bring the graduation rate back up, including better identification earlier in the year of students who are struggling to succeed and are at risk of not graduating; below-target credit earning in courses (addressed in section 5A, above), and better programming to promote choice, engagement and appropriate supports for all students.

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.

As a result of a reorganization of teacher leadership roles, by June 2019 BASE’s graduation rate will increase 14% (from 66% to 80%).
### 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).

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<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>
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<td>Students identified as at risk across all grades</td>
<td>Sept.-Oct. 2018</td>
<td>School leaders, guidance office, inquiry team leaders</td>
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<tr>
<td>Students identified as at risk across all grades</td>
<td>Sept. 2018-May 2019</td>
<td>School leaders, Inquiry Leadership Team, all teachers, parents of students identified</td>
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<tr>
<td>All students, grades 10-12</td>
<td>Sept. 2018-June 2019</td>
<td>Elective teachers, CTE department, programming and guidance teams</td>
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<tr>
<td>All students</td>
<td>Sept. 2018-June 2019</td>
<td>All teachers, all supervisors</td>
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<tr>
<td>All incoming 9th grade students</td>
<td>Sept. 2018-June 2019</td>
<td>Algebra and Living Environment teachers; guidance and programming teams</td>
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- **Full analysis by school leaders and the guidance team of the previous two cohorts’ graduation successes and challenges, including demographic analysis, to understand which students in upcoming cohorts are at risk for not graduating. This information will be shared with grade teams, who will develop action plans and an inquiry focus that especially focuses on students historically at risk.**

- **We will use the results of the analysis to inform grade-team inquiry work, including helping identify which students should be a part of inquiry focus groups. We are also implementing a new model of inquiry, in which we invite students and families to participate with teachers in the inquiry process, so that teachers will regularly interview students about their experiences and what is leading to success and struggle.**

- **Choices in electives, including new offerings such as CTE electives that are responsive to student requests, as well as Art II and Spanish II.**

- **Teachers will work with supervisors to set goals for student engagement that include metrics regarding credit earning. These goals will be a regular part of post-observation discussions with supervisors, and supervisors will target professional learning around areas of success and challenge for teachers regarding student engagement.**

- **New models in STEM areas to support students in areas where they have traditionally struggled (this is for future cohorts, but will have a strong impact on future graduation rates). In Algebra, we are condensing the majority students’ math tracks to a 1-year/4-credit sequence, so that more students will be able to reach advanced math in their 3rd and 4th years at BASE. In Living Environment we are creating sections of a 2-year/4-credit sequence for students who need additional support to pass the exam and earn their credits.**

| n/a | n/a | n/a | n/a |
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.

Parents will have multiple opportunities to engage with teachers about the tools and strategies used to assess and monitor student learning through events like curriculum night, parent-teacher conferences and monthly PTA meetings. Grade teams will meet twice weekly times a month to better understand student successes; grade team leader will liaise with the Parent Coordinator to keep her updated on student progress, and individual teachers will have responsibility for contacting parents of students regarding challenges they are seeing. Additionally, as detailed in section 5E (below), we will for the first time be inviting students and parents to be a part of the inquiry process, regularly interviewing students about their experiences in classes and giving parents access to grade teams to partner on improvement initiatives.

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.

- Critical Friends Groups will provide opportunities for peer-to-peer visitation and feedback. A CFG curriculum will support teachers in conducting observations and providing meaningful feedback. Time in the schedule will allow teachers to visit classrooms and meet in CFGs, and the fourth Monday staff meeting of each month will focus on CFGs.
- Professional learning over the course of the year will focus on formative assessment.
- Mentors will work with new teachers to set goals and maintain action plans for reaching those goals.

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

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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 February of 2019, our school-wide pass rate will be at 90%, on track for a 90% pass rate across classes for the entire year.

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

Teacher inquiry teams will use scholarship reports, as well as self-assessing their progress on individually set goals, using feedback from CFGs, observation reports from administration and evidence of student learning.

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

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.

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

Strengths:

- On the last published LES, 90% of parents responded positively to questions about the school.
- School-wide design challenges in 2015-16 and 2016-17 included participation from community groups and from parents

Weaknesses:

- Over the past two years consistently only 14% of parents responded to the LES.
- Parent participation in PTA meetings has been low, with an average of 10-20 parents attending each meeting.

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.

