



**BROOKLYN LAB SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

SCHOOL: 19K639  
ADDRESS: 999 JAMAICA AVENUE  
BROOKLYN, NY 11208  
TELEPHONE: (718) 235-3592  
FAX: (718) 235-4028

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	4
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	5
<b>SECTION III: SCHOOL PROFILE</b> .....	6
<b>Part A. Narrative Description</b> .....	6
<b>Part B. School Demographics and Accountability Snapshot</b> .....	7
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	11
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	13
<b>SECTION VI: ACTION PLAN</b> .....	17
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	23
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> ..Error! Bookmark not defined.	13
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b> .....	27
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	17
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS</b> .....	18
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b> .....	23
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b> ..Error! Bookmark not defined.	24
<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</b> 25Error! Bookmark not defined.	25
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> Error! Bookmark not defined.	35
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> Error! Bookmark not defined.	36

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 19K639      **SCHOOL NAME:** Brooklyn Lab School

**SCHOOL ADDRESS:** 999 Jamaica Ave., Brooklyn, NY 11208

**SCHOOL TELEPHONE:** 718.235.3592      **FAX:** 718.235.4028

**SCHOOL CONTACT PERSON:** Charles Simic      **EMAIL ADDRESS:** [csimic@schools.nyc.gov](mailto:csimic@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Joanna Berenson

**PRINCIPAL:** Charles Simic

**UFT CHAPTER LEADER:** Dwayne Wellington

**PARENTS' ASSOCIATION PRESIDENT:** Sandra Gold

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Shanice Ramsey

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

**DISTRICT:** 19      **SSO NAME:** CFN Terry Byam – Network 404

**SSO NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Karen Watts

**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
Charles Simic	*Principal or Designee	
Dwayne Wellington	*UFT Chapter Chairperson or Designee	
Sandra Gold	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Luby Campana	DC 37 Representative, if applicable	
Shanice Ramsey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ivan Cohen	CBO Representative, if applicable	
Joanna Berenson	Member/Admin	
Samantha Goldberg	Cabinet Member/Teacher	
Chris Fazio	Cabinet Member/Teacher	
	Member/	

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

\* Core (mandatory) SLT members.

## **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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The Brooklyn Lab high School founding staff and community believes that New York City students deserve the opportunity to have a range of choice for attending College. We contend that every student regardless of ethnicity, income level or geography should experience a rigorous high school education that prepares him or her for success in college and post-secondary life. We believe that with the right supports, expectations and culture, all students can exceed.

*Our Mission* is to teach students to design and build a better world for themselves and others.

*Our Vision* is that all students can learn to design their lives and work in such a way as to build the dreams that are within them, be passionate life-long learners, and more positively affect the world around us.

*Our Goal* is to create an environment where each student is known well, cared for, and graduates knowing that there is nothing that cannot be accomplished with hard work, the pursuit of knowledge and community involvement. A place where all of our students are accepted to college, confident that they have the knowledge, skills and habits that will ensure them post graduation success with their academic endeavors, careers and healthy lives.

The Brooklyn Lab School's principle partner is the Institute for Student Achievement (ISA). We are partnering with the Institute for Student Achievement because we share a common goal: to improve the quality of education for children and youth at-risk so that they can succeed in our society. ISA works in partnership with many high school principals and superintendents to create academically rigorous and caring small learning communities that enable underperforming and low achieving students to graduate prepared for success in college, work and citizenship.

Our specific approach can be defined through 7 ISA principles focused on a single outcome: to prepare students for success in college, work and life.

#### **This is how:**

Specifically, in a small school with a culture that values excellent teaching, creative programming and broad community/parent engagement, students can achieve. Our power is in the creation of a small, personalized and intellectually demanding school. Reducing school size, however, is not on its own sufficient to achieve the positive academic gains and social outcomes that we envision. We strive to ensure that all of our students, regardless of ethnicity, gender or economic status receive an excellent education. This requires getting to know students well. Evidence in child-development and school counseling research supports the belief that adolescents learn best in close-knit, nurturing environments where no child can fall through the cracks and where students develop "relational trust" with adults and other students in the building. This combination of academic and social support is what will set the Brooklyn Lab School aside from schools that are less successful.

## **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.

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**Will be added when data is available.**

**2009 – 2010 was taken from [http://schools.nyc.gov/documents/oaosi/cepdata/2008-09/cepdata\\_K639.pdf](http://schools.nyc.gov/documents/oaosi/cepdata/2008-09/cepdata_K639.pdf)**

## 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?

### Here is a review of 2009-2010 Goals and Objectives

Goal Number 1	
<b>Goal:</b>	<p><b>Describe your goal.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will become more proficient in demonstrating the use of college ready writing and thinking strategies (ISA Principle – Habit of Mind)</b></li> </ul>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>• DYO periodic assessments – 9<sup>th</sup> Grade ELA will indicate a 5% growth in DYO domain areas:               <ul style="list-style-type: none"> <li>• Supports arguments with evidence (levels 1, 2 and 3)</li> <li>• Develops and defends a position (levels 1, 2 and 3)</li> </ul> </li> </ul> <p>Students who have scored a level 4 have purposefully been omitted from the measurable goal because they have already reach the maximum score)</p> <p>The target will be measured using by an increase each of the domain scores taken in Fall 2009.</p> <ul style="list-style-type: none"> <li>• “Supports arguments with evidence” Fall DYO assessment average was 2.03. A 5% growth in this domain area will be achieved with an average score of 2.13 or higher.</li> <li>• “Develops and defends a position” Fall DYO assessment average was 2.37. A 5% growth in this domain area will be achieved with an average score of 2.49 or higher.</li> </ul>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• All school-wide and department professional development activities will be aligned with the above stated goal.</li> <li>• Professional development activities will model research based practices</li> </ul>

	<p>such as the Santa Cruz – Professional Teaching Standards and the use of ISA assessments/rubrics to inform teaching and learning</p> <ul style="list-style-type: none"> <li>• Collaborative practices will produce interim assessments such as the DY0 – ELA, presentations of learning (POLs) and common peer observation questions.</li> <li>• All teachers and support staff will attend a variety of conferences and professional learning sessions to strengthen their knowledge of “college ready” instruction</li> <li>• Principal, assistant principal and all lead teachers will provide professional development and training for others</li> <li>• A professional library will be developed that provides materials to support professional learning in brain based learning, assessment, differentiating instruction, working with special population and ELL</li> <li>• Interim assessments and the disaggregated data will be used to study and apply improvement strategies to support student learning outcomes</li> <li>• Teachers of ELL students in content area classes will receive additional support and training</li> <li>• Twice a month teachers will use protocols to examine student work and teacher assignments for the purpose of tracking evidence of progress related to the aforementioned objectives.</li> <li>• Data specialist will disaggregate data related to ELL, Special Education and lowest third</li> <li>• Data specialist will present disaggregated data to staff for purpose of developing instructional and assessment strategies to better meet the needs of our targeted students</li> <li>• ISA content coach and Lead Teachers meets with ELA teacher monthly</li> <li>• ISA DY0 coach meets with both ELA and Math teachers</li> </ul>
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<p><b>Evidence</b></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Professional development agendas and other documentation</li> <li>• Teacher designed lessons, assignments and assessments incorporate domains from aforementioned measurable objective as evidenced by principal, assistant principal, and coaches observations</li> <li>• Students use language of 4 domains during class discussion as evidenced by principal, assistant principal, and coaches observations</li> <li>• Interim periodic assessments - ELA will indicate progress toward 5% growth in DY0 domain areas.</li> <li>• Professional development tools such as google-docs, and google-sites indicate teachers use of habits of mind and DY0 data to inform instruction and assessment</li> <li>• Observation reports will identify the use of research based teaching and learning methods aligned with school wide professional development</li> <li>• ISA content coach and Lead Teachers will facilitate school wide professional development through the practice of instructional tuning and the practice of assessing student outcomes by looking at student work</li> <li>• Selected teachers will be presenters at local and/or citywide conferences highlighting the work of our collaborative practices, tools, rituals and routines.</li> <li>• Alignment of budget resources to support professional development</li> <li>• Attendance at Professional Development institutes and conferences</li> </ul>
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Principal's Name: Charles Simic  
 School Name: Brooklyn Lab School (19K639)  
 Superintendent: Ainslie Cumberbatch  
 SSO: ESO – Byam Network  
 Date: September 28, 2009

