



BRONX LAB SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (11X265)
ADDRESS: 800 EAST GUN HILL ROAD, BRONX, NY 10467
TELEPHONE: (718)696-3700
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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vanessa Arriola

PRINCIPAL: Christopher Lagares

UFT CHAPTER LEADER: Stephen Lazar

PARENTS' ASSOCIATION PRESIDENT: Ms. Virginia Woodley

STUDENT REPRESENTATIVE:
(Required for high schools) Victoria Yulfo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK:** CFN106 (Empowerment)

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Ms. Taylor-Brown

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Christopher Lagares	*Principal or Designee	
Stephen Lazar	*UFT Chapter Chairperson or Designee	
Virginia Woodley	*PA/PTA President or Designated Co-President	
Marcelo Chavarria	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Vanessa Arriola	DC 37 Representative, if applicable	
Paul Boney	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Audrey Rivers	Member/Parent	
Shermaine Smith	Member/Parent	
Stacy Rogers	Member/Teacher	
Damaris Frias	Member/Business manager	
Victoria Yulfo	Member/Student	
Evelyn Castro	Member/Parent	
	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.

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

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		84.9	86.1			
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.2	93.2			
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.5	78.8	83.4		
Grade 8	0	0	0						
Grade 9	138	133	156	Students in Temporary Housing: Total Number					
Grade 10	97	105	109	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	94	93	128		3	4	7		
Grade 12	91	92	72						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	420	423	468		3	0	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	1		Principal Suspensions	8	14	45		
No. in Collaborative Team Teaching (CTT) Classes	31	29		Superintendent Suspensions	16	7	17		
Number all others	17	17							
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	40	29	20	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	34	32
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	6
(As of October 31)	2007-08	2008-2009	2009-2010	Number of Educational Paraprofessionals	N/A	2	2
	9	7					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.2	0.0	.4	Percent more than two years teaching in this school	18.8	44.1	76
Black or African American	42.1	41.6	42	Percent more than five years teaching anywhere	25	29.4	40.6
Hispanic or Latino	55.5	55.6	54				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.9	2.5	Percent Masters Degree or higher	78	76.0	93.8
White	1.2	0.9	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.4	95.5	96.9
Multi-racial							
Male	49.8	53.9	57.6				
Female	50.2	46.1	42.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	Did not meet AYP
	Math:		Math:	IGS
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	✓	✓	
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				X	✓		
Student groups making AYP in each subject				X	✓	✓	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	77.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	34.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

PERFORMANCE TRENDS

College Achievement

Applications

- As of January 2010, 100% of the senior class has applied to college
- On average, each student applied to 10 schools including CUNY, SUNY, and Private schools
- This maintained our overall application numbers at approximately 900, similar to the previous year
- Posse Foundation Scholars
 - Three members of the Class of 2010 are Posse Scholars, and have been awarded four-year full tuition scholarships to prestigious liberal art colleges
 - These three students were selected from 3,000 applicants city-wide, and are among 150 Posse winners.
 - In three years, twelve Bronx Lab Graduates have been awarded the Posse Scholarships to attend the following schools: Brandeis University, Middlebury College, Lafayette College, Lawrence University, Trinity College, and DePauw University

Financial Aid

- 100% of seniors brought in the financial documentation to process the FAFSA
- 100% of senior class requested a FAFSA PIN prior to the winter break of December 2009.
- Curriculum for College 101 Course in the month of January is entire dedicated to understanding and preparing the FAFSA application
- Financial Aid Parent Meeting on Thursday, January 14^h, with advisement of Financial Aid Consultant, Chris Farmer, who is a skilled-veteran in the college application and financial aid process.
- All students meet with a staff member for final review of their FAFSA prior to submitting. Students are also required to submit the TAP (NYS-based Tuition Assistance Program) and CSS Profile (where applicable)
- Total Aid Received as of 4/23/2010: Approximately 2 million

College Matriculation Rates

Class of 2008

- In Fall 2008 74% of alumni matriculated;
- Alumni Enrolled in POSSE, HEOP, EOP: 20%

- In Spring 2009 6% of alumni matriculated for the first time
- Students persisting through 3 semesters of college (including transfers): 67%
- Middle (25th – 75th) Percentile GPA Earned: 2.5-3.2
- Currently Matriculated (as of Spring 2010): 79%

Class of 2009:

- In Fall 2009 86% of alumni matriculated
- Alumni Enrolled in POSSE, HEOP, EOP, SEEK, CD: 31%
- Students persisting through 2 semesters of college (including transfers): 80%
- Middle (25th – 75th) Percentile GPA Earned: 2.7-3.2
- Currently Matriculated (as of Spring 2010): 82%

Regents

- More students scored above a 65% on their attempt on the Algebra, ELA, Global, and US History Regents exams.
- 30 Seniors improved ELA score by at least 1 level (AYP).
- 2011 Cohort, more students scored above a 65%, 75%, and 80% than before

ACCOMPLISHMENTS

- Earning an “A” on the New York City DOE Progress report Card
- Earning a “Well Developed” on our School Quality Review
- Earning a Bronze Medal from *US News and World Report*
- **Distributed leadership** including coaches, department chairs, grade team leaders and advisory team leaders
 - Clear Roles and Responsibilities and where faculty can go for support
 - Coaches are peers who demonstrate outstanding teaching and support faculty in areas faculty choose
- **Office of College Placement**
 - Dedicated team that starts preparation from 9th grade year in advisory
 - Courses taught to juniors and seniors on college process
 - SAT prep, Scholarship assistance, immigration support
- **Learning Support Team** works together to support differentiation across the disciplines, careful attention to all learners
 - Team leader coaches differentiated instruction for all faculty
 - Case conferences with general education teachers, parents and students to set goals
- **Senior Seminars** meet 480 minutes/week with research trips
 - Students choose area of interest to explore deeply
 - Students produce Capstone Projects: detailed research paper
- **Programming** that meets the credit and skill needs of kids
- **Advisory system**
 - Connection to parents
 - Literacy and writing coaching
 - Transcript analysis
- **Experiential Education**
 - Mountain Program to teach leadership
 - Internship Program in the 10th Grade

- **Explore Weeks**
 - Community Service Week
 - College Visits
- **Data Availability to Staff**
 - Salesforce
 - ARIS
 - Google Docs
- **Coaching Framework**
 - A cutting edge framework to support dynamic adult learning

SQR Results

The school experienced transition in the principalship. The founding principal left last year. Even with a change in leadership the school earned a well developed this year. Its findings outline our accomplishments.