As a result of a comprehensive communication plan, attendance at community events such as PTA meetings and parent teacher conferences will be up by at least 50% from last year by June 2019.
### Part 3a – Action Plan

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<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>
</table>
| • 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). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| School leaders in consultation with the parent coordinator and teachers will develop four events over the course of the year for parents and families of special populations, including students with IEPs, ELLs, and high-achieving students. These events will include our Diverse Learners information sessions. | Parents of all students in special populations | October 2018- April 2019 | All teaching staff and school leadership, Parent Teacher Association executive board, Parent Coordinator |
| Coordinated communication between school and families (regular phone calls from seminar teachers, attendance teachers, etc.; letters and other mailings). | Parents of all students | Sept. 2018 – June 2019 | All teaching staff and school leadership, Parent Teacher Association executive board, Parent Coordinator |
| Continued development of social media platforms including website, Facebook and Twitter as a means of communicating with and engaging parents. | Parents of all students | Sept. 2018 – June 2019 | Office staff and school leadership, Parent Teacher Association executive board, Parent Coordinator |
| We will design inquiry work to include cohort students and their families. Students and families will be partners in the assessment of students; the developments of tasks, assessments, and interventions/supports. Students and families will learn protocols for learning with student work, and they will have opportunities to lead meetings. | Inquiry cohort students and families | Sept. 2018 – June 2019 | All teaching staff; ILT, Grade Team Leadership Team; admin team |
| n/a | n/a | n/a |

### 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.

| n/a |

### 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.
BASE will use the following resources to engage and create a welcoming environment for families:

- Teachers of students in special populations will develop and lead workshops for parents and families.
- A parent coordinator will help create and maintain structures for communicating with families.
- Parent engagement time will provide opportunities for teachers to communicate with families.
- IEP teachers will have time in the schedule to write and update IEPs, communicate with families, and hold IEP meetings.
- Teachers will hold two Diverse Learners information sessions for families of students with IEPs and ELLs.
- The SLT and PTA will meet monthly.
- An active and updated website will provide information for families.
- The ILT will coordinate the integration of students and families into the inquiry work.

**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>X</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th>X</th>
<th>Title II, Part A</th>
<th></th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></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 we will have offered two workshops for parents, with at least 20 participants attending each. By October, we will have students and families participating in all four inquiry teams.

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

Average number of parents attending workshops.

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>All grades: Students who received a 1 or 2 on 8th grade reading test and/or students who scored in lowest third on in-house baseline assessment.</td>
<td>1. Intervention tutoring program, including trained peer tutoring twice weekly after school 2. Department-wide alignment of teaching to mastery ELA standard. 3. Unison reading serves as an AIS for struggling students, English Language Learners, and students with IEPs</td>
<td>Small group, one-on-one, and individual tutoring</td>
<td>During the school day and during after school peer tutoring sessions twice weekly</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>All grades: Students who received a 1 or 2 on 8th grade math test and/or students who scored in lowest third on in-house baseline assessment.</td>
<td>1. Targeted numeracy instruction for 9th graders for the first 6 weeks of school. 2. Department-wide alignment of teaching to mastery math standard. 3. Intervention tutoring program, including trained peer tutoring twice weekly after school for small group and individual support focusing on research-proven math</td>
<td>Small group, one-on-one, and individual tutoring</td>
<td>During the school day and during after school peer tutoring sessions twice weekly</td>
</tr>
</tbody>
</table>
| Science | All grades: Students who received a 1 or 2 on 8th grade math test and/or students who are earning a failing grade in science classes beginning in October. | 1. Department-wide alignment of teaching to mastery standard: CC Math Practice 1.  
2. Intervention tutoring program, including trained peer tutoring twice weekly after school for small group and individual support focusing on research-proven math strategies such as think-alouds and peer-to-peer problem solving. | Small group, one-on-one, and individual tutoring | During the school day and during after school peer tutoring sessions twice weekly |
|---|---|---|---|---|
| Social Studies | Students who received a 1 or 2 on 8th grade reading test and/or students who scored in lowest third on in-house baseline assessment. | 1. Department-wide alignment of teaching to Common Core mastery standard.  
2. ICT, SETTS, or partial self-contained for students with IEPs. | Small group, one-on-one, and individual tutoring | During the school day and during after school peer tutoring sessions twice weekly |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students with “at-risk” factors | 1. Counseling  
2. Conflict mediation | 1. Individual and small group with social worker  
2. Seminar program (advisory) | During the school day |
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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### 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.)