District: 19

Network Leader: Terry Byam

<b>Goal Number 2</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>1. To increase the passing rate of students in mathematics (10<sup>th</sup> grade)</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>A- Overall percentage of students (in the 10<sup>th</sup> grade) that receive 2 or more math credits will increase 5% from spring semester 2009 to spring semester 2010</p> <p>Goal achievement will be measured with HSST report data and a success rate of 74.44% or more students in the 10<sup>th</sup> grade (during the 2009-2010 school year) that receive 2 or more math credits.</p> <p>Last year's success rate for this goal was 69.44%</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Formal and informal observations conducted by lead teachers, assistant principal, and principal will identify effective methods of teaching and learning</li> <li>• Mid year and end year assessments in subject classes will be analyzed to identify areas of need and success.</li> <li>• The Inquiry Team will develop interventions and follow the progress of individual students in the target group</li> <li>• Guidance and support services will expand to meet the needs of students</li> <li>• Students in CTT classes will receive additional guidance and academic intervention services throughout the school year</li> <li>• Advisory class will be part of the program of 100% of 9<sup>th</sup> grade students to support their success in school</li> <li>• Lead teachers, assistant principal, and principal will focus on providing professional development to all teachers of CTT and ELL students in content area classes. Teachers will use common prep period to co-plan instruction and interventions for students utilizing professional development strategies.</li> </ul>

<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"><li>• Review of Mark Analysis Report each marking period</li><li>• Review of student report cards each marking period</li><li>• Formal and informal observations conducted by lead teachers, assistant principal, and principal will identify effective methods of teaching and learning</li><li>• Assessments in subject classes will be analyzed to identify areas of need</li><li>• Progress of students in specific groupings such as 9<sup>th</sup> graders, CTT classes, Ell learners, students in the lowest 1/3 will be followed by lead teachers, principal and student support staff</li><li>• The Inquiry Team will develop interventions and follow the progress of individual students in the target group</li><li>• Record of observation reports and feedback to teachers</li></ul>
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**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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**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.

**As an Institute for Student Achievement partnership school our action plan utilizes the ISA 7 principles of small school design. Below you will find our current ISA action plan**

Required District and State Goals		Your Small School	
1	Regents based instruction and learning	1	Develop college level inquiry driven instruction and learning
2	Positive school culture for students and parents <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	Develop academic and social supports for all students
3	Use of data to improve student learning	3	Develop and utilize multiple forms of assessment to improve teaching and learning
Outcomes	What change(s) would you like to effect in the 2009 – '10 year that will help you achieve your goals?		

	<p>I. As we grow during our second year, our primary focus will include the growth and support of college level inquiry driven instruction. Our teaching will directly improve the ability of students to use their mind well as evidenced by their habits of work, mind and heart. These skills will help our 9th graders increase their scores on the 2010 Spring DY0-ISA writing and math assessments.</p> <p>II. We will strengthen our advisory system, both advisory class as well as the position of advisor and relationships advisors need to develop. Our students will require an adult to know them well if they are to grow as learners in this increasingly challenging world. During portfolio demonstrations students will document significant learning experiences, reflect on personal goals and ways in which they can be further supported.</p> <p>III. Learning should also be measured as it relates to the effects our methods of instruction has on college preparedness and thoughtfulness. We will further develop tools that demonstrate understanding of concepts, current skill levels in order to develop our ability as educators to thoughtfully measure ways our instruction could be improved to increase student achievement.</p>
Strategy	Which ISA principles will enable you to achieve this outcome?
	College Preparatory Instructional Program Continuous Professional Development Distributed Counseling Extended School Day and School Year Parent Involvement Continuous Organizational Improvement <input type="checkbox"/>
Activities	What specific activities, tasks, etc., will you implement?

<p style="text-align: center;">Inquiry</p>	<p>Increased common planning time to:</p> <ul style="list-style-type: none"> <li>○ develop college level inquiry driven instruction and design lessons that helps teachers plan and use the Habits of Mind emphasizing “Evidence”</li> <li>○ conduct walk-throughs that focus on inquiry based instruction and learning</li> <li>○ analyze student work including ISA assessments</li> <li>○ analyze teacher assignments and corresponding student work for evidence of what students do well and what areas students need more help with</li> </ul> <p>Peer observations that are:</p> <ul style="list-style-type: none"> <li>○ voluntary</li> <li>○ scheduled with coverages</li> <li>○ connected to common planning time goals and objectives</li> </ul> <p>Principal observations that are:</p> <ul style="list-style-type: none"> <li>○ focused on college level inquiry driven methods</li> <li>○ data driven</li> <li>○ connected to common planning goals and objectives</li> </ul> <p>Individual teacher work with ISA Coach through:</p> <ul style="list-style-type: none"> <li>○ co-planned lessons to teach college level inquiry driven instruction</li> <li>○ co-planned projects to teach college level inquiry driven instruction</li> <li>○ co-planned prompts and questions to teach college level inquiry driven instruction</li> <li>○ observations and discussions</li> <li>○ analysis of student work and other data to look for what is working and what are next steps to improve instruction</li> </ul>
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Support	<ul style="list-style-type: none"> <li>• Maintain 13:1 advisories</li> <li>• Provide students with extended day instruction before, after and on Saturdays</li> <li>• Individualized coaching plans (teachers and students)</li> <li>• Unified grade team and advisory systems to track attendance and when appropriate involve families in the development of supports for students with low attendance</li> <li>• Morning programs to increase attendance. (Books and Bagels, teaming students together,...)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Team meetings during common planning time</li> <li>• Weekly whole staff meeting for extended block of time (2 hrs.)</li> <li>• Distributive leadership</li> <li>• Case conferencing</li> </ul>
Responsibility	Who shares responsibility for implementing these activities?
Inquiry	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• SLT</li> <li>• Inquiry Team</li> <li>• Principal</li> <li>• ISA Coach</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Students</li> <li>• Advisors</li> <li>• Parents</li> <li>• Teachers</li> <li>• Support Staff</li> <li>• SLT</li> <li>• Principal</li> <li>• ISA Coach <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></li> </ul>
Assessment	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Support Staff</li> <li>3. Principal</li> <li>4. ISA Coach</li> </ol>
Timeline	When will these activities be implemented?