The principal has created a culture of trust and positive attitudes towards learning that supports the academic, personal, and professional growth of students and all staff members.

- The school has engaged in a thorough analysis of ARIS data, results of the Learning Environment Survey, and Progress Report data to compose a Comprehensive Educational Plan and professional development plan that explicitly identify school-wide goals and complementary action plans to achieve those goals. The school enlists the help of partner organizations who work with students and their families to achieve youth development goals. Professional development is purposefully designed to equip teachers with the tools that maximize student outcomes.
- Students state that they appreciate the concern and dedication of staff members who support their learning in and out of the classroom. The Bronx Laboratory School staff maintains close contact with students and their families via mail, telephone calls, and biweekly progress reports and through their advisory class. Students feel that this family atmosphere has a positive influence on their attitudes towards learning and helps them maintain a focus on their own academic success.

All teachers are actively engaged in structured professional collaborations and teams that promote the development of shared understandings and foster the improvement of student outcomes.

- All teachers are members of at least one inquiry team. Many have leadership roles as grade team leaders or content area leaders who facilitate discussion around the development of curriculum. They are successful in identifying and comparing instructional strategies and in examining student work with a focus on building coherence between what is taught, how it is taught and, when necessary, how it is re-taught, resulting in improved student achievement.
- Teacher teams take the lead in developing subject-specific “gateways”, an assessment tool used by each department to further ensure coherence between what students need to know and what they should be able to do. Consequently, students are gaining a clear understanding of the roadmap to achieving mastery across subjects in a focused manner.

Professional learning activities are purposeful and there are multiple opportunities for teachers to share best practices and content expertise.

- School leaders, mentors, and coaches provide teachers with targeted and differentiated support. A log of formal and informal observations serve as an ongoing record of classrooms visited. It also serves to ensure that teachers are consistently provided with feedback and suggested strategies that elevate the level of instruction across grades and subjects, leading to greater student engagement and achievement.
- Teachers work collaboratively in a non-threatening environment with the goal of improving student outcomes and teacher pedagogy. The combination of teacher intervisitations, the consistent sharing

of best practices, and opportunities for teacher team leaders to develop facilitation skills builds capacity within the school that further supports student learning.

The school uses data extremely well to direct and drive the design of rigorous and engaging curricula that align to State standards and effectively increase student capacity for college readiness.

- The school has successfully modified school-wide curricula following thorough analysis of alumni data. The revised curriculum provides activities that require higher order thinking skills and reinforcing habits of mind. These elements are embedded across grade levels and subject areas with increased attention to the needs of English language learners, special education students, and those in the lowest third. Students have multiple opportunities to practice transferable skills, enabling them to be successful in high school and prepared for the challenges of college.

The school collaborates very successfully with community-based organizations in integrating youth development services and other supports that accelerate students' academic and personal growth.

- The principal is proactive in establishing and maintaining partnerships to support students and their families. Students and their families are provided with legal advice about housing and immigration law, including how it relates to applying to or paying for college. Medical and mental health services are available, and referrals are made as needed. Students take advantage of opportunities provided by Community-based organizations to attend off-site classes, such as a semester abroad and attending summer school at private school outside of New York City. Consequently, the students benefit from the exposure to a “campus” experience while earning or recovering credits towards graduation.
- Teachers use Google.docs as a platform to share materials and strategies to enhance curriculum that provides students with opportunities for social and emotional learning within content areas resulting in greater social awareness, increased tolerance, and the development of social skills needed to be successful in and out of school.

The extensive organization and analysis of data inform goal setting and action planning resulting in improved student outcomes.

- The school analyzes a wide range of data, including scholarship reports, the Progress Report, Quality Review, the Learning Environment Survey and ARIS to establish a clear picture of school-wide needs. As a result, the Comprehensive Educational Plan and professional development plan contain highly focused goals and action plans that address organizational and instructional practices which may have previously hindered the acceleration of student learning. School leaders effectively communicate these goals with all constituents and organize them in “buckets” so that they are easily understood and supported by the entire school community, resulting in accelerated student learning.

Teachers work with individual students to develop reflective practices so that students learn to access their own progress and articulate next steps throughout the year.

- Teachers utilize student self-evaluation forms, a useful tool that engages students in self-reflection about the quality of their work and informs them about what they know and what they still need to learn. Having this information empowers students. Consequently, they take ownership of in their learning and become active participants in striving for improvement.
- The school uses multiple web-based systems that allow students and their families to access details about student progress. Students and parents like these systems because they can monitor progress regularly, by accessing their own accounts respectively at their convenience. The ongoing and reciprocal discussions regarding student progress occur between teachers, students, guidance counselors, parents, and school leaders in various venues, including email, telephone conversations, and face-to-face conferencing.