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

   We will provide multiple services to our student in temporary housing, including providing basic supplies (uniforms, school supplies, etc.); counseling; and academic interventions to ensure these students are able to progress, including peer tutoring and small-group academic supports.

### 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**.

<table>
<thead>
<tr>
<th>n/a</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All teachers at BASE are highly qualified or on their way to becoming highly qualified, and ongoing professional development (weekly whole-school and collaborative inquiry teams) will provide high quality professional development aligned to Danielson and supporting teacher goals for growth. Historically, we have a low turnover rate of teachers at BASE. We ensure that early career teachers have significant support, including mentoring and an early-career teacher group, as well as added focus from supervisors. More experienced teachers are active participants in our collaborative inquiry program, which involves action research.

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).

- All teachers meet weekly for whole-school professional development aligned to Danielson, CCLS, school instructional expectations, and the Great Schools Framework.
- All teachers meet twice weekly in collaborative inquiry meetings to examine student work and data to improve teacher practice to meet student needs and develop student strengths.
- New teachers have weekly meetings with their mentors.
- New teachers have a weekly early-career teacher group, with a focus on lesson and unit planning, as well as Danielson’s Framework for Teaching.
- Most teachers also participate in external professional learning, including discipline-specific conferences and workshops professional aligned to teacher goals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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 decision process for BASE’s assessment program includes the voice of virtually every teacher on the team. Several structures are in place to ensure this is the case.

- In 2016-17 BASE’s assessment plan integrates student mastery of multiple focus standards in literacy and in problem solving. These focus standards have been selected by departments, and the rubrics for mastery will be developed in our Collaborative Inquiry teams, which are departmental teams that meet twice weekly, led by member of the school's Inquiry Leadership Team.
- Periodic assessments for students that measure mastery of these focus standards will be developed by our Professional Learning Committee, a group that meets twice weekly and comprises teachers and school leaders.
- Teachers use time in twice-weekly meetings to look at student work and student data from these assessments and plan academic interventions for students who are struggling.

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

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. 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. 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 (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</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. Indicate in Column B, section</th>
</tr>
</thead>
</table>
### Schoolwide pool.
(Refer to Galaxy for school allocation amounts)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>Goals 1, 2, 3, 4 and 5</td>
</tr>
</tbody>
</table>

#### Column A
- **Title I Part A (Basic)**
  - Federal
  - 263,000
  - X
  - Goals 1, 2, 3, 4 and 5
- **Title II, Part A**
  - Federal
  - 0
- **Title III, Part A**
  - Federal
  - 0
- **Title III, Immigrant**
  - Federal
  - 0
- **Tax Levy (FSF)**
  - Local
  - 3,102,000
  - X
  - Goals 1, 2, 3, 4 and 5

#### 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.

#### The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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.

---

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. BASE, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education 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.

**Support for Parents and Family Members of Title I Students**

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

BASE will support parents and families of Title I students by:

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

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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 Elementary and Secondary Education 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;

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**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)**

**Bronx Academy for Software Engineering**, 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
## I. School Responsibilities: Providing General Support to Parents

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

## II. Parent/Guardian Responsibilities

*Parent/Guardian Responsibilities:*

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☑ conceptually consolidated (skip part E below) ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program:

# of certified ESL/Bilingual teachers:

# of content area teachers:
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 

After school instruction will take place in one-on-one and small group settings. Our ENL teachers will select students based on relevant data, including assessment data and qualitative data. The language of instruction will be in English, and the after school program will take place weekly throughout the year. Two certified ENL teachers will facilitate this work.

### Part C: Professional Development

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

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

Begin description here: 

n/a

### Part D: Parental Engagement Activities

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

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

Begin description here: 

Teachers will reach out to families to explain the program and invite parent/family involvement. Additionally, families will receive information about/updates on the program at our Diverse Learners Information sessions, held in the evenings twice each year.
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
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<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Bronx</td>
</tr>
<tr>
<td>School Number</td>
<td>264</td>
</tr>
</tbody>
</table>

School Name: Bronx Academy for Software Engineering

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>Principal</th>
<th>Benjamin Grossman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Scott Massey</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Gabriella Mucilli</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Katherine Tucker</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nikita Patel / Special Educati</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Juanarie Mejia/Special Educati</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
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</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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</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 foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
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<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>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
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</tbody>
</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 431 |
---|---|
Total number of ELLs | 29 |
ELLs as share of total student population (%) | 6.73% |

## 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>
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<th>3</th>
<th>4</th>
<th>5</th>
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<th>8</th>
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<th>11</th>
<th>12</th>
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</thead>
</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>
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<th>Tot #</th>
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<td>TBE</td>
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## 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?