Inquiry	<p>Weekly - Lesson design that helps teachers plan and use the Habits of Mind</p> <p>Monthly - Conduct walk-throughs that focus on inquiry based instruction and learning</p> <p>Monthly - Look for inquiry using student work and protocols</p> <p>Weekly - Extended day instruction before, after and on Saturdays</p> <p><b>September</b> – ISA assessments are administered</p> <p><b>October and November</b> – ISA assessments are analysed and used to plan PD, common planning time work and observation/planning focus</p> <p><b>By Thanksgiving</b> - grade based inquiry teams have completed one round of action research</p> <p><b>By February</b> - student present portfolio showing work that connects to college level inquiry skills</p> <p><b>February to May</b> – Action research, PD, common planning time and observations begin to differentiate to better match individual teacher needs</p> <p><b>May</b> – Evaluation of achievement of the goal</p> <p><b>June</b> – Plan ISA Summer Institute with teacher teams</p>
Support	<p>Daily - 13:1 advisories</p> <p>Every 3 weeks - Individualized coaching plans</p> <p>Daily - Unified grade team and advisory systems to track and reward high attendance and when appropriate council students with low attendance and their parents.</p> <p>2-3 times weekly - Morning programs to increase attendance. (Books and Bagels, teaming students together,...)</p> <p>2-3 times weekly - Extended day instruction before, after and on Saturdays</p>
Assessment	<p>Daily - Team meetings during common planning time</p> <p>Weekly - whole staff meeting for extended block of time (2 hrs.)</p> <p>Weekly – ARIS, DYO and other data are utilized to inform instruction and increase learning</p>
Indicator of Progress	What evidence will you use to track progress to ensure that the outcome is met?

Inquiry	<ul style="list-style-type: none"> <li>○ Credit accumulation rates</li> <li>○ Student work - oral and written</li> <li>○ Progress reports and report cards (6x/year)</li> <li>○ Presentations of Learning (portfolios) (2x/year)</li> <li>○ DYOs (3x/year)</li> </ul>
Support	<ul style="list-style-type: none"> <li>○ ATS attendance tracking for daily attendance</li> <li>○ Highrise software to track communication and attendance changes for each and every student <input type="checkbox"/></li> <li>○ Coaching logs (2x/month)</li> <li>○ Student and parent surveys (2x/year)</li> <li>○ Highrise software to track communication and support changes</li> <li>○ Suspension rates (Weekly)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>○ Agendas from team meetings and whole staff meetings (Weekly)</li> <li>○ Decision minutes from team meetings and whole staff meetings (Weekly)</li> <li>○ Shared google documents and sites from team members</li> <li>○ Teacher surveys (2x/year)</li> </ul>

## **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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	110	66	33	33	7	1	5	
10	102	66	66	33	7	1	5	
11								
12								

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

- 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>	<p><b><i>At Risk Student including students in the Level 1 and 2 citywide and SWD Subgroups:</i></b>            AIS in ELA in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Extended class time</li> <li>▪ Differentiate instruction in all ELA classes – Tier I Intervention</li> <li>▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs.</li> </ul> <p><b><i>English as a Second Language:</i></b>            AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Extended class time</li> <li>▪ Differentiate instruction in all ESL classes – Tier I Intervention</li> <li>▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs</li> </ul>
<b>Mathematics:</b>	<p>AIS in <b>math</b> in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>▪ Extended class time</li> <li>▪ Differentiate instruction in all math classes -- Tier I intervention</li> </ul> <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs</p>

<b>Science:</b>	<ul style="list-style-type: none"> <li>▪ In addition to the State mandated periods of science instruction students will receive an additional 54 minute period of AIS instruction in science per week.</li> <li>▪ The science lab will be used as a vehicle to provide AIS instruction</li> <li>▪ Elective “E-Block” class will be equipped to provide Tier II intervention in science</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>▪ In addition to the State mandated periods of social studies instruction students will receive an additional 54 minute period of AIS instruction in social studies per week.</li> <li>▪ The additional after school “F-Block” class will be tailored to meet the specific needs of each student <ul style="list-style-type: none"> <li>a. The Elective “E-Block” class will be equipped to provide social studies intervention</li> </ul> </li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>Social Workers</b> through Brooklyn Labs new SW, the CHECC center and Long Island Jewish Health Center we will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
<b>At-risk Health-related Services:</b>	<b>Health</b> related services are offered during the school day through Long Island Jewish Health Center, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

## 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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### **I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Charles Simic	<i>ESL Teachers:</i>	Andreea Calin Milka Cordero
<i>Assistant Principals:</i>	Joanna Berenson I.A.		
<i>Guidance Counselor:</i>	Laura Eid	<i>Literacy Coach:</i>	Phyllis Tashlik
<i>Content Area Teacher:</i>	Samantha Goldberg	<i>Math Coach:</i>	Jon Katz Jackie Young
<i>Content Area Teacher:</i>	Chris Fazio	<i>Parent Coordinator:</i>	Kassandra Pierre

### **II. Teacher Qualifications**

Brooklyn Lab School has an eager staff servicing the ELL population consisting of 6 permanent licensed content area teachers (ESL, Science, Spanish, Phys Ed., Sp. Education (2)), and 11 conditional licensed teachers (Social Studies, Math, Science, ELA, Sp. Education, ESL); however, we are committed to ensure that ELLs will receive instruction from our most experienced staff in the forthcoming school year. Two of our teachers are ESL certified.

### **III. ELL Demographics and School Description:**

The Brooklyn Lab School is located in the Cypress Hills community section of Brooklyn, New York. At present, the school shares the same building with 4 other schools. However, each school has developed its own organization. In addition, all schools share the library, cafeteria, schoolyard and the gymnasium. 84% of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Brooklyn Lab School has a student population of 212 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is about 14% of the total population at BLS, we offer ESL services to entitled general education and special education students. The ninth grade ELL population consists of 19 students each participating in the Freestanding ESL program. The tenth grade ELL population consists of 5 students each participating in the Freestanding ESL program. We have 24 ELL students total.

### **IV. Parent Choice**

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. BLS is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, BLS provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

## **V. Current English Language Learners Instructional Programs**

BLS implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teacher, Andrea Calin and Milka Cordero.

To amplify the literacy and academic skills of ELLs

To incorporate recognized and researched based ESL instructional strategies across content subject areas.

To give students the skills to perform at city and state grade level in all subject areas

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 19 students in the ninth grade and 5 in the tenth grade. They range from Beginner to Advanced Proficiency levels. They are scheduled for 3 Units - 540 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push In assistance in their classroom. Andrea Calin and Milka Cordero (our ESL-certified teachers) provide the direct instruction. All teachers in the ELA and ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

Collaborative planning between ESL and ELA teachers for each unit.

Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.

Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

### **Instructional Materials:**

The Freestanding ESL program does not use a particular text but rather uses literacy instruction as an element within the framework of the Understanding by Design model of planning and instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

*NYSESLAT*

New York State Core Curriculum: ELA

New York State Core Curriculum: Mathematics

### **Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

**After-school and Saturday Intensive:** Our after-school program offers both remediation and enrichment in Science, Mathematics, Social Studies, and ELA. Additionally, activity clubs in art are offered.

**Family Celebrations and Recognitions:** Throughout the year, parents come to the school to take part in community celebrations, including the Awards Dinners, Student Work Gallery Showcases, and Presentations of Learning. At these events, the school and community can come together to recognize student achievements in arts and academics.

**Translation and Interpretation Services:** These services are offered to increase the involvement of parents in all programs, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's celebrations & recognitions program descriptions and artifacts. Additionally, interpretation services are a daily help in communication between school staff and parents.

## **VI. Assessment Analysis**

### **Regents & NYSESLAT**

As a second year school Living Environment and Integrated Mathematics Regents and NYESLAT examinations have been administered.