AIDS & BARRIERS

Significant Aids to Continuous Improvement

- Standing meetings of leadership
- Communication protocols
- Meeting protocols
- Shared philosophy
- Community partnerships
- Departments meet to plan vertical trajectory of discipline and propose course offerings
- Interdisciplinary curriculum committee reviews department proposals for course offerings
- Decisions on offerings based on needs of students, including credits, skills, regents exams, behavior concerns, citizenship and health
- Teachers are assigned to courses and develop standards approved by department
- Department chairs assist in creating curriculum maps according to Understanding By Design. Curriculum maps submitted to leadership for feedback and posted on school website for parents
- Each teacher has a planning partner to design curriculum and gateway assessments

Significant Barriers to Continuous Improvement

- Shared campus space
- Regents exams that emphasize breadth over depth
- Sustainability of faculty and leadership
- Hiring Restrictions

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. Average Regents scores will improve by 5% from an overall average Regents score of 65% to overall average Regents score of 70%. Number of students in remedial classes in college will decrease by 10%.
2. Build school wide community, by holding a monthly school wide community event at least one school wide event a month. Increase the current attendance rate of 50 by 10%.
3. Six teachers will utilize the Independent Reading Program which will dedicate two hours of independent reading per week per student. This represents an increase of 16% to 100% of teachers implementing the program.

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 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Average Regents’ scores will improve by 5% from an overall average Regent score of 65% to overall average Regent score of 70%. Number of students in remedial classes in college will decrease by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>a. School: Align formative and summative assessments with college ready skills and Regents exams. a. Faculty: Department and school-wide goals will be vertically and horizontally aligned in ELA, Math, Science, and Social Studies with Regents and College-Ready Skills. Teachers will present clear expectations for student skill-level and progression and will monitor student progress regularly. b. Department Chairs, BLS Cabinet, and coaches will be responsible for implementation c. Analysis will happen during our September Staff Retreat d. Share New Leaders Assessments with Department Chairs to reflect, modify or accept or not e. Collect and review student performance data on Gateway/interim assessments to strategize what/how to re-teach and how to best reach the lowest performing students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>a) Department Chairs will continue to be trained using Data Driven Instruction b) Department Chairs will continue to be trained on running Data meetings c) Institute for Student Achievement (ISA) coaches will provide support to new staff members. d) A consultant, Donna Roberts, will be hired to provide support to teachers who work with students with learning disabilities e) Time will be dedicated at Wednesday Faculty Gatherings at least once a quarter to analyze students performance, look at student work, and/or look at students performance data.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>a) Interim Assessments will be checked at each quarter. b) Regents' results will be analyzed in January and June.</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Build school wide community, by holding a monthly school wide community event at least one school wide event a month. Increase the current attendance rate of 50 by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>a) The Cabinet is meeting over the summer to sketch out the different school wide events that could be held by August these events will be placed in the school calendar. b) Each event will have a point person (a specific Grade Team Leader, a specific Advisory Team Leader, etc.) c) The target population is to ensure that students from different grades are interacting with one another. d) Two planning sessions will be held before each event. e) The soon to be formed Student Government will also play a role in the formation of these events.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>a) Cabinet, Grade Team Leaders, Advisory Team Leaders, and Department Chairs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>a) Attendance at the school wide events will be measured (student attendance, staff attendance, parent attendance, etc) b) Once a month these events' progress will be measured.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Six teachers will utilize the Independent Reading Program which will dedicate two hours of independent reading per week per student. This represents an increase of 16% to 100% of teachers implementing the program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. A book list of Young Adult Literature has been created. 2. Teachers visited East Side Community High School to see how that school implemented this program. 3. Money will be raised in order to buy books. 4. Library space will be created in each classroom, so students have access to the books.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Fundraising to buy books will be done by our board Friends of Bronx Lab. 2. Money from NYSTYL will be prioritized to buy books for the Independent Reading Program.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Students will keep progress of their reading in Independent Reading Folders. 2. Teachers will keep track of the number of pages and the number of books read by each student. 3. At each quarter the number of books read, the types of books read, the most popular books will be analyzed. 4. Once every two months teachers will share their strategies to get students to read in ELA Department Meetings.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Frequent, high-value contact with parents
Mathematics:	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Frequent, high-value contact with parents
Science:	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Frequent, high-value contact with parents
Social Studies:	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students

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

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 33 LEP 33 Non-LEP 0

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

The language instruction program at Bronx Lab School consists of 33 students in grades 9-12. The language of instruction is English. Students participate in a free standing ESL program where LEP students take all their classes in English and receive language support by taking additional literacy development classes after school four days a week and Regents exam preparation classes on Saturdays. Students are chosen for each program according to their NYESLAT and Regents exam scores. The ultimate goal of the literacy program and the Saturday Regents preparation classes are to help ELL students achieve a “proficient” level on NYESLAT and pass the ELA and Global Studies Regents exams on time for graduation within four years.

Instructors receive professional development in analyzing test data to increase their efficiency in helping ELL improve their literacy and writing skills. The ELL population comes from a variety of countries and that they are low, intermediate and advance ELL students, the ESL program supports their academic needs in all four skill areas. All instructors in charge of the Title III ESL classes are certified and licensed in ESL and have four or more years of experience.