   The assessment tool that BASE uses to assess the early literacy skills for our ELL students are varied throughout the year. The data that is collected from these assessments is used to inform the school’s staff and effectively create instructional plans, including developing culturally responsive curriculum, to integrate learning for ELL students. The data that has been collected from various sources, including the RLAT and recent ELL measurement scores have concluded that there are ELL students ranging from Entering to Commanding. This data informs both staff and administration on how to conduct the most effective instructional plan. English Language Learners are directly supported in core classes through a push-in method, while educators receive support in terms of professional development, conferencing discussions and regular communication with the ENL support teacher. English Language Learners are identified as candidates for our one-on-one tutoring program through teacher observation forms, interviews with students and families provide them with. After this data is collected, the ESL teacher and...
core subject teacher conference and reflect on practices within the classroom to best support English Language Learners based on the data collected through various sources previously mentioned.

2. What structures do you have in place to support this effort?
In order to support educators in the development of culturally responsive and responsible curricula, our full staff meetings are geared towards developing empathy for all of our diverse learners, ELLs included. The creation of empathetic assessments follow the professional and personal development and adult learning that our teachers embark on. The ENL teacher is a member of the SIT, which has organized a yearly event known as the Diverse Learners' Summit. In the first year of this Summit, which was a professional development opportunity for all staff members during Chancellor's Day, the ENL teacher was able to facilitate multiple workshops that support teachers in their practice of responding to the needs of English Language Learners.

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

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once summative data has been gathered, structures that are put into place are as follows: the SIT is an essential component in addressing interventions for diverse learners and particularly English Language Learners. Full staff meetings are also a place where interventions are addressed. In terms of full staff meetings and break-out groups, we focus on modifying curriculum to create more responsiveness to our students needs, and particularly to the needs of our ELLs. In SIT, we work through protocols to address interventions for struggling ELLs.

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.] There is much data to enforce the instruction for ELL students, which includes the New York State English as a Second Language Achievement Test as well as Assessments from the Measures of Student Learning for New York City Public Schools. The Bronx Academy for Software Engineering uses this data to engage English Language Learners in instructional programs for all of their content classes. For example, many ELL students are proficient when it comes to the language and use of Computers and Technology.

6. 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].)
Data taken from the Lab-R and NYSESLAT examinations for English Language Learners has revealed students on all levels of English language acquisition. There are two students who are considered to be at the entering level of English language development, with 5 students at the emerging level, 8 students at the transitioning level and the remaining 14 students at an expanding level, making in total 29 English Language Learners at B.A.S.E. across the four grades. All students across the board require English language development in both reading and writing skills, whereas speaking and listening skills are profound and higher rated from examination scores.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
As an integral part of the SIT, the ENL teacher uses this space to analyze data with the members of the SIT and draw conclusions about that data in terms of the supports necessary for ELLs. We use this information to target particular students who are struggling ELLs and have them become a part of our tutoring program, or to be matched up with a particular higher-level ELL who can continue to support them. In coordination with our collaborative inquiry teams, the ENL teacher sits on the Inquiry Leadership team, and provides opportunities for representatives from each of the disciplines to engage with empathy work in accordance with the progress of our ELLs.
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.
      Instruction for English Language Learners is delivered in various ways. Push-in, pull-out, collaborative teaching and self-contained diversified instruction are all aspects of the Freestanding ESL program at B.A.S.E. Students’ ESL services are also infused in the socio-emotional and academic support class known as Seminar. Current English Language Learners and their peers are supported in language development and support.
   b. TBE program. If applicable.
      Paste response to questions here:
   c. DL program. If applicable.
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The school takes appropriate measures to ensure the mandated number of instructional minutes is provided to ENL students. The ENL teacher is responsible for creating the schedule for ENL students in alignment with the Special Education requirements for support.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Courses at BASE are delivered specifically in English with little to no support in the student’s first language. The ESL instructor varies instruction for leveled English Language learners.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   ELL students are appropriately evaluated throughout the year in their native languages. Initially we can support students in this way by administering specific Regents examinations in the native language. There are also support systems in-house where students are able to have conversations in their native languages with teachers who also speak the native language. Finally, ELL students whom are at different levels of English language learning are paired with each other to support in English language acquisition skills. Our teachers are currently being trained to translate instructional materials into the native language for ELL students that need this support.