### **Implications for Instruction**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in progress reports, DYOs, presentations of student work and other assessments (such as looking at student work protocols used during professional development sessions). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.

- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### ***Implications for LAP in English Language Arts Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### ***Implications for LAP in Mathematics Content Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

## **VII. Plan for Newcomers**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

### **VIII. Plan for SIFE**

Intervention serves as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

### **IX. Plan for Long Term ELLs**

Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Student Press Initiative and Apangea Math to enrich their language and academic skills

### **X. Plan for Special Needs Students**

We have one class of special needs ELLs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school.

### **XI. Professional Development:**

Professional development at BLS is provided by school staff and community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - Literacy needs of our ELL population within the prescription of the Institute for Student Achievement program.

- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - IV. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - V. Technology workshop

Wilson Program for Special Education teachers.

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

### **Form TIII – A (1)(a)**

**Grade Level(s) 9 and 10      Number of Students to be Served: 24 LEP 188 Non-LEP**

**Number of Teachers 16 Other Staff (Specify) Guidance, S.W. Paraprofessional, Support Staff and Administration**

### **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.

Our Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.

Brooklyn Lab High School is currently in its second year. We have 108 ninth grade students and 98 tenth grade students. Each student has a program that includes Math, English, Social Studies - Global, Science, Phys. Ed., Theatre or Spanish, a Targeted Elective class and a Civics class (through Advisory).

**A word about our name.** Consistent with its name, Brooklyn Lab will pursue the development and delivery of progressive instruction by skilled educators dedicated to best instructional practices. The name speaks to the school's expected culture, which will encourage teachers and learners alike to thoughtfully plan their learning to create student-centered instruction and learning by doing. Our community of learners will DESIGN with ideas, research, hypotheses, data, discussion and BUILD meaningful solutions and products.

The Brooklyn Lab's principle partner is the Institute for Student Achievement (ISA). We are partnering with the Institute for Student Achievement because we share a common goal: to improve the quality of education for children and youth at-risk so that they can succeed in our society. ISA works in partnership with many high school principals and superintendents to create academically rigorous and caring small learning communities that enable underperforming and low achieving students to graduate prepared for success in college, work and citizenship.

Our specific approach can be defined through 7 ISA principles focused on a single outcome: to prepare students for success in college, work and life. This is how:

Specifically, in a small school with a culture that values good teaching, creative programming and broad community/parent engagement, students can achieve. Our power is in the creation of a small, personalized and intellectually demanding school. Reducing school size, however, is not on its own sufficient to achieve the positive academic gains and social outcomes that we envision. We strive to ensure that all of our students, regardless of ethnicity, gender or economic status receive an excellent education. This requires getting to know students well. Evidence in child-development and school counseling research supports the belief that adolescents learn best in close-knit, nurturing environments where no child can fall through the cracks and where students develop "relational trust" with adults and other students in the building. This combination of academic and social support is what will set Brooklyn Lab aside from schools that are less successful.

Brooklyn Lab School has an eager staff servicing the ELL population consisting of 6 permanent licensed content area teachers (ESL, Science, Spanish, Phys Ed., Sp. Education (2)), and 11 conditional licensed teachers (Social Studies, Math, Science, ELA, Sp. Education, ESL); however, we are committed to ensure that ELLs will receive instruction from our most experienced staff in the forthcoming school year.

The Brooklyn Lab School is located in the Cypress Hills community section of Brooklyn, New York. At present, the school shares the same building with 4 other schools. However, each school has developed its own organization. In addition, all schools share the library, cafeteria, schoolyard and the gymnasium. 84% of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

The Brooklyn Lab School has a student population of 212 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is about 14% of the total population at BLS, we offer ESL services to entitled general education

and special education students. The ninth grade ELL population consists of 19 students each participating in the Freestanding ESL program. The tenth grade ELL population consists of 5 students each participating in the Freestanding ESL program.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. BLS is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, BLS provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

BLS implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teacher, Andreea Calin.

2. To amplify the literacy and academic skills of ELLs
3. To incorporate recognized and researched based ESL instructional strategies across content subject areas.
4. To give students the skills to perform at city and state grade level in all subject areas

In the Freestanding ESL component we have 17 students in the ninth grade. They range from upper Beginner to Advanced Proficiency levels. They all attend 540 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push In assistance in their classroom. Andreea Calin and Milka Cordero (our ESL teachers) provide the direct instruction. All teachers in the ELA and ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.

- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The Freestanding ESL program does not use a particular text but rather uses literacy instruction as an element within the framework of the Understanding by Design model of planning and instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

B- *NYSESLAT*

C- New York State Core Curriculum: ELA

D- New York State Core Curriculum: Mathematics

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Intervention serves as an extension of the regular school program on both push in and pull out services will be provided for SIFEs.

1. Making an individualized student needs assessment
2. Creation of an AIS plan for the student focus on the literacy and math component
3. Grade appropriate instructional support materials
4. Differentiation of instruction in all areas
5. Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Our action plan for long-term ELLs involves:

1. An after school program, targeting reading and writing three days during the week.
2. Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
3. Encourage their participation in the Student Press Initiative and Apagea Math to enrich their language and academic skills

We have one class of special needs ELLs. Our policy for special needs students includes:

1. Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
2. Collaboration between the ESL teacher and IEP contact person.
3. Monitoring newcomer and SIFE student for possible special needs status.
4. The delivery of AIS services after school.

#### **A. Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **After-school Intensive:** Our after-school program offers both remediation and enrichment in Science, Mathematics, Social Studies, and ELA. Additionally, activity clubs in art are offered.
- **Family Celebrations and Recognitions:** Throughout the year, parents come to the school to take part in community celebrations, including the Awards Dinners, Student Work Gallery Showcases, and Presentations of Learning. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in all programs, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's celebrations & recognitions program descriptions and artifacts. Additionally, interpretation services are a daily help in communication between school staff and parents.

As a first year school no Regents or NYESLAT examinations have yet been administered.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Twice a week we have extended day classes such as art, music, sports, clubs, etc. We have partnerships with two community-based organizations that mentor. All of our ELL Students are invited to participate in these programs.

IV. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Summer and Fall parent orientations sessions, homework help with frequent communication with our teachers that call families every two weeks. We are currently building our Parent Association Committee and a SLT committee. ELL students and their parents are invited to participation.

V. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

We conduct an Orientation session the beginning of the school year. Our ELL parents and students are invited to attend and participate.

- VI. Staff Development activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

**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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**Professional Development:**

Professional development at BLS is provided by school staff and community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - Literacy needs of our ELL population within the prescription of the Institute for Student Achievement program.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
  
- Support Personnel: Workshops taken by teachers on our staff have included:
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - Technology workshop
  - Wilson Program for Special Education teachers.

All of our teacher attend the Institute for Student Achievement professional trainings that include professional development related toward better meeting the needs of our ELL. Our in house grade level teams meet weekly to share instructional practice that increasingly differentiates instruction, measures learning and strives to develop new methods that increases student achievement. Addition professional development includes but is not limited to:

- Looking and analyzing student data
- Differentiating Instructions to meet the needs of diverse learners
- Analyzing the NYSELAT
- Writing analysis and supporting literacy across the content areas. This includes academic language development.
- Looking at student work for evidence of learning
- Additional professional development provided by SSO – ESO network 20

Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We have a guidance counselor, four special education CTT teachers, and 2 ELA teachers that are working toward ESL certification.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. N/A

**Form TIII – A (1)(b)**

School: Brooklyn Lab School BEDS Code: 3319 000 11 639

**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 - Per diem	14,324	<b>287 hours of per session for ESL and General Ed teacher to support ELL Students: 287 hours x \$49.89 (current teacher per session rate with fringe) = \$14,324.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	11,649	<b>Ex. Consultant, Nica Lalli from MET, Marc Siciliano from EdLinc working with teachers and administrators development of curriculum enhancements</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	18,284	<b>Laptop based cameras, flip video, translators, web based parent translation services for home contact, e-books with books on tape function</b>
<b>Educational Software (Object Code 199)</b>	1,062	<b>Rosetta Stone language development software packages for after school program</b>
<b>Travel</b>		
<b>Other</b>	4,000	PD for DYO support related to SWP plan including LEP program support

<b>TOTAL</b>	49,319	
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### **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.

