



**[BRONX LAB SCHOOL]**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (11X265)**

**ADDRESS: 800 EAST GUN HILL ROAD, BRONX, NY 10467**

**TELEPHONE: (718)696-3700**

**FAX: (718)696-3730**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

**APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X265      **SCHOOL NAME:** The Bronx Lab School

**SCHOOL ADDRESS:** 800 East Gun Hill Road Bronx, NY, 10467

**SCHOOL TELEPHONE:** (718)696-3700      **FAX:** (718)696-3730

**SCHOOL CONTACT PERSON:** Christopher Lagares      **EMAIL ADDRESS:** CLagare@schools.nyc.gov

**POSITION/TITLE:** PRINCIPAL

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Amy Shapiro

**PRINCIPAL:** Christopher Lagares

**UFT CHAPTER LEADER:** Stephen Lazar

**PARENTS' ASSOCIATION PRESIDENT:** \_\_\_\_\_

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 11      **SSO NAME:** Children's First Network CFN1 (Empowerment)

**SSO NETWORK LEADER:** Shona Gibson

**SUPERINTENDENT:** Ms. Unger

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Christopher Lagares	*Principal or Designee	
Stephen Lazar	*UFT Chapter Chairperson or Designee	
Virginia Woodley	*PA/PTA President or Designated Co-President	
Anthony Hewitt	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Contreras	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.



## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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To prepare for college and life, Bronx Lab School students engage in meaningful and contextual academic work; participate in a nurturing community; explore their passions; and learn to value effort as a means to success. To achieve this mission, the school provides rigorous, liberal arts, college preparatory experience. Students at Bronx Lab are taught by dedicated educators whose work ethic and philosophy represent the core values of the school: an unwavering commitment to rigor and high academic standards, experiential and varied instruction, a service and community orientation, and democratic values.

A Bronx Lab School student's experience is characterized by intense, project-based academic work, and daily small-group advisories. In addition to the demands of the classroom, students are required to participate in an extended school day program and have the opportunity to participate in summer internships, tutoring or a residential summer experience at the Hotchkiss School. Students also make informed choices about their learning by participating in apprenticeships in the adult world. Bronx Lab is a community of learners that prepares students for success through meaningful work and authentic inquiry across the disciplines. Students participate in an extended school day and have the opportunity to participate in summer programming, tutoring, or a residential summer program. Bronx Lab prepares students for the world by providing a rigorous liberal arts, college preparatory experience. We empower students to make informed choices about their learning and their lives by engaging them in apprenticeships in the adult world. We provide students with real opportunities to think, to explore, to create, to solve, to reflect, to imagine, and to dream. Staff is committed to knowing each student well and working collaboratively to support the cognitive and social development of all students. Student-centered inquiry is the bedrock of the curriculum and pedagogical approach at Bronx Lab. In order to promote self-directed learning and to engage students as partners, faculty work from a common set of essential questions to challenge independent thinking, deep investigation, meaningful discourse, and frequent and varied demonstrations of learning. Classes are taught in 60-minute blocks, with an emphasis on project based learning, requiring students to work independently and together with classmates to develop deeper understandings. To sustain meaningful inquiry across the curriculum, faculty members create vibrant classroom environments that feature practices and routines such as:

- Workshop model, wherein faculty act primarily as facilitators of student learning
- Shared rubrics that define the standards of excellence for student work
- Learning that results in student portfolios, exhibitions and public presentations
- Lessons and activities that are project-based, incorporating experiential, interdisciplinary approaches, and demand critical thinking

Bronx Lab expects all members of the community to think deeply, participate fully, work purposefully, and question critically.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Bronx Lab School						
<b>District:</b>	11	<b>DBN:</b>	11X265	<b>School BEDS Code:</b>	321100011265		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		86.1	84.9	86.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		96.1	93.2	94.8
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		75.2	75.5	78.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	123	138	133		2	3	3
Grade 10	105	97	105	Recent Immigrants - Total Number:			
Grade 11	98	94	93	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	91	92		8	3	0
Ungraded	0	0	0	Special Education Enrollment:			
Total	326	420	423	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	1	Principal Suspensions	22	8	14
# in Collaborative Team Teaching (CTT) Classes	3	31	29	Superintendent Suspensions	4	16	7
Number all others	15	17	17				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	19	32	34
# receiving ESL services only	35	40	29				

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	3	Number of Administrators and Other Professionals	2	4	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	10	9	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	21.1	18.8	44.1
				% more than 5 years teaching anywhere	31.6	25.0	29.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	79.0	78.0	76.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.5	80.4	95.5
American Indian or Alaska Native	0.3	0.2	0.0				
Black or African American	43.2	42.1	41.6				
Hispanic or Latino	55.2	55.5	55.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	1.0	1.9				
White	0.9	1.2	0.9				
<b>Male</b>	50.0	49.8	53.9				
<b>Female</b>	50.0	50.2	46.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		Pending	

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>					√	√	-
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
<b>Other Groups</b>							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
<b>Student groups making AYP in each subject</b>		0	0	0	4	4	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>		NR			
<b>Overall Score:</b>	73.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

- Four-year **Graduation Rate** of 94.7% for our first graduating class, expected to approach 98% by January 2009; expected Class of 2009 graduation rate of +90%
- **Distributed leadership** including coaches, department chairs, grade team leaders and advisory team leaders
  - Clear Roles and Responsibilities and where faculty can go for support
  - Coaches are peers who demonstrate outstanding teaching and support faculty in areas faculty choose
- **Office of College Placement**
  - Dedicated team that starts preparation from 9<sup>th</sup> grade year in advisory
  - Courses taught to juniors and seniors on college process
  - SAT prep, Scholarship assistance, immigration support
- **Learning Support Team** works together to support differentiation across the disciplines, careful attention to all learners
  - Team leader coaches differentiated instruction for all faculty
  - Case conferences with general education teachers, parents and students to set goals
- **Senior Seminars** meet 480 minutes/week with research trips
  - Students choose area of interest to explore deeply
  - Students produce Capstone Projects: detailed research paper
- **Programming** that meets the credit and skill needs of kids
- **Advisory system**
  - Connection to parents
  - Literacy and writing coaching
  - Transcript analysis
- **Experiential Education**
  - Mountain Program to teach leadership
- **Explore Weeks**
  - Community Service Week
  - College Visits
- **Salesforce**
  - Data available to entire faculty
- **Coaching Framework**
  - A cutting edge framework to support dynamic adult learning
- **Curriculum committee** to decide course offerings and vertical trajectory

### **Significant Aids to Continuous Improvement**

- Standing meetings of leadership
- Communication protocols
- Meeting protocols
- Shared philosophy
- Community partnerships