- 1) **After School Literacy Development Program (Monday-Friday, October through June, 3:15-4:30 PM)**- Two certified ESL teachers work with twenty students grades 9th-11th in a direct instruction model whereby students receive additional support in their academic reading and writing skills in the humanities. Students will be using the text *The Multicultural Reader* (funded by Title III funds) and other resources in school to develop their reading and writing skills. 29 students work in small groups with the direct assistance of an ESL teacher. This program runs each week for 30 weeks throughout the school year except during Regents exam weeks and holiday/vacation weeks, October through June. This program addresses the literacy needs of our beginner and intermediate ELL students in order to help them move up at least one level on the exam by the end of the year.
- 2) **Saturday Regents Preparation (Saturdays, from November through June, 9 AM- 12 PM)** – Two teams (one certified ESL and one certified ELA teacher and one ESL certified and one certified Global Studies teacher) provide direct instruction to two small classes of 15 11th and 12th grade ELL students who have not yet passed the English and/or Global Studies Regents exams. These classes cover content, test-taking strategies and writing skills. The classes focus on Regents tasks such as writing a literary essay and using historical documents to answer DBQs. An internal analysis of the Regents scores show that our ELL students have the most difficulty passing these two exams which might prevent them from graduating. Twenty-five of our 11th and 12th grade ELL students as per 2009 did not lack credit accumulation as per New York City requirements. Instead, they needed to pass their English and Global Regents exam. The program will be offered for ten Saturdays, for 3 hour sessions.

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.

Professional Development (Wednesdays, from February through April)- Every Wednesday afternoon for two hours, 2-4 PM for 5 weeks, our 45 teachers of ELLs receive professional development provided by the 2 ESL teachers in analyzing Regents exam test scores for our ELL students who have yet to pass their Regents exams. In addition, the full staff is trained in DOE sponsored Professional development sessions in how to make language comprehensible for ELLs, vocabulary development across the curriculum, scaffolding and modifying instructions for ELLs and differentiating instruction for ELLs using QTEL techniques. A QTEL study group to include the Title III teachers and other staff members will be conducted for 4 Wednesdays, March-April 2011) after school sessions (2PM-4PM), with the purpose of enhancing instructional practice focused on accelerating development of academic English. Teachers learn instructional practices that help make content more accessible for ELLs. Our Guidance Department leads diversity training with a special focus on ELL students. Our Office of College Placement provides training for staff on how to support improve ELLs college awareness and preparedness.

Parent Involvement – We have an established Parent Association that meets every third Thursday of each month and frequently supports the school in parental outreach. Five of our parent members serve on the SLT and provide suggestions to school leaders. Our School Business Manager, a Spanish native speaker, and our Alumni Director have led the effort to increase parent involvement of ELL students, and all Bronx Lab parents in general. Our parent participation has gradually increased over the past year. We have a monthly newsletter that goes out to all Bronx Lab parents, and as with all correspondence to parents, is also translated to Spanish. The newsletter informs parents of all school activities and school progress. The school partners with the Institute for Student Achievement and F.E.G.S Health and Human Services to offer parents workshops and information sessions on how to help their children improve their academics. We also provide parent workshops and trainings through the Learning through and Expanded Arts Program (LEAP). Parents' needs are determined through the analysis of our DOE Parent Surveys. During our first yearly Parent Association meeting parents are asked to complete a survey indicated their preferences of workshops for the school year. Also, Advisors maintain open and continuous communication with individual parents to ensure their students' progress and that the needs of the parents are addressed. LEAP program (3rd Thursday of every month, September to June) have offered workshops to 30 ELL parents on GED preparation, Stress Management, New York Resources, and Computer Skills classes. The LEAP program includes additional workshops for ELL parents. These workshops have helped parents improve their literacy and technological skills in order to better assist their children. Other workshops have proven successful in helping ELL parents become familiar with New York resources and the transition from other cultures to the BLS community. Translations and interetation is provided by bilingual staff members.

Learning Through Expanded Arts Program:

GED Preparation workshops to help parents improve their basic writing and mathematics skills.

Adult Literacy Skills for ELL/Bilingual Adults workshop to make English language learners feel more comfortable and confident when they read, write, and speak English

New York City Resources and Educational Games- parents learn about the many cultural and educational resources throughout NYC and their neighborhoods.

School: Bronx Lab School

BEDS Code: 321100011265

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$9,000	After School Literacy Development Program for ELLs 2 ESL Teachers X 24 weeks X 1.5 Hour X 49.89 = 3592.08 Saturday Regents Preparation for ELLs 2 ESL teachers and 2 Content Area teachers X 9 weeks X 3 hours X 49.89 = 5388.12
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,000	Thematic Bibliographies Bilingual Dictionaries/Thesaurus/Glossaries Pictionary/Scrabble Leveled Libraries Materials
Educational Software (Object Code 199)	\$500	5 Rosetta Stone language development software packages for after-school program
Travel	\$0	N/A

Parent Involvement	\$1,500	Learning Through Expanded Arts Program: <i>GED Preparation</i> workshops to help parents improve their basic writing and mathematics skills. <i>Adult Literacy Skills for ELL/Bilingual Adults</i> workshop to make English language learners feel more comfortable and confident when they read, write, and speak English <i>New York City Resources and Educational Games-</i> parents learn about the many cultural and educational resources throughout NYC and their neighborhoods.
TOTAL	\$15,000	

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$360, 647	\$166, 505	\$527, 152
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3, 607	\$1, 655	\$5, 272
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18, 033	*	\$18, 033
4. Enter the anticipated 10% set-aside for Professional Development:	\$36, 065	*	\$36, 065

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.9%
 6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. The percentage was below 100%, because our ESL teacher was teaching Spanish. For the upcoming school year, we plan on hiring a full time Spanish teacher.
1. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

2. Instruction by highly qualified staff.

Bronx Lab School has several strategies to ensure that instruction is provided by highly qualified teachers. First, we will target exceptional personnel in our recruitment process. We will seek personnel who have experience in their content area, and who have experience balancing the many demands of teaching in an urban setting. In addition, we are committed to providing a high level of ongoing professional development to our entire staff. This training will involve assistance in curriculum planning and design, classroom management, project-based instruction, and content development. A central element to our professional development program will also be connecting less experienced staff members to more experienced professionals, both at Bronx Lab School and within our network of schools.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