During summer orientation program, first week of school and whenever a student is enrolled throughout the year the home language is recorded on "blue cards" and then transferred to google.docs database. Highrise.com used to record parent contact and when translation needed

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.

During parent conferences, correspondence, and calls home we require translation services provided through the office of translation service for about 8% of our students. Findings communicated to staff through google.docs and highrise.com. Translations services outlined through teacher handbook and reviewed during professional development.

#### **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.

Written translations provided by office of translation and in-house by school staff. Translations are provided within two-weeks of request. Requests are made through Regina Gulina, Brooklyn Lab School staff or through E-mail: [translations@nycboe.net](mailto:translations@nycboe.net) <http://www.nycenet.edu/Offices/Translation> or tel. 718-752-7373 or fax. 718-752-7390

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.

Oral translations provided by office of translation (tel. 718-752-7373) and in-house by school staff.

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>.

Written translations of orientation packets provided by office of translation and in-house by school staff.

**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 Schoolwide 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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	232,978	15,343	248,321
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,329		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		153	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,649		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		767	
6. Enter the anticipated 10% set-aside for Professional Development:	36,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1,534	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:   100
9. 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.

## 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 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### **School-Parent Involvement Policy**

Brooklyn Lab School

- I. *Brooklyn Lab School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. BLS's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.*
- II. *The policy encompasses all parents including parents of English Language Learners and special needs students.*
- III. *The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

*In developing the Brooklyn Lab School's Parent Involvement Policy, the BLS PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, Brooklyn Lab School will:*

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- *Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.*
- *Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*
- *These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

*Brooklyn Lab School will encourage more school-level parental involvement by:*

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- *Providing school calendars school resource and contact information for assisting in communication between school/teacher and the home.*

## **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.

**SCHOOL - PARENT COMPACT**  
**Brooklyn Lab School**

*The school and parents working cooperatively to provide for the successful education of the children agree:*

**The School Agrees**

*To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.*

*To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.*

*To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.*

*To provide parents with timely information about all programs.*

*To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.*

*To provide high quality curriculum and instruction.*

*To deal with communication issues between teachers and parents through:*

- 1. Parent-teacher conferences at least annually*
- 2. Frequent reports to parents on their children's progress*
- 3. Reasonable access to staff*
- 4. Opportunities to volunteer and participate in their child's class*
- 5. Observation of classroom activities*

*To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.*

## **The Parent/Guardian Agrees**

*To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.*

*To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.*

*To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.*

*To monitor his/her child's/children's:*

1. *Attendance at school*
2. *Homework*
3. *Television watching*

*To share the responsibility for improved student achievement.*

*To communicate with his/her child's/children's teachers about their educational needs.*

*To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.*

Brooklyn Lab School

Charles Simic

**Principal**

### **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.

Our Continuous Organizational Improvement plan ensures reflective needs assessment activities and thoughtful designs for future improvements. Regular team and faculty meetings provide a forum for continuous organizational improvement and for a focus on accountability for measurable results. Staff use the meetings to self-examine and self-monitor the various interacting components (such as curriculum, instruction, use of time, class organization, professional development, student performance, etc.) to ensure coherence and effectiveness. For an external perspective on program quality, the team participates in a “critical friends” process, whereby a team of like-minded, external stakeholders visits the program to assess its quality of teaching and learning. Staff in network schools can comprise these teams. Additional documentation on program implementation is collected by NCREST and provided to the school for the purposes of informing practice and improving program delivery.

To assist the team in tracking progress made by students, ISA and NCREST work with schools to implement a Value-Added Program Assessment which includes scored samples of student work in writing and math, surveys of students’ attitudes and expectations about school and their future and videotaped interviews with cohorts of students.

At the Brooklyn Lab School, we utilize protocols to help us make decisions. Protocols we have used in the past to help us reach consensus, create actions plans, assess current practices, reflect and learn include:

- Tuning Protocols
- Looking at Student Work
- Data-Driven Discussions
- SMART Action Plan
- Critical Friends
- Success Analysis
- Futures
- Rhetoric v. reality

*Many of these protocols can be found at the National School Reform Faculty website (<http://www.nsrffharmony.org/protocol/index.html>)*

## 2. Schoolwide 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:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

We at BLS are a community of educators that meets consistently to address the needs of our diverse learners. As an ISA school we believe in 7 principles of learning. These principles guide us to develop a program that can restructure and adapt to ensure that our students graduate within four years and are accepted to College. Specifically, the following principles show our conditions and experiences that have prepared us to use the SWP option to better meet the needs of all of our students.

These principles are based on ISA's achieved effectiveness and current educational research. ISA, with NCREST, facilitates the implementation of these principles through the coaching, professional development, and technology strategies that research shows effectively support program development and higher levels of student achievement and school affiliation. Our ISA Seven Principles consist of:

- 1) **College preparatory instructional program:** The instructional program prepares all students for college admission and completion by focusing on students' intellectual development and emphasizing the development of higher order thinking skills, organization skills, habits of work such as perseverance and preparedness, and mastery of basic skills in reading, writing, and mathematics. Literacy and numeracy are embedded in content areas across the curriculum and students are taught literacy and mathematics skills explicitly where needed. Elements of the instructional program include:
  - An inquiry approach to curriculum and instruction, focusing on the goal of enabling students to use their minds well (i.e., rigorous intellectual development for all as the central feature of the model). Intellectual rigor in curriculum, instruction, assessment, and student work is based on commonly used criteria for identifying rigor, such as construction of knowledge, disciplined inquiry, and value beyond school.
  - Infrastructure for student support includes the organizational and instructional structures that provide the academic and social supports necessary for students to successfully engage in intellectually rigorous, college prep curriculum and produce intellectually rigorous work. Examples include counseling, close and sustained relationships with teachers for the purpose of social and academic development, tutoring, and math and literacy lab classes that provide intensive skills instruction as needed.
  - Development of habits of mind and habits of work such as examining phenomena through multiple perspectives and developing time-management skills.
  - Literacy and numeracy across the curriculum. Opportunities for students to develop literacy and numeracy skills are taught across the content areas; for example, students may examine statistics in social studies and science and do extended writing tasks and exhibitions (oral presentations) across subject areas.
  - Multiple forms of assessment: Programs use multiple forms of assessment, including performance and value-added assessments, standardized tests and teacher tests, to ensure accuracy and equity, guide pedagogical decisions, and help teachers monitor and support student learning.
  - Intensive 9<sup>th</sup>–12<sup>th</sup> grade post-secondary education preparation including financial aid guidance, visits to college campuses and other post-secondary institutions, relationships with college admissions officers, parent information, SAT prep, and courses at local colleges.
  - Internships and community service where students can learn about their talents, interests, strengths, and weaknesses in the world of work as well as the demands they will be expected to meet.