### **Significant Barriers to Continuous Improvement**

- Shared campus space
- Regents exams that emphasize breadth over depth
- Sustainability of faculty and leadership
  
- Departments meet to plan vertical trajectory of discipline and propose course offerings
- Interdisciplinary curriculum committee reviews department proposals for course offerings
- Decisions on offerings based on needs of students, including credits, skills, regents exams, behavior concerns, citizenship and health
- Teachers are assigned to courses and develop standards approved by department
- Department chairs assist in creating curriculum maps according to Understanding By Design. Curriculum maps submitted to leadership for feedback and posted on school website for parents
- Each teacher has a planning partner to design curriculum and gateway assessments
  
- **What role, if any, do parents, students, teachers, and other members of the community play in making decisions in the school?**
  - SLT
  - Hiring committee consists of teachers, students and administration
  - Parent Association
  - Student interns in OCP
  - Student surveys to suggest extended day offerings
  - 360 committee
  
- **What partnerships with parents, community based organizations, and other institutions does the school have? What role do these partners play?**
  - FECS
  - ISA
  - Fertile Ground
  - Wilson
  - Sierra Club
  - Bronx AIDS Services
  - Clearpool Education Center
  - Appalachian Mountain Club's Youth Opportunities Program
  - Math For America

## College Acceptance Overview

360 + college acceptances, \$2.8 million in grant monies.

### Posse Foundation Scholars

4 members of the Class of 2009 are Posse Scholars

### College Acceptances

**Private schools of note:** Williams, Amherst, Pomona, Swarthmore, Middlebury, Brandeis, Lafayette, DePauw, Connecticut College (2), Syracuse University (3), Ithaca (3), Fordham, Sarah Lawrence, University of Rochester, Union College, Ohio Wesleyan, Wheaton

– **SUNY's of note:** Albany, Binghamton, New Paltz,

– **CUNY's of note:** Hunter, Baruch, City College of New York, Brooklyn

	Cohort 2008	Cohort 2009
# of Graduates	91	83
% Graduation Rate (August)	93	90
% Applied to College	99	100
% Accepted to College	100	100
% Attending 4-year schools	65	70
% Attending 2-year schools	30	29
Posse Scholars	5	4
# of School applied to	162	181
Avg # of Applications per student	7.4	9.8
Total Number of Applications	655	904
Amount of Financial Aid Earned (Million)	2.5	2.8

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **GOAL #1:**

- a. school: The 9<sup>th</sup> Grade Team and Integrated Math Science teams will use diverse student-level data to drive instructional improvement through teachers differentiating instruction to re-teach key concepts.
- b. faculty: Teachers on the 9th Grade Team and in the Math/Science department will periodically collect various forms of both formative and summative data in the form of Gateway Assessment results, Do Now responses, and Summary Exit Slips and use the feedback from these documents to reteach concepts.

100% of the 9th Grade and the Integrated Math Science Department will be fully trained and implementing Data Driven Instruction DDI as shown by their Grade Team and Department meetings, respectively.

### **GOAL #2:**

a. school: Align formative and summative assessments with college ready skills and Regents exams.

b. faculty: Department and school-wide goals will be vertically and horizontally aligned in ELA, Math, Science, and Social Studies with Regents and College-Ready Skills. Teachers will present clear expectations for student skill-level and progression and will monitor student progress regularly.

c. Average Regents scores will improve by 5% from an overall average Regents score of 65% to overall average Regents score of 70%. Number of students in remedial classes in college will decrease by 10%.

### **GOAL #3:**

a. School: There is a clear mastery learning objective with an assessment in every lesson.

b. faculty: Plan units so that the daily lessons are meaningful, relevant, engaging lesson resulting in clear learning outcomes that are matched to meeting grade level expectations.

c. All formally observed lessons will have a clearly stated mastery objective. Students will understand the objective of the lesson.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL #1: By June 2010, 100% of the 9th Grade and the Integrated Math Science Department will be fully trained and implementing Data Driven Instruction DDI as shown by their Grade Team and Department meetings, respectively.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>a. Train all teachers on using Data Driven Instruction effectively in order to explain its purpose and how it can drive student achievement.</p> <p>b. Meet with teachers, IMS (Integrated Math/Science) Department Chairs, 9<sup>th</sup> Grade Team leader, and the Institute for Student Achievement coaches to consistently discuss how data from Gateway Assessments/interim assessments determines targeted lesson planning for students.</p> <p>The principal and co-director will set individual 1 on 1 meetings with 9<sup>th</sup> grade and IMS teachers at end of Oct/Nov to hold DDI meetings review assessment results, target students in need, and plan how the results will drive teaching.</p> <p>a. school: The 9th Grade Team and Integrated Math Science teams will use diverse student-level data to drive instructional improvement through teachers differentiating instruction to re-teach key concepts.</p> <p>b. faculty: Teachers on the 9th Grade Team and in the Math/Science department will periodically collect various forms of both formative and summative data in the form of Gateway Assessment results, Do Now responses, and Summary Exit Slips and use the feedback from these documents to re-teach concepts.</p>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

During a pre-school start Staff retreat teachers were introduced to using Data-Driven Instruction in the classroom. We have also brought in Kim Marshall from New Leaders for New Schools to go over DYO Interim Assessments. Time during our staff meetings will be designated to allow teachers teams to look over and analyze the data.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- a. Gateway Completion rates
- b. Minutes from 1 on 1 DDI and Gateway Assessment Meetings with the principal and co-director
- c. Data Wall tracking student results
- d. Compare performance of each student in 08-09 to 09-10.
- e. Teacher observations and walkthroughs will show that teachers address the learning styles of all students based on the results of the collected data.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>GOAL #2: By June 2010, average Regents scores will improve by 5% from an overall average Regents score of 65% to overall average Regents score of 70%. Number of students in remedial classes in college will decrease by 10%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"><li>1. Staff will analyze the content/skills necessary on Regents exams, by examining the questions asked and data on students' performance on these exams and creating an item analysis.</li><li>2. Staff will identify the necessary College Ready Skills by analyzing the syllabus of introductory college courses from local universities.</li><li>3. Work with Kim Marshall concerning the New Leaders for New Schools Periodic assessments and how they can be used</li><li>4. Share New Leaders Assessments with Department Chairs to reflect, modify or accept or not</li><li>5. Collect and review student performance data on Gateway/interim assessments. to strategize what/how to re-teach and how to best reach the lowest performing students.</li><li>6. Analyze scores and student performance of the January and June Regents exams in departments.</li><li>7. Evaluate Vertical/ Horizontal Curriculum to ensure that skills are addressed to prepare students for college</li><li>8. Consolidate curriculum maps &amp; Gateway Assessments in one central location.</li><li>9. Develop common rubric for the 12<sup>th</sup> Grade Senior Seminar courses.</li></ol> <p><b>a. school: Align formative and summative assessments with college ready skills and Regents exams.</b></p> <p><b>b. faculty: Department and school-wide goals will be vertically and horizontally aligned in ELA, Math, Science, and Social Studies with Regents and College-Ready Skills. Teachers will present clear expectations for student skill-level and progression and will monitor student progress regularly.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>From Contracts from Excellence, money is being used to partially pay the salary of one of our department chairs, Kathy Torres, who like the other Department Chairs have led workshops and meetings to ensure that our assessments are aligned to the State Regents exams. Money from C4E also funds the ELL teacher, Nelsie Castillo's position. She is looking at how to improve the scores of students who have been identified as ELL on the ELA Regents exam. The teachers will participated in PDs around analyzing the Regents, creating a vertical curriculum of skills, and learning methods to improve the</b></p>