Bronx Lab School will continue to develop an integrated professional development program that features:

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

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

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

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

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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Bronx Lab School agrees to implement the following statutory requirements:

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - that the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- This policy will be reviewed in May of every school year. The PA will decide evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.
- 1. Bronx Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

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

- 2. Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Active SLT that reviews student performance data and assesses needs and direction of school.
- 3. Bronx Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- 4. Bronx Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.
- 5. Bronx Lab School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Parenting workshops via our CBO, FECS

- ii. Frequent outreach and interaction between students and advisors
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Organizing active parent outreach via Bronx Lab School parent coordinator and staff
 - ii. Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Parent programming via FEGS, our CBO community partner
 - ii. Active outreach by Director of College Placement to parents to build awareness of college application process
 - iii. Active SLT programming and outreach
 - iv. Active programming and outreach by parent coordinator and family paraprofessional
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. Regular parent meetings
 - ii. Regular SLT meetings
 - iii. Letters and newsletters sent home to parents
 - iv. Frequent phone calls from teachers and school administrators to parents, via Bronx Lab School's distributive counseling model

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

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- immediately notifying parents of absences and tardiness of students, and calling Problem Solving Conferences as needed to address these concerns
- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopt and implement model approaches to improving parental involvement;
- develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Bronx Lab School on in May 2006 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2011.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The Bronx Lab School will:

- Maintain parent awareness and involvement in student work and achievement through several evening events (Ex. Jazz Concerts, Internship Presentations, and Grade Wide Celebrations).

- Publicly communicate with parents through a schedule of regular PTA meetings.
- Hold regular face-to-face meetings with individual parents each year.
- Regularly inform parents of student achievements, progress and any concerns.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable participating children to meet the State's student academic achievement standards.
- Hold parent- teacher conferences. Specifically, those conferences will be held in October and March of each year.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports in October, December, February, and May.
- Provide parents reasonable access to staff through email and by phone.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent Responsibilities

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

The Bronx Lab School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in a n organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in title I, Part A programs (participating parents). And will encourage them to attend.
4. Provide information to parents of participating students in a n understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Bronx Lab School has several strategies to ensure that instruction is provided by highly qualified teachers. First, we will target exceptional personnel in our recruitment process. We will seek personnel who have experience in their content area, and who have experience balancing the many demands of teaching in an urban setting. In addition, we are committed to providing a high level of ongoing professional development to our entire staff. This training will involve assistance in curriculum planning and design, classroom management, project-based instruction, and content development. A central element to our professional development program will also be connecting less experienced staff members to more experienced professionals, both at Bronx Lab School and within our network of schools.

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.

Bronx Lab School will continue to develop an integrated professional development program that features:

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

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

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

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

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

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

Objectives of Parent Programming:

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

Description of Proposed Parent Involvement Program:

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

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

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

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.

Bronx Lab School faculty and staff will:

- We will continue our emphasis on intensive instruction on literacy skills as a foundation for all learning. Students will get at least 250 minutes a week in Language Arts as well as extensive after-school enrichment and assistance opportunities for the first two years of high school. Instruction will be intensive in ninth-grade Mathematics as well. We will provide a prescriptive learning program to target the strengths and weaknesses of students and provide them with individualized tutorials after school.
- From the first day they step through the doors of Bronx Lab School, students will be greeted with the message that further education is the norm.
- We will conduct college awareness programs and college visits beginning, starting before the end of October.

- We will emphasize writing and student expression, building student skills at research, reasoning and expression of ideas, skills needed to achieve academic success and build academic confidence.
- We will continue to monitor student attendance and habits carefully, working with parents regularly to maintain the highest standards of responsibility and behavior.
- Develop classroom instructional practices that are focused
- Closely supervise curriculum development, lesson planning, and instructional implementation
- Provide frequent, detailed feedback and guidance to teachers about classroom practice
- Provide proper and adequate scaffolding that supports student learning and academic development
- Further develop Bronx Lab's presentation of learning protocol to give students an opportunity to share their understandings and to celebrate student growth
- Develop capacity for the development of student portfolios, that become a body of student work across their time as Bronx Lab students
- Implement a test-preparation seminar (during the week and on Saturdays) that prepares students for upcoming Regents examinations

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.

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

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$360,647	✓	
Title I, Part A (ARRA)	Federal	✓			\$166,505	✓	
Title II, Part A	Federal			✓		✓	
Title III, Part A	Federal	✓			TBD	✓	
Title IV	Federal			✓		✓	
IDEA	Federal	✓			\$96,501	✓	
Tax Levy	Local	✓			\$2,626,673.00	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Improvement (year 1) **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

- 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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.**

We met safe harbor targets for Hispanic populations. In looking at our Hispanic populations, we have found that:

- Several students are SIFE and come to BLS with interrupted formal education.
- Students have limited academic vocabulary hampers students' ability to write effectively.
- Students have limited language experience both in their first language and English.
- Students need to continue to build background knowledge.
- Students need practice in applying what they learn.
- Students need to read more.

- 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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.**

a. Focus on setting goals to improve Regents Scores: In order to push the school in improving its Regents' scores, Department will analyze the results of the exam and identify areas to improve. In previous administrations of the exam, we have found that students struggled most with the Critical Lens essay. Teachers have developed graphic organizers to help them with the Critical Lens essay.

b. Implementation of Interim Assessments for ELA Regents: In order to acclimate students to the type of questioning that appears on the NYS Regents exams and the specific skills they need to be successful, the school partnered with New Leaders for New Schools to create interim assessments to prepare students for the exam.