5. How do you 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
   a. SIFE students have a fellow native language speaker that we use as a buddy to help the student become adjusted to our school. We try to provide a staff member that speaks the student’s native language to mentor our SIFE and assist in their adjustment to the school.
b. For Newcomers, we use many of the same strategies listed above. We use a buddy system and a staff member to serve as a mentor. In addition, we provide additional tutoring to support our ELLs with under three years in the US. Tutoring is available after-school.

c. ELLs with 4 – 6 years of service are also provided tutoring (after-school). These ELLs receive extra help during their content area classes from one-to-one support from their teachers. We also utilize significant cooperative learning where these students have the support of other students in their cooperative groups.

d. Long term ELLs we focus on utilizing scaffolds that will develop the skills that these students need to be successful on the CCLS aligned assessments and the NYSESLAT exam.

e. Former ELLs receive additional tutoring (after-school) and receive accommodations on assessments for up to 2 years.

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 use of leveled and differentiated texts for classroom accounts are used to access the academic success of English Language acquisition and development.

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?

BASE focuses on scheduling students who are SWDs into the Least Restrictive Environment based on students’ IEPs. We believe that the Least Restrictive Environment will result in greater student achievement and a higher percentage of students achieving at proficiency on the NYSESLAT. Students are programmed according to IEPs based on their IEPs. We use an Integrated Co-teach model to support the implementation of LRE (Least Restrictive Environment). These students are further programmed based on their NYSESLAT proficiency level for ESL. Our ESL teacher and Special Education team look at the curriculum with a focus on providing differentiated supports into units and lessons for our students to achieve success. We constantly assess and meet as a team to look at our student’s work through team meetings as well as at our SIT (School Implementation Team).

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.

There are specific targeted intervention programs for ELL students in all content area classes which include; ELA, Math, Global History, Physics and Computer Science. Specifically in ELA and Math courses, ELL subgroups are not distinguished in the intervention process. ELA and Math are specific content area classes that require early intervention programs for ELL students. The intervention programs aligned with BASE determine the needs of ELL students in which to best support them in English language acquisition. Sponse to question here:

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

Throughout the year there are services provided in order for the school to continuously create new programs and improve existing programs for the school’s ELL community.

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

At the current time no programs or services for ELLs will be discontinued.

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

All of our ELLs have equal opportunity to all school related programs. This includes clubs, activities, and tutoring services. Robotics club is a club at BASE that allows students to participate even if they have challenges in the English Language. As do all clubs at BASE, Robotics club offers a high level learning environment which allows students to develop language acquisition skills and needs. Curricular activities in school include the iMentor program in which students are matched with a Mentor and build and gain a trusting and long lasting relationship with through their four years in High School. All students are asked to participate in the iMentor program and all of our ELL students fully participate and are matched with mentors. This activity
engages English Language Learners in conversations through email and in person and help students to develop communicative skills.

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.
   We have purchased bi-lingual language dictionaries, materials including textbooks that are Common Core aligned to provide rigor for our ELLs. We have Smart Boards and laptops that allow our teachers to differentiate material. The computers have translation software and teachers find pictures to show on the SmartBoards to provide a visual image for our ELLs.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Native language support in the free-standing ESL program is delivered minimally throughout the school. ESL students have native language support through technology that we utilize.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All required services, support and resources provided to ELLs are age and grade-level appropriate. We offer after school programs and Saturday programs to our ELLs. Our ELLs have equal opportunities with all other students to all of our resources and enjoy the benefit of our library media center, computer labs, and extra curricular activities which include video production, music studio, fine arts, and culinary arts. our ESL students with disabilities receive speech therapy, physical therapy, occupational therapy, and counseling services as indicated in their IEPs.