	<p>scores on exams. Dr. David Connor will also be used as a consultant to provide support to the teachers who are involved in CTT class settings by focusing on consistent classroom practices that help students with IEPs succeed.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>a) Collect data and track data in a binder</li> <li>b) Notes from meetings/ Gateway Assessment Analysis Forms</li> <li>c) Create a Data Wall</li> <li>d) Classroom Observations Notes and Gateway Conferences ensure alignment</li> <li>e) Finalized Senior Seminar rubric</li> </ul>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>GOAL #3: By June 2010, all formally observed lessons will have a clearly stated mastery objective.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>a. Finalize agreed upon common observation protocols by school leadership to observe classes both formally and informally.</li> <li>b. Hold Professional Development sessions on expectations in classes and what we will look for in observations</li> <li>c. Hold Professional Development sessions on how to write Mastery Objectives</li> <li>d. Walkthrough every classroom 5-10 minutes at least 2 to 3 times every two weeks to monitor and ensure consistent implementation of school wide instructional practices (mastery objectives).</li> <li>e. Collect all observation frameworks and analyze for patterns and train leadership on Observation tracker a spreadsheet to keep track of observations.</li> <li>f. Provide feedback within 48 hours of the walkthrough to give feedback around progress.</li> <li>g. Plan PD within departments or other groups around weaknesses seen in observations</li> <li>h. Target coaching to faculty needs and schedule additional observations for staff that need support.</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

**Teachers will be led through three workshops on how to write effective objectives. Department chairs (including Kathy Torres who is partially funded through C4E will observe and support teachers to ensure that students met the learning objectives.**

- a. **School: There is a clear mastery learning objective with an assessment in every lesson.**
- b. **faculty: Plan units so that the daily lessons are meaningful, relevant, engaging lesson resulting in clear learning outcomes that are matched to meeting grade level expectations**

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- a. Minutes from Department Summits and other meetings.
- b. Use of the Observation Tracker, an excel spread sheet, from North Star Academy, to keep track of teacher observations.
- c. Summaries of observations

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	65	23	72	87	4	TBD	11	1
10	50	50	50	50	1	TBD	10	0
11	50	50	50	50	2	TBD	6	0
12	50	50	50	50	1	TBD	3	0

**Students in Support Classes**

MSN= 16

Carin Thomas: 12

Katrina Eady:9

Naima Cook: 9

Nelsie Castillo : 55 ESL student hours

Rob's Wilson Reading : 2

Sally Jenkins-Stevens: 11

Writing Class: 36

**Total: 152 total kids**

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Office hours</b> – tutoring services after and before school for targeted students</li> <li>• <b>F-Block activities</b> that build academic skill and are credit-bearing</li> <li>• <b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li>• <b>Collaborative Team Teaching model</b></li> <li>• <b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li>• <b>Frequent, high-value contact with parents</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Office hours</b> – tutoring services after and before school for targeted students</li> <li>• <b>F-Block activities</b> that build academic skill and are credit-bearing</li> <li>• <b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li>• <b>Collaborative Team Teaching model</b></li> <li>• <b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li>• <b>Frequent, high-value contact with parents</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Office hours</b> – tutoring services after and before school for targeted students</li> <li>• <b>F-Block activities</b> that build academic skill and are credit-bearing</li> <li>• <b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li>• <b>Collaborative Team Teaching model</b></li> <li>• <b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li>• <b>Frequent, high-value contact with parents</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Office hours</b> – tutoring services after and before school for targeted students</li> <li>• <b>F-Block activities</b> that build academic skill and are credit-bearing</li> <li>• <b>Differentiated programming</b> with attention to special classes for under-performing students</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Collaborative Team Teaching model</b></li> <li>• <b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li>• <b>Frequent, high-value contact with parents</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Academic support via advisory and one-on-one parent/guidance meetings</li> <li>• Office of College Placement that supports students over four years in their college application process</li> <li>• Push-in services to advisory to build awareness of academic standing</li> <li>• Hallway Project classes – high leverage credit recovery program for at-risk students</li> <li>• Information gathering and sharing with staff around high risk students and their needs</li> <li>• Regular school based support team meetings to plan for neediest students</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Individual regular and ad hoc meetings to serve and evaluate needs of at-risk students</li> <li>• Push-in services to advisory to build awareness of academic standing</li> <li>• Information gathering and sharing with staff around high risk students and their needs</li> <li>• Regular school based support team meetings to plan for neediest students</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Individual regular and ad hoc meetings to serve and evaluate needs of at-risk students</li> <li>• After school programming for students around leadership and anger management, i.e., “the Bronx Lab student collective”</li> <li>• Push-in services to advisory to build awareness of academic standing</li> <li>• Student-run peer mediation program</li> <li>• Information gathering and sharing with staff around high risk students and their needs</li> <li>• Regular school based support team meetings to plan for neediest students</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• After school health classes that are credit bearing and practical in application</li> <li>• Push-in services to advisory to build awareness of academic standing</li> <li>• Information gathering and sharing with staff around high risk students and their needs</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.**

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## Part II: ELL Identification Process (page 1)

- 1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annual evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT.)*

All ESL students admitted to Bronx Lab School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a multilingual staff member who speaks their native language in both their native language and then in English. These students then take the LAB-R within ten days of admission.