- 2) **Dedicated staff of teachers and a counselor:** The team provides consistency for students throughout the four years of the program. The team agrees that once students are selected, the team remains committed to their continuance and to their success. Teachers have expertise in the subject area they teach and demonstrate successful experience teaching diverse students at risk. Teachers and counselors value and commit to working collaboratively.
- 3) **Continuous Professional Development:** Weekly common meeting time is regularly scheduled for the staff to plan, problem solve, and review student work and progress collaboratively, as a whole and in teams. Additionally, staff participate in ISA professional development opportunities such as Summer and Winter Institutes or other professional activities that enhance teachers' content knowledge and pedagogical skills.

**The purpose of professional development is to build the capacity of ISA teachers and counselors to develop a program at their school that effectively implements ISA principles so that students achieve at high levels and are adequately prepared for college and the world of work. Professional development has three components: 1) customized training on an as-needed basis, 2) regularly scheduled coaching targeted to program development and strategic planning, and 3) technology.**

- Customized professional development **might include training in pedagogical skills such as instructional strategies for diverse learning styles; content knowledge-building; curriculum development; assessment; strategies for personalization; planning backwards for curriculum alignment with local standards and program and school learning goals; leadership development; planning for the extended day program; parent participation; and creating linkages with local colleges.**
- **COACHING FOR PROGRAM DEVELOPMENT AND STRATEGIC PLANNING: COACHING INCLUDES THE FACILITATION OF:**
  - Program planning and implementation: each site builds its program on the strengths of the teachers involved, the interests and needs of the students, and the culture and values of the local context in ways that embody and are consistent with ISA principles and goals. This approach builds local ownership, commitment, and sustainability and is designed to attract intellectually strong, deeply committed, effective, experienced teachers
  - Professional development in organization, curriculum, instruction, assessment, interventions, internships, advisories, student support, and the construction of student post-graduation plans
  - Linkages to practitioners and schools in other nearby districts, current research findings, and professional development opportunities
  - The development and execution of a process for student recruitment and selection, including the production of student recruitment materials and presentations
  - Collaborative planning, problem solving, sharing of effective practices, review of students and student work
  - The development of a process for program review, assessment, and revision
  - The identification of expert schools/programs and practitioners, which could serve as resources for new ISA teachers and counselors to learn new practices and organizational structures, do short term residencies, and establish linkages

- The development of the family support component
- Relationships between ISA, the school and the district

- 4) **Distributed Counseling:** Each team has a counselor who provides direct services to students and their families, sometimes through leveraging available community resources. The counselor works closely with teachers to support the implementation of learning and social interventions for students. The counseling component includes mechanisms such as advisories or family groups led by teachers for the purpose of personalizing the school experience, developing strong student affiliation with the program, and monitoring student progress and achievement. The counseling component also includes initiatives such as peer mediation and conflict resolution that help students develop effective problem solving skills.
- 5) **Extended school day and school year:** Goals for students' learning and the school's college prep instructional program drive the length of the school day and year. The extended day and extended school year enable staff to provide students with the time, attention and other supports necessary for their success with the program's challenging, college prep curriculum. The extended time frame for learning also provides additional opportunities for effective skill and talent development and enrichment.
- 6) **Parent Involvement**  
Because parental/guardian partnership and support can advance the achievement of children, ISA teams seek parental involvement and feedback with regard to their students' education. Teachers and counselors keep parents informed of students' progress, the development of the program, and its efforts and achievements.
- 7) **Continuous Organizational Improvement:** The regular team and faculty meetings provide a forum for continuous organizational improvement and for a focus on accountability for measurable results. Staff use the meetings to self-examine and self-monitor the various interacting components (such as curriculum, instruction, use of time, class organization, professional development, student performance, etc.) to ensure coherence and effectiveness. For an external perspective on program quality, the team participates in a "critical friends" process, whereby a team of like-minded, external stakeholders visits the program to assess its quality of teaching and learning. Staff in network schools can comprise these teams. Additional documentation on program implementation is collected by NCREST and provided to the school for the purposes of informing practice and improving program delivery.

To assist the team in tracking progress made by students, ISA and NCREST work with schools to implement a Value-Added Program Assessment which includes scored samples of student work in writing and math, surveys of students' attitudes and expectations about school and their future and videotaped interviews with cohorts of students.

### 3. Instruction by highly qualified staff.

Currently our staff is 100% highly qualified

4. 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 Schoolwide Program to meet the State's student academic standards.

*Every Friday, for two hours, staff members meet for professional development where methods to increase student achievement are discussed and implemented. Also there is common planning time five times a week where teachers get together and plan lessons that meet the needs of all learners. Time is also allotted for mentors and mentees to plan and debrief (discuss lesson planning or classroom management issues). There will also be an inquiry team in place that will meet on a regular basis throughout the school year to work with a target population of struggling students. The focus of the inquiry team will be to collecting data from existing data management systems and reviewing student performance/achievement outcomes.*

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

Our ISA partnership provides us with additional HR support through website and networks, hiring fairs,

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

Our Parent Coordinator coordinates bi-monthly meeting with parents. Topics including:

- ARIS support and tools for understanding your child's progression toward graduation
- Translation information and services
- Family Guides
- Survey parent needs and developing actions plans to address growth areas
- How to contact and support your child at home with HW, teacher contact, web-based BLS programs, BLS Advisors
- Tutoring and Literacy help
- HealthCorps and the H1N1 vaccinations

7. 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.

N/A

8. 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.

At the Brooklyn Lab School, we utilize protocols to help us make decisions. Protocols we have used in the past to help us reach consensus, create actions plans, assess current practices, reflect and learn include:

- Tuning Protocols
- Looking at Student Work
- Data-Driven Discussions
- SMART Action Plan

- Critical Friends
- Success Analysis
- Futures
- Rhetoric v. reality

We use these protocols to better understand our academic assessments. These assessments include our DYOs, Presentations of Learning, Unit and Lesson assessments, ISA principles of learning assessment survey, Regents, Scholarship, Internal Progress Reports, our electronic gradebook system, LES and QR

9. 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.

Through the use of our inquiry work, which all teachers are a part of, we identify students most in need of intervention services in order to graduate on time and prepared for college. Our action plans create goals and strategies to use in class as well as before and after school, and during Saturday academy. This year our instructional focus is concentrated into four areas: meeting expectations, working in groups, learning through inquiry and the use of evidence. Teachers and students both develop these four skill areas throughout the year.

10. 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.

Under the direction of the principal and in coordination with on-site staff developers, the Institute for Student Achievement, Empowerment Network and Teacher's College - SPI Professional Development program. The small size of our school ensures effective coordination and integration.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A**

We are a Title One SWP school.

**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.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
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:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **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 1 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.*

We are not a SURR or SINI school.

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

### **Part A: For All Schools Identified for Improvement**

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 Identified for 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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

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School Under Registration Review (SURR)

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.

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

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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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school-based committee has been formed and will meet regularly in order to assess whether Finding 1A is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one component of Key Finding 1A will be addressed. The committee will review our CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our materials. The committee will determine if Finding 1A is relevant to our school's educational program. At that time Questions 1A.2, 1A.3 and 1A.4 (if applicable) will be completed. If it is determined that Finding 1A is relevant, then the committee will answer 1A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable    Not Applicable    TBA

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?

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.