School Under Registration Review (SURR)

- c. **Extra ELL/ESL Support:** Extra support classes have been created to provide support after-school to help our Hispanic population.
- d. **Implementation of an Independent Reading Program:** The teachers of the English Department by June will all dedicate class time to students reading books that they have chosen. The school purchased books that address different skill levels, reading abilities, interests, and genres.
- e. **Advisory Program:** Every student at Bronx Lab is assigned an Advisor. A small group setting where the child receives individual support, academic advisement, and socio-emotional support. This support is especially important for students identified as SIFE. This support provides stability and support especially when a student transitions from a foreign nation to the United States.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

a. We have partnered with the Institute for Student Achievement. They are providing us with two Coaches whom provide weekly professional development, mentoring and coaching for teachers. They help our teachers plan curriculum units that will address literacy issues. Coaches conduct classroom visitations with follow-up conferences with the teachers to ensure that all students are meeting the learning objectives of the class. We initiated a new partnership with Cross Cultural Consulting Services. We receive bi-weekly professional development in 100% Respect to address the quality of the academic culture among our students and staff. We also provide in house teacher mentoring and professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Bronx Lab School offers a wide array of support for teachers:

a. New Staff Orientation: In August new staff participates in a two day orientation to help them oriented to their new school. Topics also include:

- i. classroom management
- ii. Being a successful advisor
- iii. Using Understanding by Design to design their courses.

b. New Staff to Bronx Lab Meetings

On Wednesdays, the new staff meets to be trained in new teacher specific issues:

- i. Classroom Management
- ii. Calling Parents
- iii. Logistics of the school (Submitting grades, progress reports, and report cards/ How to hold credit recovery?)

c. Staff Retreat and Professional Development Days (Two Days in August/ September; Election Day PD; Jan. 31st PD; June 9th PD)

- i. School informed of the State of the School
- ii. Staff is involved in various PDs that revolve around our school goals
- iii. PDs this year included: The implementation of the 100% Respect Campaign; a focus on our Instructional Commitments; What We Strive for in the Classroom; and Understanding By Design/

d. Faculty Gathering

- i. Every Wednesday from 2:00PM to 4:00PM, the staff is involved in a participating in various meetings to help them develop professionally

aa. Department Meetings: Here the English Department will specifically meet to implement Interim Assessments, analyze data from the assessments, and reflect on the implementation of the Independent Reading Program.

bb. Grade Team Meetings: Here Grade Team Teachers meet to discuss the academic needs of students, with a focus on credit needs and progress on the Regents.

cc. Advisory Team Meetings: Here advisors meet to address who they can support struggling students academically and socio-emotionally.

dd. Grade Wide Summits: In order to facilitate communication between teachers and advisors, summits are held to help facilitate better communication between advisors and teachers and provide advisors with meaningful information to best academically advise their advisees.

ee. Professional Development: This has included implementing Understanding By Design and the implementation of the 100% Respect Campaign.

ff. Professional Learning Teams: Teachers will meet in self selected groups to explore an aspect of their teaching that they would like to improve.

In these in teams....

- Visit each other's classes (Project/gateway work)
- Develop common aspects of lesson plans: ie Japanese Lesson Planning
- Run a "How to use specific technology" group
- Get instruction from an on-staff expert
- Read articles and reflect on practice or put into practice.
- Make instructional videos
- Record teaching of lessons, watch, analyze to improve aspects
- Examine student work, identify issues and develop plan for improvement
- Develop advisory program/lessons/activities for their grade
- Take trips to visit other schools around an issue/question
- Bring in students as part of their research team

e. Coaching

- i. All new staff are assigned a coach.
- ii. Struggling teachers are assigned a Classroom Management Coach from our network, Anthony Frosin.
- iii. Teachers of students with IEPs receive support once a month from a Special Education Coach, Donna Roberts.

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.

The school used the format and letter template as provided by the State of New York. The letter was also translated. We have seventy-five percent (75%) of our parent emails and we emailed them and we also held two vendor fairs to explain the school's status. Bi-lingual staff was available to provide support.

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.

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

APPENDIX 7: 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>

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.)

We have 7 (seven) students in temporary housing.

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

We will set aside \$200 (\$1,400) per student to service our STH population in the following manner:

- a. *The school will provide each STH student with basic school supplies- notebook binder, subject dividers, looseleaf paper, pens, pencils and folders.*
- b. *Per session will be made available for teachers who engage in extended office hours with the STH population.*
- c. *School social worker, will be the school based liaison responsible for servicing our STH population. She will be directly involved with keeping track of our STH population and providing them with school based intervention services such as counseling and other support services. She will also work with outside agencies to augment in school services. The social worker will have the responsibility of maintaining a folder with ATS reports that include the names of students in temporary housing along with the list of services provided with the Title I set aside.*
- d. *School social worker will engage in ongoing collection of data to continually assess the needs/progress of the STH population*
- e. *Pro-bono legal services are provided to our STH population through our partnership with the Wilmer-Hale law firm.*

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Lab School					
District:	11	DBN:	11X265	School		321100011265

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		84.9	86.6	86.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	133	149	154				
Grade 10	105	117	128				
Grade 11	93	95	112				
Grade 12	92	87	75				
Ungraded	0	0	0				
Total	423	448	469				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.2	94.8	91.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.5	83.4	83.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	3	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	1	0	0	Principal Suspensions	8	14	48
# in Collaborative Team Teaching (CTT) Classes	29	36	50	Superintendent Suspensions	16	7	17
Number all others	17	19	27				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	29	20	TBD	Number of Teachers	32	34	31
# ELLs with IEPs	3	9	TBD	Number of Administrators and Other Professionals	4	6	6