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Nelsie Castillo	Licensed ESL teacher
LAB-R	Nelsie Castillo	Licensed ESL teacher
Formal initial assessment in literacy, math, English	Katherine Torres Alex Macavier Deng Zeng Nelsie Castillo	Licensed ESL and/or content area teachers

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

- 2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.*

After Angela Contreras, our Parent Coordinator, provides an introduction to our school and the HLIS has been filled out, parents watch the video highlighting the various program options, in the appropriate native language if available the same day that parents enroll their children in the school. An instructor who speaks the family's native language explains the three options (Transitional Bilingual Education, Dual Language,

Freestanding ESL). If necessary, support from the NYCDOE Translation and Interpretation Unit is used. A guidance counselor also answers parents' questions and addresses any concerns they have.

- 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)***

ESL coordinator and instructor Nelsie Castillo is responsible for ensuring the timely return of the Parent Survey and the Program Selection forms. As these documents are submitted, copies are made and filed in students' profile folders. The originals are kept in a folder in the main office with the Parent Coordinator.

A check-list of all students is kept in the folder and students are checked off as the Parent Surveys and Program Selection forms are returned.

If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. All steps are overseen by ESL coordinator Nelsie Castillo.

- 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.***

Our school uses a Free-standing ESL program where students take all their classes in English and receive ESL class instruction according to their NYESLAT scores, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Our school hires personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional in charge. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

- 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)***

Our school uses a Free-Standing ESL instructional program. All parents of new students have requested Free-Standing ESL. ESL Coordinator Nelsie Castillo keeps all returned Parent Survey and Program Selection forms locked in a file cabinet in her office. She is responsible for all such record keeping.

- 6. *Are the program models offered at your school aligned with parent requests? If so, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.***

The program model at our school is aligned with parents' requests.

### **Part III: ELL Demographics (page 4)**

**1. *How is instruction delivered?***

- a. *What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out...***

Instruction at BLS is delivered collaboratively by teams of two to three teachers who plan instruction for groups of thirty or more.

- b. *What are the program models (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])?***

Our school uses all of these program models. Students take various ESL classes according to their proficiency level. They also take classes in heterogeneous groups to address their credit and academic needs. However, depending on the students individual graduation needs, students might be schedule in a block to take required classes for graduation.

**2. *How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?***

- a. *How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?***

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Our ESL teachers teach across

grade levels and ESL levels to ensure that all students received their mandated amount of minutes. In addition, the content area teachers are trained in language development and ESL methodologies.

- 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.**

All students take math, science, social studies, and ESL and/or English every year. The language that teachers use from the front of the room is English, but the students are allowed and encourage their native language to access content. Materials and resource are available in the students' native language as well as in the English language. Students complete two content-based projects per quarter, which ensure that they have obtained all the content they need to achieve academically.

- 4. How do you differentiate instruction for ELL subgroups?**

- a. Describe your instructional plan for SIFE.**
- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.**
- c. Describe your plan for ELLs receiving service four to six years.**
- d. Describe your plan for Long-Term ELLs (completed six years).**
- e. Describe your plan for ELLs identified as having special needs.**

Students work in both heterogeneous and at level groups that allow them to receive support from both other students and instructors. Students with interrupted formal education (SIFE) are diagnosed at the beginning of the year and placed according to their level. They receive additional support during mandated tutoring hours after school four times a week. Similarly, ELL students with less than three years in US schools, take classes according to their diagnostic scores and with more advanced student in order to expose them to a variety of support systems and push them towards academic achievement.

Students receiving services four to six years and Long-Term ELLs are exposed to a modified mainstream curriculum. They take most of their classes with mainstream students, but with ESL modifications for effective instruction. Students with special needs, on the other hand, receive their instruction in collaborative team teaching classes where a special education teacher, a mainstream teacher and an ESL teacher plan and deliver the instruction.

**Programming and Scheduling Information: (page 5)**

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

All of our targeted intervention programs focus on supporting ELL students improve their literacy skills as well as increase their Regents scores. All of the intervention services are offered in the English Language.

- 1) **After School Literacy Development Program (Monday-Friday, October through June)**- Two certified ESL teachers work with twenty students grades 9<sup>th</sup>-11<sup>th</sup> in a direct instruction model whereby students receive additional support in their academic reading and writing skills in the humanities- social studies, history and English. Students will be using the text *The Multicultural Reader* (funded by Title III funds) and other resources in school to develop their reading and writing skills. Students work in small groups with the direct assistant of an ESL teacher. This program runs each week for 30 weeks throughout the school year except during Regents weeks and holiday/vacation weeks October through June. This program was created to address the literacy needs of our beginner and intermediate ELL students as per the NYESLAT in order to help the move up at least one level on the exam by the end of the year.
  
- 2) **Saturday Regents Preparation (Saturdays, from November through June)** – Two teams (one certified ESL and one certified ELA teacher and one ESL certified and one certified Global Studies teacher) provide direct instruction to two small classes of ten students per class to 11<sup>th</sup> and 12<sup>th</sup> grade ELL students who have not yet passed the English and/or Global Studies regents exams. These classes cover content, test-taking strategies and writing skills. The focus of the classes will be writing literary essays and reading historical documents. An internal analysis of the Regents scores show that our ELL students have the most difficulty passing these exams and the exams might prevent them from graduating. 75% of our 11<sup>th</sup> and 12<sup>th</sup> grade ELL students as per 2009 did not lack credit accumulation as per New York City requirements. Instead, they needed to pass their English and Global regents exam.

6. *Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.*

While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Students are still offered tutoring sessions after school by ESL certified teachers and are provided all the testing accommodations they are entitled to.

7. *What new programs or improvements will be considered for the upcoming year?*

We are considering two new programs for our ELLs this year:

- **French language Club** – In order to better support the native language literacy of our French speaking students, we will create a language club where students can continue to support and develop their native language skills. This club will be facilitated by a French- speaking staff member.

**8. *What programs/services for ELLS will be discontinued and why?***

No programs or services are being discontinued this year.

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

ELL students at BLS have access to all program sin the school. They have the choice of selecting their after school clubs and programs. Elective classes are offered to all students and it is on a first come, first served basis. Here are the extracurricular programs that we offer at BLS.

- Knitting Club
- Latin Dance
- SAT Preparation Course
- The Mountain Club
- Dream Act Club
- Year Book Club
- Cooking
- Biking Program

**10. *What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?***

Teachers design their own project-based curricula and they draw from multiple resources. Some of them are:

- The Multicultural Reader
- Brain Pop! Videos in multiple content areas
- iMentor Program
- Technology:
  - iMovie, Final Cut Pro (digital video cameras)

- iPhoto (digital cameras)
- Powerpoint (school has more than 225 laptops)
- Word processing
- SMART Board

***11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)***

Students take a native language class not only as a requirement but to help them develop the reading and writing skills in their native language. In content area classes, students are encouraged to use their native language and use the bilingual materials offer to them.