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?
   We have purchased bi-lingual language dictionaries, materials including textbooks that are Common Core aligned to provide rigor for our ELLs. We have Smart Boards and laptops that allow our teachers to differentiate material. The computers have translation software and teachers find pictures to show on the SmartBoards to provide a visual image for our ELLs. We also hold a building-wide student extracurricular activity in which student representatives from all schools work together to build inter-school relationships. T

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).
   Specific activities that support ELLs includes for newly enrolled ELL students, we have an orientation during the summer that is delivered by the guidance counselor and AP. Orientation involves an overview of our school-wide programs, tour of the school, and a visit to their classrooms. We offer counseling for many of students to adjust to our school. In addition, we have a mentorship program that involves our staff who support our students. Finally, throughout the year, whenever a new student is enrolled, the AP and guidance counselors will give an orientation.

17. What language electives are offered to ELLs?
   Language electives that are offered to ELL students come in the form of support in specific modalities of English Language acquisition skills as well as foreign language support. ELA extra supportive classes come in the form of diverse courses, which support reading and writing modalities in the English Language. Foreign language classes are also offered as credit for ELL students.

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)?
   Paste response to question here:
**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?

   Professional development for personnel at B.A.S.E. is met mainly through two modalities. ELL representatives of the school attend ELL liaison meeting with the Central office. These meetings help teachers of ELLs better understand requirements for ELL teachers. ELL teachers from the school attend meetings in which they are the representative for the school. These meetings are attended in order to review and become familiar with different modes of teaching ELL students, which include the use of technology in the classroom.

   Professional development is offered in many ways to teachers of ELLs which support ELL students in all of the content area classes. Collaborative Inquiry design leads focus towards strengths and needs for ELL students as well as the instructional support that is necessary for ELL students. Designated professional development after school focuses on informational sessions on how to Design Challenges using Thinking By Design in order to best support ELLs in content area classes.

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.**

   It is necessary to provide staff to assist ELL students with the transition from middle to high school. Support like this comes in the form of exercises and discussions in Seminar classes. Professional development sessions are used in order to help staff understand connections between cognitive and non-cognitive skills in adolescents and most specifically to ELL students when thinking about these aspects.

   Staff members will go through thorough presentations including Professional Development presentations and activities to empathize with English Language Learners and the environment in which they are presented with; coming into the country and almost forcefully learning a language that everyone around them speaks. Training for staff members will also include direct experience to working with ELLs in classroom setting with the ESL teacher to guide. At each Professional Development and teacher meeting throughout the year, attendance will be taken for teachers and staff to ensure that they are receiving the minimum 7.5 hours of ELL training. Special Education teachers will receive extra time during after school hours and meetings set to the side where Special Education and ELL teacher/s cultivate an extensive learning environment and work with one another to ensure full understanding of each other’s disciplines.

**Parental Involvement**

1. **How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?**

   The ENL teacher as well as the parent coordinator consistently reach out to parents of ELLs to ensure that all parents and guardians have the correct information and that the school is aware of concerns of the family. At the beginning of the school year, the ENL coordinator reaches out to families as a support as well as reaching out to the families of students who are new to the school.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**

   Parent involvement for ELL students at B.A.S.E. includes a number of specific activities that foster our ELL parental involvement. We have held a number of open house nights at the school in order for families of ELL students to meet all staff members and create connections with one another. Secondly, we plan activities that include but are not limited to activities that foster parent learning and development of the English Language. Another activity that we plan for parents of ELL students is to help them to understand the core content classes that their student is learning and how these classes have specific
impacts on the development of the English language for ELL students. We have also included a yearly Diverse Learners night, where parents and families are invited to come to the school and work with other families through transformative practices that foster community building and community relationships.

**Additional Information**

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

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

**School Name:** BASE  
**School DBN:** 264

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Grossman</td>
<td>Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Scott Massey</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Guishnah Cadet</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Gabriella Mucilli</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nikita Patel</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Juanarie Mejia</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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</tr>
<tr>
<td></td>
<td>School Counselor</td>
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<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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.

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

2. List parents’ preferred languages for both written and oral communication. 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.
### Part A: Language

<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>English, Spanish, Bengali</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>Orientation information, school calendar. We gather these documents during the summer and send them to translation so that they are distributed for parents before they need to arrive at the school for important dates.</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences, Orientation nights, Curriculum nights, College Information sessions.</td>
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</tbody>
</table>

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.)

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

Part 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?

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