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The mathematics program at Brooklyn Lab School follows the state standards. The curriculum utilizes the Interactive Mathematics Program as a tool for educating students to Integrated Algebra Curriculum and Prentice Hall Geometry is used as a tool for educating students to Geometry. The program makes use of teacher/peer evaluation to fine tune lessons. Student work is used as an evaluation tool so as to further modify the curriculum. The use of regent's questions throughout each unit further reinforces whether state standards are being met. At that time Questions 1B.2, 1B.3 and 1B.4 (if applicable) will be completed. If it is determined that Finding 1B is relevant, than the committee will answer 1B.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We have on-going professional development that helps us reflect on our implementation of inquiry-based leaning. In addition as with Find 1A a school-based committee has been formed and meets regularly in order to assess whether Finding 2A is or is not relevant to our school's educational program. Committee members will include a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting one component of Key Finding 2A will be addressed. The committee will review our CEP especially the needs assessment section and will evaluate the most current school data to determine if there are gaps in our

written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA. The committee will determine if Finding 2A is relevant to our school's educational program. At that time Questions 2A.2, 2A.3 and 2A.4 (if applicable) will be completed. If it is determined that Finding 2A is relevant, than the committee will answer 2A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

Though complete academic independence is difficult for 9 and 10<sup>th</sup> graders, much of our class work and projects stems from student input. Our school constantly discusses ways to open up our assignments to student choice, voice, and direction.

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.

N/A

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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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.

Brooklyn Lab math department incorporates the Interactive Mathematics program into the curricula in order to provide hands on work for the students. The curriculum makes use of projects and inquiry. Many of the lessons are student centered and require students to be inquisitive. No lesson ever consists entirely of direct instruction. With the assistance of a math coach, lessons are planned that are engaging and interactive. Peer observation and critique is an integral part of the math program in order to fine tune lessons. At that time Questions 2B.2, 2B.3 and 2B.4 (if applicable) will be completed. If it is determined that Finding 2B is relevant, than the committee will answer 2B.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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.

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

LES and School Developed Survey will be utilized to determine staff satisfaction. Coaches and teachers will be interviewed. At that time Questions 3A.2, 3A.3 and 3A.4 (if applicable) will be completed. If it is determined that Finding 3A is relevant, than the committee will answer 3A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Survey will be utilized to determine staff beliefs regarding professional development opportunities. Coaches and teachers will be interviewed. At that time Questions 4A.2, 4A.3 and 4A.4 (if applicable) will be completed. If it is determined that Finding 4A is relevant, than the committee will answer 4A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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.

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Survey will be utilized to determine staff satisfaction with ELL data reporting methods and usefulness. Coaches and teachers will be interviewed. At that time Questions 5A.2, 5A.3 and 5A.4 (if applicable) will be completed. If it is determined that Finding 5A is relevant, than the committee will answer 5A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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.

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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Survey will be utilized to determine staff satisfaction with Professional Development usefulness toward: improving range and types of instructional approaches and use of IEPs to improve instruction, assessment, support and achievement. Coaches and teachers will be interviewed. At that time Questions 6A.2, 6A.3 and 6A.4 (if applicable) will be completed. If it is determined that Finding 6A is relevant, then the committee will answer 6A.4 by indicating the strategies and initiatives that the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

6.4: 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 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

IEPs will be audited to determine whether: lack of specific environmental accommodations, lack of alignment between the goals, objectives, and modified promotion criteria, and lack of behavior goals and objectives is present. At that time Questions 7A.2, 7A.3 and 7A.4 (if applicable) will be completed. If it is determined that Finding 7A is relevant, then the committee will answer 7A.4 by indicating the strategies and initiatives that

the school will put into place in order to address the relevant issue. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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

Applicable  Not Applicable  TBA

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?

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.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently 0

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

We will reach out to each STH's case manager and coordinate transition to our school. Our advisory program will ensure that the student is known well and cared for by an adult in the building at all times. We currently provide each student with their own binder, paper, dividers, folders and pencils but we will provide additional academic resources such as book bags and space for students to study before, after and on Saturday if desired.

### **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 in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Brooklyn Lab School					
<b>District:</b>	19	<b>DBN:</b>	19K639	<b>School</b>		331900011639

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			83.5	81.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			91.3	89.0
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			86.4	85.4
Grade 8	0	0	0				
Grade 9	104	110	108				
Grade 10	0	99	104				
Grade 11	0	0	102			3	6
Grade 12	0	0	0				
Ungraded	0	2	0				
<b>Total</b>	<b>104</b>	<b>211</b>	<b>314</b>			<b>2</b>	<b>6</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		33	80
# in Collaborative Team Teaching (CTT) Classes	17	32	60	Superintendent Suspensions		5	6
Number all others	2	4	6				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	4	27	TBD
# ELLs with IEPs	0	1	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers		7	18
Number of Administrators and Other Professionals		3	6
Number of Educational Paraprofessionals		2	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	25	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		42.9	16.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		86.0	55.6
American Indian or Alaska Native	1.0	1.4	0.3	% core classes taught by "highly qualified" teachers		100.0	100.0
Black or African American	36.5	36.0	32.5				
Hispanic or Latino	53.8	54.5	65.3				
Asian or Native Hawaiian/Other Pacific	5.8	4.7	0.0				
White	1.0	2.4	1.3				
<b>Male</b>	52.9	60.7	59.2				
<b>Female</b>	47.1	39.3	40.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
Improvement Year 2				
Corrective Action (CA) – Year				
Corrective Action (CA) – Year				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>			P
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			P
School Environment:			Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			P
School Performance:			Quality Statement 4: Align Capacity Building to Goals			WD
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			P
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN404</b>	District <b>19</b>	School Number <b>639</b>	School Name <b>BROOKLYN LAB SCHOOL</b>
Principal <b>CHARLES SIMIC</b>		Assistant Principal <b>JOANNA BERENSON</b>	
Coach <b>TATYANA ULUBABOVA</b>		Coach <b>JACKIE YOUNG</b>	
Teacher/Subject Area <b>ANDREEA CALIN/ESL</b>		Guidance Counselor <b>LAURA EID</b>	
Teacher/Subject Area <b>MILKA CORDERO/ESL</b>		Parent <b>SANDRA GOLD</b>	
Teacher/Subject Area		Parent Coordinator <b>KASSANDRA PIERRE</b>	
Related Service Provider		Other <b>ISA SCHOOL</b>	
Network Leader <b>TERRY BYAM</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</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>0</b>

### C. School Demographics

Total Number of Students in School	<b>316</b>	Total Number of ELLs	<b>49</b>	ELLs as Share of Total Student Population (%)	<b>15.51%</b>
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## Part II: ELL Identification Process

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

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 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.

Upon enrollment, parents whose children are newly registered to the NYC school system are given a Home Language Identification Survey (HLIS) to identify the child's native language. If the child is identified as an eligible candidate for bilingual/ESL services, an informal interview is given to the candidate by the pedagogue (Andreea Calin, Bilingual ESL Certified Teacher) and the Language Battery Assessment (LAB-R) is administered to identify the child as an English Language Learner or English Proficient. Spanish LAB is administered by Milka Cordero, Spanish Bilingual ESL Certified Teacher, to Spanish speaking students who are found to be eligible for services after hand scoring the LAB-R. The students whose home language is other than English and are entitled based on the results of the LAB-R testing, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT. There is a strong collaboration between our articulation personnel and our certified ESL teachers Andreea Calin and Milka Cordero to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification. Parents are invited to an ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at BLS (and are taught the range of services that are available within the city) by Cassandra Pierre, Spanish Speaking Parent Coordinator and Milka Cordero, ESL Teacher. Parent/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to schedule an appointment or discuss program options over the phone. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services. (Available through the office of translation service within the DOE). After reviewing the the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. Completed Parent Survey and Program Selection forms are stored/filed in room 222.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

- K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-</b>														0

Contained														
Push-In										4	4	6		14
<b>Total</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>14</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	4
SIFE	3	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	13

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23	3	0	13	0	1	13	0	3	49
<b>Total</b>	<b>23</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>3</b>	<b>49</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	16	5		42
Chinese											1			1
Russian														0
Bengali										1	2			3
Urdu														0
Arabic														0
Haitian											1			1
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>21</b>	<b>5</b>	<b>0</b>	<b>49</b>								

## Part IV: ELL Programming

### A. 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)?
  - 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.