***12. Do required services support, and resources correspond to, ELLs' ages and grade levels?***

Yes. All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

***13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.***

The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

***14. What language electives are offered to ELLs?***

Our school offers weekly Spanish classes.

***School with Dual Language Programs (page 5)***

N/A

***Professional Development for School Staff (page 5)***

***1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)***

Professional development for all staff is offered every Wednesday for two hours at hour school. The following is particularly focused for ESL students:

- **Professional Development (Wednesdays, from September through June)-** Every Wednesday afternoon, ESL certified teachers receive professional development in analyzing Regents exam test scores for our ELL students who have yet to pass their Regents exams. After analyzing ELL students' scores, teachers can then modify their instruction according to test scores. They target our ELL students at risk of not graduating due their scores in the Regents exam. In this fashion, instructors can track ESL students' progress and modify their instruction to help our lowest ESL students.

**Parental Involvement (page 5)**

***1. Describe parental involvement in your school, including parents of ELLs.***

BLS has struggle to involved parents in the school. Our parents are extremely busy and can rarely make it to our activities. However, these year parent involvement is increasing and getting stronger. We now have a monthly newsletter that goes out every week to parents where they are informed about school activities and school progress. We also have new members in our PA and we hope to increase parent involvement in the next few months.

***2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?***

*Yes, the school partners with the Institute for Academic Achievement to offer parents workshops and information sessions on how to help their children improve their academics.*

***3. How do you evaluate the needs of parents?***

Parent needs are determined through phone calls and surveys distributed at the beginning of the year. These are then analyzed to serve parents better. Also, individual advisors maintain open and continues communication with individual parents to ensure their students' progress.

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

Parent involvement activities, are developed based on the results of the surveys described in the answer to question three above.

**After reviewing and analyzing the assessment data, answer the following (page 7)**

***1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?***

An analysis of the data results of the LAB-R and NYSESLAT reveals several things:

- Our population is mainly intermediate
- Our students have most difficulty moving from “Advanced” on the NYSESLAT to “Proficient”
- The vast majority of students move at least one level on the NYESLAT.

***2. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?***

The test revealed that our students must improve in all areas of the NYSESLAT. We must continue to provide effective instruction across all modalities. However, it is the advanced students who have the most difficulty moving from

***3. For each program, answer the following:***

***a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?***

We do not give test in the native language. Students’ test results revealed that most of our students are at the intermediate level and most of them are in the 11<sup>th</sup> grade. All of our beginners are also in the 11<sup>th</sup> grade, which is a crucial year for them. During the 11<sup>th</sup> grade they must take most of the Regents exams. Thus, they ought to be supported in order to make the most progress prior to June.

***b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.***

The ELL Periodic Assessment is used to track students’ progress and make changes to instruction. ESL teachers get together and analyze the data to make appropriate changes to their curricula.

***c. What is the school learning about ELLs from the Period Assessments? How is the Native Language used?***

We do not give native language exams.

**4. For dual language programs, answer the following:**

N/A

**5. Describe how you evaluate the success of your programs for ELLs.**

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District	School <b>Bronx Lab School</b>
Principal <b>Christopher Lagares</b>	Assistant Principal <b>Nick Kappelhoff</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Nelsie Castillo</b>	Guidance Counselor <b>Jennifer Carchietta</b>
Teacher/Subject Area <b>Katherine Torres</b>	Parent
Teacher/Subject Area <b>Amy Shapiro</b>	Parent Coordinator <b>Angela Contreras</b>
Related Service Provider <b>none</b>	SAF <b>Cyndi Kerr</b>
Network Leader <b>Shona Gibson</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>25</b>

### C. School Demographics

Total Number of Students in School	<b>405</b>	Total Number of ELLs	<b>34</b>	ELLs as Share of Total Student Population (%)	<b>8.40%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	4	4	4	4	16
<b>Push-In/Pull-Out</b>	0	0	0	0	0
<b>Total</b>	4	4	4	4	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		0	2	0	0	29		8	34
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>8</b>	<b>34</b>

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

#### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers: \_\_\_\_

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	7	2	13	8	30
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French		1			1
Korean					0
Punjabi					0
Polish		1			1
Albanian				1	1
Other				1	1
<b>TOTAL</b>	<b>7</b>	<b>4</b>	<b>13</b>	<b>10</b>	<b>34</b>

## Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

25%	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	0	0	5	0	5
Intermediate(I)	3	0	8	5	16
Advanced (A)	1	1	3	1	6
Total Tested	4	1	16	6	27

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	5	0
	I	3	0	8	5
	A	1	1	3	1
READING/WRITING	B	0	0	5	0
	I	5	1	19	7
	A	1	1	4	1

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Math A				
Math B				
Integrated Algebra	7		6	
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	7		6	
Physics				

Global History and Geography	7		2	
US History and Government	7		6	
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

### NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

### B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date



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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12      Number of Students to be Served:    34    LEP   34    Non-LEP    0**

**Number of Teachers    3      Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The language instruction program at Bronx Lab School consists of 34 students grades 9-12. The language of instruction is English. Students participate on a free standing ESL program where LEP students take all their classes in the English Language and receive language support by taking additional literary development classes after school four days a week, Regents exam preparation classes on Saturdays. Students are chosen for each program according their NYESLAT and Regents exam scores. The ultimate goal of the literary program and the Saturday regents preparation classes are to help LEP students achieve a "proficient" level on NYESLAT and pass the ELA and Global Studies regents exams on time for graduation (within four years). Instructors receive professional development on analyzing test data to increase their efficiency in helping ELL improve their literacy and writing skills. Given that the ELL population comes from a variety of countries and they are low, intermediate and advance ELL students, the ESL program provides adequate exposure to the English language while still supporting their academic needs. All instructors in charge of the ESL classes are certified and licensed in ESL and have four or more years of experience.

1) **After School Literacy Development Program (Monday-Friday, October through June)**- Two certified ESL teachers work with twenty students grades 9<sup>th</sup>-11<sup>th</sup> in a direct instruction model whereby students receive additional support in their academic reading and writing skills in the humanities- social studies, history and English. Students will be using the text *The Multicultural Reader* (funded by Title III funds) and other resources in school to develop their reading and writing skills. Students work in small groups with the direct assistant of an ESL teacher. This program runs each week for 30 weeks throughout the school year except during Regents weeks and holiday/vacation weeks October through June. This program was created to address the literacy needs of our beginner and intermediate ELL students as per the NYESLAT in order to help the move up at least one level on the exam by the end of the year.