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	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
	9	7	51	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	18.8	44.1	58.1
				% more than 5 years teaching anywhere	25.0	29.4	38.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	76.0	77.4
American Indian or Alaska Native	0.0	0.4	0.4	% core classes taught by "highly qualified" teachers	80.4	95.5	98.0
Black or African American	41.6	42.0	39.0				
Hispanic or Latino	55.6	54.0	56.5				
Asian or Native Hawaiian/Other Pacific	1.9	2.5	2.3				
White	0.9	1.1	1.3				
Male	53.9	57.6	59.1				
Female	46.1	42.4	40.9				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	
Student groups making				1	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	63.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	36.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 Rello-Anselmi	District 11	School Number 026	School Name Bronx Lab School
Principal Christopher Lagares		Assistant Principal Devon Blinth, IA	
Coach Christine Bernard		Coach	
Teacher/Subject Area Mary Dreyfus, ESL		Guidance Counselor Diana Benavides	
Teacher/Subject Area DeZeng, ESL		Parent Virginia Woodley	
Teacher/Subject Area		Parent Coordinator Jason Marrero	
Related Service Provider		Other	
Network Leader Cyndi Kerr		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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	479	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	6.89%
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Part II: ELL Identification Process

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

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

1. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a multilingual staff member who speaks their native language in both their native language and then in English. These students then take the LAB-R within ten days of admission.

The people responsible for this are:	Name	Qualifications
Screening Instrument	Mary Dreyfus	Licensed ESL teacher
HLIS	Mary Dreyfus	Licensed ESL teacher
LAB-R	DeZeng Pang	Licensed ESL teacher
Formal initial assessment in literacy, math, English	Steve Lazar John McCrann DeZeng Pang Mary Dreyfus	Licensed ESL and/or content area teachers

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

2. After Mary Dreyfus, Licensed ESL teacher and Angela Contreras, our Family Worker, provide an introduction to our school and if necessary the HLIS has been completed, parents watch the video highlighting the various program options, in the appropriate native language if available the same day that parents enroll their children in the school. An instructor who speaks the family's native language explains the three options (Transitional Bilingual Education, Dual Language, Freestanding ESL). If necessary, support from the NYCDOE Translation and Interpretation Unit is used. Our guidance counselor also answers parents' questions and addresses any concerns they have.

3. Entitlement letters are mailed home at the beginning of October. A copy of these letters is kept in the ELL Compliance binder, which can be found in room 302 with Mary Dreyfus our licensed ESL teacher and ESL Coordinators. ESL coordinator and instructor Mary Dreyfus and De Zeng Pang are responsible for ensuring the timely return of the Parent Survey and the Program Selection forms. As these documents are submitted, copies are made and filed in students' cumulative folders. The originals are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ESL coordinators.

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

If all Program Selection forms have not be submitted by the end of October, individual calls, in the native language using the DOE interpretation service and Spanish speaking staff, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. All steps are overseen by ESL coordinators Mary Dreyfus and DeZeng Pang.

4. Our school uses a Free-standing ESL program where students take all their classes in English and receive the mandated minutes of ESL class instruction according to their NYSESLAT scores. Our parents have opted for a free standing ESL instructional program, which is classified as an appropriate option by the DOE.

Our school hires personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the licensed pedagogue does not speak the parent's native language , a professional translator is brought in. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

5. In September 3 (three) students opted for a TBE program, and were helped to transfer to appropriate schools. Thirty-three parents

of our current cohort have chosen the Free Standing ESL program. All parents were given research on the three instructional options so that they can make an informed decision. Personnel were available to answer parents' questions and address their concerns in their native language.

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	4	4	16
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	9
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0

ESL	19		7	9	2		5		2	33
Total	19	0	7	9	2	0	5	0	2	33
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

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
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:
Native American:	White (Non-Hispanic/Latino):	Other:

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										12	4	5	9	30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	14	5	5	9	33

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.

1a. Instruction at BLS is delivered collaboratively by teams of two to three teachers who plan instruction for groups of 30 or more. In addition, ESL students are placed in free standing ESL classes for the mandated minutes of instruction with licensed ESL teachers.

b. Our school uses all of these program models. Students take various ESL classes according to their proficiency level. They also take classes in heterogeneous groups to address their credit and academic needs. Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provide oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with Beginners getting a minimum of 540 minutes of ESL per week, Intermediates 360 minutes of ESL per week, and Advanced students 180 minutes of ESL and 180 minutes of English per week. Our ESL teachers teach across grade levels and ESL levels to ensure that all students received their mandated amount of minutes. In addition, the content area teachers are trained in language development and ESL methodologies.

3. All students take math, science, social studies, and ESL and/or English every year. The language that teachers use from the front of the room is English, but the students are allowed and encouraged to use their native language to access content. Materials such as bilingual dictionaries and resource are available in the students' native language as well as in the English language. Students complete two content-based projects per quarter, to ensure that they have mastered all the content they need to achieve academically. Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provides oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.

4. a. Interventions for SIFE students include daily ESL instruction. During ESL class students are focused on spelling, word study, phonics, vocabulary building, reading comprehension, and independent writing. During vocabulary building, ESL teachers are focused on words that ELLs need for everyday speech, challenging words needed to access cognitively-demanding content, discipline-specific academic words for social studies, science and math concepts. In ELA daily teaching and assessment include phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment. In all classes, teachers emphasize metacognitive strategies such as making connections from one content area to another. Math and science are taught as an integrated course, as well as English and social studies that are taught together as humanities. In science, students study the scientific method that allows students practice in asking questions that lead to targeted investigation. Across the curriculum teachers use methods that help

students determine importance of materials presented (what to attend to; what not to; how to prioritize information), help students practice inference and use graphic aids as a way to help students synthesize material. Technology is used in English and ESL as a way to help students edit and review their writing. In math and science, content-area teachers use technology to help students apply the concepts they have learned in class to the larger world.