BLS implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years. Our ESL program is run by our certified ESL teachers, Andrea Calin and Milka Cordero and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have 23 ELLs in the ninth grade, 21 ELLs in the tenth grade and 5 ELLs in the eleventh grade. They range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push In assistance in their classroom. Andreea Calin and Milka Cordero (our ESL teachers) provide the direct instruction. All teachers in the ELA and ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The Freestanding ESL program does not use a particular text but rather uses literacy instruction as an element within the framework of the

Understanding by Design model of planning and instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- A- NYSESLAT
- B- New York State Core Curriculum: ELA
- C- New York State Core Curriculum: Mathematics

Our instructional plan for SIFE is as follows:

Intervention serves as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within our classroom instruction.

Our instructional plan for newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Additional support in listening skills, including increased use of technological activities in the classroom.

Our instructional plan for ELLs receiving service 4 to 6 years involves:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Student Press Initiative and Apangea Math to enrich their language and academic skills

Our instructional plan for Long-Term ELLs (completed 6 years) involves:

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the Student Press Initiative and Apangea Math to enrich their language and academic skills

We have 4 special needs ELLs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school.

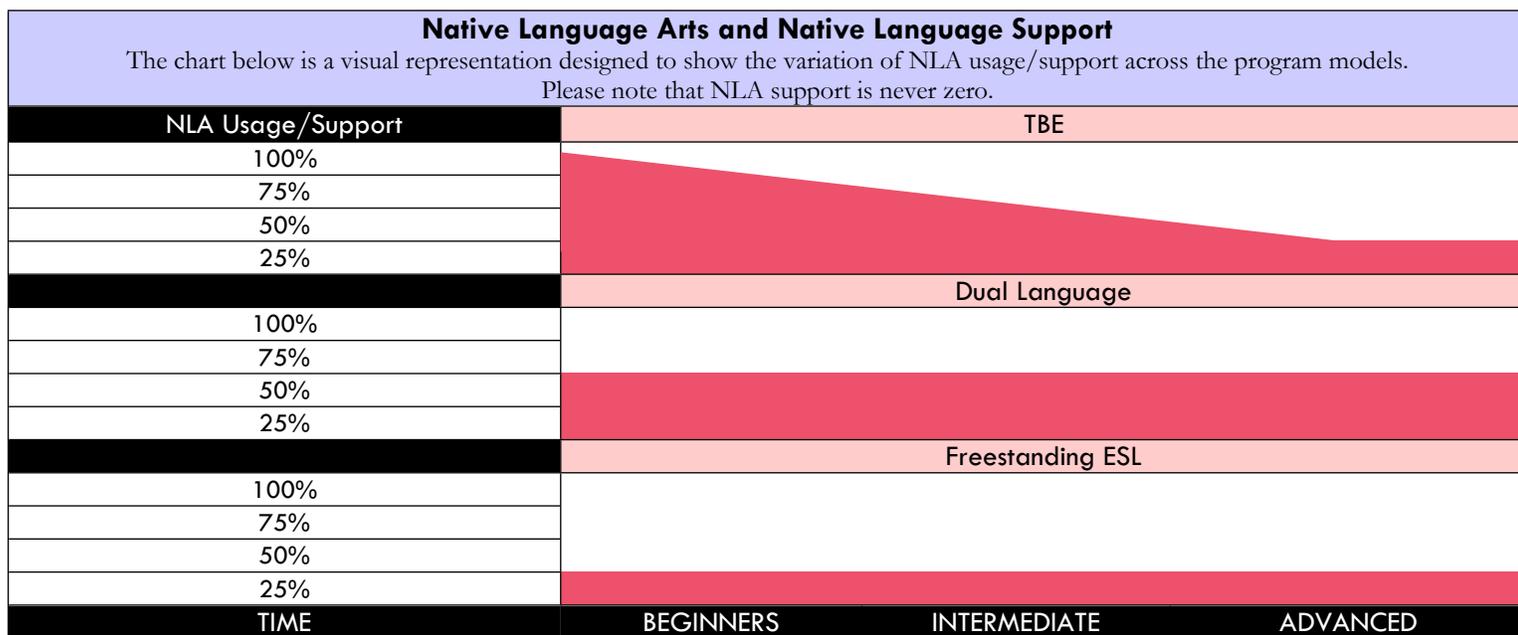
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</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
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### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development at BLS is provided by school staff and community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
- Literacy needs of our ELL population within the prescription of the Institute for Student Achievement program.
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
- I. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
- II. Technology workshop

Wilson Program for Special Education teachers.

Weekly, the student support committee (made up of guidance, lead teachers, paraprofessionals, school-aides and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. During the beginning of the school year transition concerns are talked about and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

ELL professional development takes place through a number of different methods. We have common planning time where ELL teacher share best practices with non-ELL certified staff. During professional development Fridays we have a range of topics that we address throughout the year including strategies to meet the needs of the ELL learner. Mentors that we hire from external DOE organization bring with them their own strategies to increase the achievement of the ELL learner. Throughout the year we provide over 20 hours of ELL PD and support for school staff.

□□□□

## E. Parental Involvement

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's native language. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. BLS is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, BLS provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Moreover, parents who are not fluent in English are encouraged to participate in our ESL CLUB together with our ELLs.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2				2
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	3	1	
	I										4	5	2	
	A										9	6	0	
	P										9	6	1	
READING/ WRITING	B										1	6	2	
	I										14	12	1	
	A										5	2	1	
	P										2	0	0	

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math	16	3	6	3
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	8		4	
Physics				
Global History and Geography	3	1	0	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our ELLs are assessed on an ongoing basis with the help of literacy skills, teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next proficiency level or even testing out. During 2009-2010 there were 20 ELLs in the 9<sup>th</sup> grade - 3 of them tested out, and 6 ELLs in the 10<sup>th</sup> grade - 1 tested out.

After reviewing the NYSESLAT data, the following patterns were revealed:

- most of our students scored intermediate in the reading/writing modalities, therefore the academic instruction is primarily focused on these skills.
- the listening/speaking modalities results show that the majority of our ELLs are intermediate and mostly advanced.
- the reports show that an English language learner's performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs who are beginners are the newcomers at all grades levels.

After analyzing the New York State Regents Exam data, the following patterns were revealed:

- beginning ELLs did better or even passed the Math Regents than Science. As a result, ELLs need work on their language skills as well as their

during the school day as well as extended hours.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels. School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction and to find the strength and weaknesses of the ELL students. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Using Aris)
- Provide opportunities for students to be involved in purposeful conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries or Glossaries in all subjects.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

The Brooklyn Lab School's program for ELLs is successful because of the strong collaboration between content area teachers and the ESL teachers, and can be measured by our students' NYSESLAT results, their progress from one proficiency level to another and across language modalities.

### Additional Information

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

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		