2) **Saturday Regents Preparation (Saturdays, from November through June)** – Two teams (one certified ESL and one certified ELA teacher and one ESL certified and one certified Global Studies teacher) provide direct instruction to two small classes of ten students per class to 11<sup>th</sup> and 12<sup>th</sup> grade ELL students who have not yet passed the English and/or Global Studies regents exams. These classes cover content, test-taking strategies and writing skills. The focus of the classes will be writing literary essays and reading historical documents. An internal analysis of the Regents scores show that our ELL students have the most difficulty passing these exams and the exams might prevent them from graduating. 75% of our 11<sup>th</sup> and 12<sup>th</sup> grade ELL students as per 2009 did not lack credit accumulation as per New York City requirements. Instead, they needed to pass their English and Global regents exam.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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3) **Professional Development (Wednesdays, from September through June)**- Every Wednesday afternoon, ESL certified teachers receive professional development in analyzing Regents exam test scores for our ELL students who have yet to pass their Regents exams. After analyzing ELL students' scores, teachers can then modify their instruction according to test scores. They target our ELL students at risk of not graduating due their scores in the Regents exam. In this fashion, instructors can track ESL students' progress and modify their instruction to help our lowest ESL students.

**Parent Involvement** –

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4) **Parent Involvement**- On the third Thursday of every month, the Parent Association meets to address their concerns, receive updates, and receive training in order to best be partners in the academic success of their children. Parents of students identified as ESL and ELL are important members of our community and we want to ensure their full participation by using outside organizations to help strengthen these target parents' participation. The PA has hired LEAP (Learning through an Expanded Arts Program). LEAP offers

various hands on participatory workshops that can help parents, address the needs of students identified as ESL and ELL: build effective communication skills; goal setting; building confidence in your child;

**Form TIII – A (1)(b)**

**School: Bronx Lab School      BEDS Code: 321100011265**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$9,000	-214 hours of per session for ESL General Ed teachers to instruct ELL Students in Literacy Development After School Program and Saturday Regents Preparation classes: 214 X 41.98 = \$9,000. We will account for Fringe benefits
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	\$4,500	-The Multicultural Reader literature packets for Literacy Development After School Program. -Printing paper for Saturday Regents Preparation class
<b>Parent Involvement Vendor for Parent Workshops</b>	\$1,500	
<b>Professional Development for ESL on Analyzing ESL test data:</b> - Per session	\$0	- 24 hours of professional development for ESL certified teachers for professional development to analyze ESL Regents scores to ultimately modify their instruction to help students improve their scores.
<b>TOTAL</b>	<b>\$15,000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our family assistant translates all documents from English into Spanish. She receives one hour of per-session for such services. We are currently creating a one page template of basic sayings, phrases, and descriptions to be distributed to teachers in case a translator is unavailable. For instance, the sheet will say, "Home work" → "tarea."

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

There are no major translation needs at this moment. A majority of our students are from Spanish speaking countries. Various staff members from our principal to school aides speak Spanish. Signs posted at parent conferences made it very clear that translation services were available. All letters sent home are in Spanish and English.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our family assistant, Angela Contreras, translates all documents from English into Spanish. She receives one hour of per-session for such services. We are currently creating a one page template of basic sayings, phrases, and descriptions to be distributed to teachers in case a translator is unavailable. For instance, the sheet will say, "Home work" → "tarea."

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All of our school aides speak Spanish. The principal and four teachers on staff are also fluent in Spanish and are able to provide immediate translation to any parent.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will post the sign found at the above link at various location throughout the building. A large size poster will also be created at our Parent Welcoming Table for our Parent teacher Conferences.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School-wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2009-2010: \$344,903
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program: \$3,449
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: \$17,295
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95.5%
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school year began with a two day New Staff Orientation. At this orientation the new staff members were assimilated into the culture of the school. They attended various workshops such as an Instructional Commitment Workshop; Tech Overview: Email, EGP, Salesforce, Edline; Intro to Advisory; Programming; Class Room Management, and sat in on a Student Panel. There was also a full staff orientation on the school's three big goals. These workshops will continue for the rest of the year. So, teachers were introduced to Data-Driven Instruction Workshops and workshops on writing Mastery Objectives. Teachers also will be supported in ensuring that their classrooms are aligned in both the state exams and college ready skills. Our weekly Wednesday workshops will continue to build on the introductory workshops in August. On Wednesdays the staff will meet as Departments, Grade Teams, and Advisory Teams in order to ensure 100% highly quality teaching in the classrooms. Outside support will also be provided via two coaches from Isa(Institute for Student Achievement) and Dr. David Connor will provide support to our Collaborative Team Teaching courses as well.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by

section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Bronx Lab School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- This policy will be reviewed in May of every school year. The PA will decide evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.

1. Bronx Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parent Community Alliance meetings are held each month, on the third Thursdays, on an ongoing basis. In addition, an executive committee of the Parent Community Alliance meets frequently to discuss all school matters. This executive committee serves as the School Leadership Team for Bronx Lab School, and includes parent, student, staff and CBO representation.

2. Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Active SLT that reviews student performance data and assesses needs and direction of school.
3. Bronx Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Bronx Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.
5. Bronx Lab School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - i. Parenting workshops via our CBO, FECS
    - ii. Frequent outreach and interaction between students and advisors
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - i. Organizing active parent outreach via Bronx Lab School parent coordinator and staff
    - ii. Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public

preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- i. Parent programming via FEGS, our CBO community partner
  - ii. Active outreach by Director of College Placement to parents to build awareness of college application process
  - iii. Active SLT programming and outreach
  - iv. Active programming and outreach by parent coordinator and family paraprofessional
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- i. Regular parent meetings
  - ii. Regular SLT meetings
  - iii. Letters and newsletters sent home to parents
  - iv. Frequent phone calls from teachers and school administrators to parents, via Bronx Lab School's distributive counseling model

In building deeper and strong parent involvement and relationships, Bronx Lab School will:

- o involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o immediately notifying parents of absences and tardiness of students, and calling Problem Solving Conferences as needed to address these concerns
- o pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o train parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Bronx Lab School on in May 2006 and will be in effect for the period of the 2006-2007 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2006.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

*The Bronx Lab School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2008-2009.*

### **School Responsibilities**

The Bronx Lab School will:

To maintain parent awareness of and involvement student work and achievement through several evening events at which student presentations are made. To maintain parent support for the Bronx Lab program and publicly communicate with parents through a schedule of regular PTA meetings. To have at least three face-to-face meetings with individual parents each year. To regularly inform parents of student achievements, progress and problems.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable that participating children to meet the State's student academic achievement standards as follows:
2. Hold parent- teacher conferences. Specifically, those conferences will be held:

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

### **Parent Responsibilities**

- Monitor child's attendance
- Make sure that homework is completed
- Participate, as appropriate, in decisions relating to my children's education. Maintain engagement with the school and their child's achievements
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Attend monthly parent meetings

### **The Bronx Lab School will:**

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in a n organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in title I, Part A programs (participating parents). And will encourage them to attend.
4. Provide information to parents of participating students in a n understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
  2. School-wide reform strategies that:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - o Help provide an enriched and accelerated curriculum.
      - o Meet the educational needs of historically underserved populations.
      - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - o Are consistent with and are designed to implement State and local improvement, if any.
  