All students participate in Saturday academic programs in math or English in preparation for the Regents exams. Students study visual arts or music that allow students creative expression in English. All students participate in Advisory each day.

In Advisory students review their transcripts to analyze academic performance by calculating their GPA and ensuring that they have taken all required classes needed for graduation. Students in Advisory also participate in sustained silent reading, as well as preparation for college through a College Awareness curriculum that focuses on financial, academic, as well as social-emotional components of the college experience.

- b. ELL students with less than three years in US schools, take classes according to their diagnostic scores and with more advanced students in order to expose them to a variety of support systems and push them towards academic achievement.
- c. Students receiving services four to six years are exposed to a modified mainstream curriculum. They take most of their classes with mainstream students but with ESL modifications for effective instruction.
- d. Students who are long-term ELLs are supported in all classes by the implementation of successful strategies in language acquisition. All teachers promote engagement with text using read aloud methods which model fluency, self-corrections, extend comprehension and make explicit for students the relationship between the oral and written word.
- e. Students with special needs receive their instruction in collaborative team teaching classes with a Special Education teacher and a licensed content area teacher. Licensed ESL teachers help modify instruction to make language and content more accessible for ELLs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	

25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

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?

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

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

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

6. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Students are still offered tutoring sessions after school by ESL certified teachers. In addition, all Bronx Lab staff use instructional practices that promote language acquisition.

7. This year we have begun Spanish language classes. The majority of our ELL population is native Spanish speaking and research shows that acquisition of English is enhanced by the development of native language skills. Students will continue to get support and development of their first language through an elective Spanish class. No programs are being discontinued.

8. No programs are being discontinued.

9. Elective classes are offered to all students on a first come, first served basis. ELL students at BLS have access to all programs in the school. They have the choice of selecting their after school clubs and programs. Below are the extracurricular programs that we offer at BLS:

- Knitting Club
- Ballet/Modern Dance
- SAT Preparation Course
- The Mountain Club/Outdoor Exploration
- Word/ Excel Processing
- Year Book Club
- Film Class
- Biking Program

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

- The Multicultural Reader
- Brain Pop! Videos in multiple content areas
- iMentor Program
- Technology:
 - o iMovie, Final Cut Pro (digital video cameras)
 - o iPhoto (digital cameras)
 - o Powerpoint (school has more than 225 laptops)
 - o Word processing
 - o SMART Board

11. Students take a native language class not only as a requirement but to help them develop reading and writing skills in their native language, which leads to stronger acquisition of English. In content area classes, students are encouraged to use their native language and use the bilingual materials, such as dictionaries and glossaries.

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

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

13. We have new student orientation both in June and late August. New students attend a two day bridge class to familiarize themselves with school rules and customs. In addition we also have Advisory classes which provide students more personalized academic and social emotional support. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

14. Chinese and Spanish.

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)?

Paste response to questions 1-5 here

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.

1. On Wednesday afternoons all Bronx Lab teachers receive Professional Development. All teachers are trained in the use of effective instructional strategies to provide support for our ELLs in mainstream classrooms. Teachers learn instructional practices that help make content more accessible and comprehensible for ELLs.

2. Our Guidance Department leads diversity trainings with a special focus on students whose first language is not English and students transitioning from other cultures into the BLS community. Our Office of College placement provides training for staff on how to support students with the academic and social emotional challenges of transitioning from H.S. to college.

3. Making Language Comprehensible

Vocabulary Development

Scaffolding and Modifying Instruction for ELLs

Using QTEL techniques

Differentiating instruction for ELLs

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?

1. We have an established Parent Association that frequently supports the school in parental outreach. Five of our parent members serve on the SLT and provide suggestions to school leaders. Our School Business Manager, a Spanish native speaker, and our Alumni Director have led the effort to increase parent involvement of ELL students, and all Bronx Lab parents in general. Our parent participation has gradually increased over the past year. We have a monthly newsletter that goes out to all Bronx Lab parents, and as with all correspondence to

parents, is also translated to Spanish. The newsletter informs parents of all school activities and school progress.

2. The school partners with the Institute for Student Achievement and F.E.G.S Health and Human Services to offer parents workshops and information sessions on how to help their children improve their academics. We also provide parent workshops and trainings through the Learning through and Expanded Arts Program (LEAP).

3. Parents' needs are determined through the analysis of our DOE Parent Surveys. During our first yearly Parent Association meeting parents are asked to complete a survey indicated their preferences of workshops for the school year. Also Adviors maintain open and continuous communication with individual parents to ensure their students' progress and that the needs of the parents are addressed.

4. We have offered workshops on GED preparation, Stress Management, New York Resources, and Computer Skills classes. These workshops have helped parents improve their literacy and technological skills in order to better assist their children. Other workshops have proven successful in helping ELL parents become familiar with New York resources and the transition from other cultures to the BLS community.

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)										1	1	0	1	3
Intermediate(I)										6	1	5	4	16
Advanced (A)										2	2	0	3	7
Total	0	0	0	0	0	0	0	0	0	9	4	5	8	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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
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	7		3	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math	3		1	
Math	9		0	
Biology	0		0	
Chemistry	1		0	
Earth Science	0		0	
Living Environment	6		4	
Physics	0		0	
Global History and Geography	7		1	
US History and Government	8		2	
Foreign Language	7		7	
Other <u>Geometry</u>	1		0	
Other				
NYSAA ELA				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Part VI: LAP Assurances

3. We need to focus more on reading and writing proficiency within our classrooms for our ELL population.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		
	Guidance Counselor		10/29/10
	Network Leader		10/29/10
	Other		