  3. Instruction by highly qualified staff.
  4. Bronx Lab School has several strategies to ensure that instruction is provided by highly qualified teachers. First, we will target exceptional personnel in our recruitment process. We will seek personnel who have experience in their content area, and who have experience balancing the many demands of teaching in an urban setting. In addition, we are committed to providing a high level of ongoing professional development to our entire staff. This training will involve assistance in curriculum planning and design, classroom management, project-based instruction, and content development. A central element to our professional development program will also be connecting less experienced staff members to more experienced professionals, both at Bronx Lab School and within our Autonomy Zone network of schools.
  
  5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
- Bronx Lab School will continue to develop an integrated professional development program that features:
- Sharing of best classroom practices

- Collaborative assessment of student work
- Sharing and analyzing teacher lesson plans
- Networking with other schools that have exemplar professional development programs
- Collaborative study of Enhancing Professional Practice: A Framework for Teaching
- Use Understanding by Design as a mentor text for planning
- Design curriculum that is engaging and relevant and aligned with content/ city/state standards; develop curriculum maps
- Use authentic assessments of student performance
- Engage in regular planning sessions with teachers
- Provide regular classroom observations

6. Strategies to attract high-quality highly qualified teachers to high-need schools.

Bronx Lab will institute the following strategies to attract highly qualified teachers:

- Recruitment of teachers who are graduates from masters programs around New York City
- Recruitment of teachers who have extensive experience and success teaching in an urban setting
- Recruitment of teachers from within the personal networks of current Bronx Lab School teachers who are themselves highly qualified teachers
- Attendance at career fairs around New York City
- Candidate referrals from well regarded professional development/educational consulting organizations, e.g., Institute for Student Achievement, AUSSIE, NCREST, Teach For America, etc.

7. Strategies to increase parental involvement through means such as family literacy services.

**Goal:** To engage parents a partnership with the school that results in regular and frequent interaction with their children about school work and activity and engenders active support for the Bronx Lab School program. Our general parent outreach programming is described below. In addition, through our partner FECS we will provide classes for parents in workforce readiness and literacy, technology usage, parenting, basic literacy, language proficiency, and eventually GED preparation.

**Objectives of Parent Programming:**

- To maintain parent awareness of and involvement student work and achievement through several evening events at which student presentations are made.
- To maintain parent support for the Bronx Lab program and publicly communicate with parents through a schedule of regular PTA meetings.
- To have at least three face-to-face meetings with individual parents each year.
- To regularly inform parents of student achievements, progress and problems.

**Description of Proposed Parent Involvement Program:**

The Bronx Lab parent involvement program starts with the individual. Upon a student enrolling in Bronx Lab, at least two orientation meetings for families are held. Individual welcoming phone calls are made by faculty member.

During the school year, contact is maintained by requiring parents to personally pick up report cards and confer with the student's advisor and other faculty members. When students are absent, a call from home is expected on the morning of absence. If it is not forthcoming, a call is made from the school requesting information and, where possible, offering assistance. In cases where families are in need or crisis, Bronx Lab assists by connecting families with FECS services and other community services.

The Bronx Lab list of parent group activities is extensive. Parent meetings of various types are run. We run at least three celebrations of learning and achievement each year, at which student work and performance are displayed. The PTA runs a monthly membership meeting. Parents are invited to all school events. Additionally, parents assist in many out-of-school activities. Beginning in the new school year, the Principal will write and distribute a regular newsletter to all parents.

8. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Bronx Lab School faculty and staff will:

- We will continue our emphasis on intensive instruction on literacy skills as a foundation for all learning. Students will get at least 250 minutes a week in Language Arts as well as extensive after-school enrichment and assistance opportunities for the first two years of high school. Instruction will be intensive in ninth-grade Mathematics as well. We will provide a prescriptive learning program to target the strengths and weaknesses of students and provide them with individualized tutorials after school.
- From the first day they step through the doors of Bronx Lab School, students will be greeted with the message that further education is the norm.
- We will conduct college awareness programs and college visits beginning, starting before the end of October.
- We will emphasize writing and student expression, building student skills at research, reasoning and expression of ideas, skills needed to achieve academic success and build academic confidence.
- We will continue to monitor student attendance and habits carefully, working with parents regularly to maintain the highest standards of responsibility and behavior.
- Develop classroom instructional practices that are focused
- Closely supervise curriculum development, lesson planning, and instructional implementation
- Provide frequent, detailed feedback and guidance to teachers about classroom practice

- Provide proper and adequate scaffolding that supports student learning and academic development
- Further develop Bronx Lab's presentation of learning protocol to give students an opportunity to share their understandings and to celebrate student growth
- Develop capacity for the development of student portfolios, that become a body of student work across their time as Bronx Lab students
- Implement a test-preparation seminar (during the week and on Saturdays) that prepares students for upcoming Regents examinations

10. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Schoolwide Program will consolidate Title I funds along with other reimbursable allocations provided to the school. These combined funds will be used to support academic and operational priorities across the school, with particular focus on improving student academic performance toward reaching our instructional and achievement objectives.

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

N/A

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
N/A

c. Minimize removing children from the regular classroom during regular school hours;  
N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;  
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and  
N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools that Have Been Identified for School Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During 2008-2009, the English Language Arts Department spent weekly professional development time examining curriculum maps across the grades to compare how skills are scaffolded up from 9-12, which skills are being taught versus which skills are not being taught. We concluded that more reading strategies needed to be taught, we needed to integrate more opportunities for speaking and listening through presentations and that we needed to break down writing skills for each grade based on the English Language Arts Regents Components. We have been working on breaking down these writing skills into their component parts instead of leaving them at the topical level on the Curriculum maps.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We did not meet our AYP last year.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are working to break down the skills being taught, so that is clear and transparent to all what skills are being taught across each grade, and how they support the ELA Regents.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the spring, the math department gathered eight times in order to assess the curriculum in relation to state and national standards. The specific goals of each grade were considered, as well as the trajectory students of varying levels would follow as they progressed through

their mathematics curriculum. Emphasis was placed on both the specific content and the problem solving skills, or process strands, for each class.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The curriculum maps of each course show that students must be accountable to specific skills as well as problem solving strategies. These strategies are taught intermittently throughout the year, as shown in their gateway assessments. These are the eight assessments that each class gives per year that are necessary for a student to pass the class. Each gateway assesses a concept (such as using proportions) as well as a process skill (such as creating a systematic list).

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through professional development time, we held sessions on the Workshop model and differentiated instruction to make sure that teachers understood Bronx Lab's expectations of how teaching and learning should be happening. We conducted teacher inter-visitations and supported teachers through lead teacher planning meetings & observations to monitor how this was progressing in our classrooms.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through these observations, we noted that the majority of our classrooms are workshop model based, with minimum teacher directed time, a decent level of group work and student practice time with a lot of one-to-one conferencing support from teachers. Teachers are cognizant of making alternate assignments or modifying assignments/deadlines to meet the needs of variety of students. Teachers have created modified Performance Task Assessment lists, tests, projects, essays to meet students where they're at and to assess their understandings.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Each mathematics classroom was visited periodically to assess the rigor of the academic work. To assess the frequency and efficacy of activities other than direct instruction and independent seatwork, coaches looked at the curriculum maps of teachers to see where group work and math labs fit into the curriculum. In department meetings, teachers agreed where technology skills would be taught.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Primarily our teachers' lesson plans demonstrate what happens in our classes and support our finding that students spend time engaged in activities other than direct instruction and independent work. Because we integrate math with science frequently, we have a high incidence of math labs where students are highly engaged in math discovery activities. The use of technology in math classes is very low in upper level classes, as shown by their curriculum maps, with the exception of geometry where Sketchpad was used. For 9<sup>th</sup> grade classes, our math class taught Excel once a week and our integrated math and science courses taught with the use of Data Studio and PASCO probes. The skills of producing graphs in Excel are expected of students and are assessed on the gateway assessments, which give us evidence that teachers are teaching those skills.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

For the part of the finding that is applicable, students' engagement in class, we have instituted a coaching framework. When classes were observed to have a low level of high academically focused class time or a low level of student engagement, teachers were given feedback

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

through low-inference observations with a coach. The coach then will go over the transcript with the teacher and note what was happening and for how long. This conversation allowed teachers to set goals about how class time was spent in each period. Administration then reviews each teacher's goal and how that teacher is progressing toward meeting it.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Five teachers left Bronx Lab. One transferred to another school because Bronx Lab was too far from her Brooklyn home. Another teacher moved back to his home country of Spain. One teacher moved to be closer to her family in North Carolina. Another left to join Doctors Without Borders. Finally, one teacher neglected to complete the necessary paperwork and lost their state certification to remain a teacher.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Compared to other years, this was a small percentage of the staff that left. Three of the five did not leave teaching, they left the Bronx.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Prior to professional development days, teachers were allowed to choose from a series of professional development workshops, which included workshops directly related to ESL students. Only teachers who taught pull-out ESL classes chose one of the ESL workshops.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Instructors were unaware of the fact that they are entitled to and should attend ELL professional development workshops the district offers. Instead, they expressed that such workshops only pertain to ESL teachers who were directly responsible for gathering best practices to teach students and then communicating them to the staff. The small number of ESL students makes it difficult to allow for subject area teachers to focus on ESL students only when choosing their professional development .

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

BLS will provide workshops where all teachers will be informed and trained on ESL students' instruction and language allocation policies. We will also send out memos informing teachers about key aspects of the language allocation policy.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Only teachers who teach ESL classes are required to have and read all testing data available. Mainstream teachers who have ESL students in their classes are informed of students who achieve proficiency via email or in general staff gathering announcements.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSESLAT reports are printed at the beginning and middle of the year to properly place students in the correct courses and provide them with the appropriate amount of ESL instruction. However, only teachers who teach ESL classes are aware of this process and have access to testing information.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ESL students test scores and levels will be disseminated to all instructors via memos at the beginning of each year in order to better inform them about the overall progress of ESL students.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the 2008 – 2009 year, we evaluated our Special Education Program and indicated places where general education and special education teachers needed more information about both instructional practices for students with disabilities, and about implementing IEP's.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In November, we conducted an IEP professional development, where we gave each teacher a binder of the IEP's for each student that they teach. We also conducted a workshop on how to read the IEP, and how to implement behavior plans and goals.

In addition, we conducted professional development for all CTT teachers about instructional strategies to use in a CTT classroom. In this workshop teachers learned the six different CTT Strategies and create challenges throughout the year in an attempt to encourage teachers to implement the strategies in their classrooms. The teachers would share their successes and solutions to obstacle that they encountered after attempting each strategy.

As an entire staff, we had a professional development where we worked on differentiation and interventions for students with disabilities.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To assess whether this finding was relevant, our entire special education staff including district representatives and case managers reviewed IEP's to ensure that classroom environment modifications were written on the IEP, and that they related to a student's strengths, interests, needs and weaknesses. The entire staff also reviewed IEP's to ensure that if modified promotion criteria was indicated on an IEP, it reflected the content that students were assessed on for state tests, as well as their goals and objectives. We also reviewed IEP's to ensure that students who have behavior that is not age appropriate have behavior plans included in their IEP.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Of the IEP;s reviewed, all had environment modifications that related to a student's strengths, interests, needs and weaknesses. In addition, while very few students had modified promotion criteria indicated on their IEP, those that did were aligned with state tests and their IEP goals. Students who showed behavior that was not age appropriate all had behavior plans to address their behavior needs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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 STH population may change over the course of the year).

Four (4).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Our social worker works extremely closely with the student, their parents/guardians, their advisors and outside organizations in order to ensure the continued success of every child regardless of their housing situation. The social worker meets with the students to provide counseling and ensure that the child is emotionally supported. Our social worker works to ensure constant communication with parents in order to ensure that they are supported, are aware of their child's grades, and provided with emotional support as well. The Social Worker also works with the child's advisor and teacher to ensure that students have an opportunity to make up work and are supported if there are any absences or gaps in their learning. At BLS we also take advantage of VOLS 9Colunteer Lawyer Services) that have often helped parents who need free legal housing advice.

3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

We will set aside \$4,000 to support the needs of our STH population. Other ways we support these students:

We use it for:

- a. academic programs and educations support services.
- b. Counseling services.

- c. Parental involvement workshops.
- d. Intervention programs. We ensure that students have transportation once they are permanently placed.
- e. We also use data collection to assess the needs/progress of STH.

**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).
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, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.