



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BROOKLYN LAB SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **19K639**

PRINCIPAL: **Renel Piton** EMAIL: **RPITON@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **KAREN WATTS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

School Number: 19K639
School Year: 2011 – 2012

School Leadership Team Members

Full Name (PRINT) First, Last	Role/Title If an officer please note here. (Member/Chair, Core-Member; Teacher; Parent)	Constituency Represented (Staff, DC 37, teacher; Parent, PA Pres.; Student or CBO)	Signature
1) RENEL PITON	MEMBER/CHAIR	PRINCIPAL	
2) SANDRA GOLD	MAMBER/ PARENT PRESIDENT	PTA PRESIDENT	
3)CHRIS FAZIO	MEMBER / UFT TEACHER	UFT CHAIR	
4)ERIKA HURTADO	MEMBER/CO-CHAIR	ASSISTANT PRINCIPAL	
5)JOANNA BERENSON	MEMBER	ASSISTANT PRINCIPAL	
6)CERLENE WALKER	MEMBER/PARENT	PARENT	
7)SANDRA HENDRINGTON	MEMBER/PARENT	PARENT	
8)JENNY MODEST	MEMBER/PARENT	PARENT	
9)MICHAEL BARKER	MEMBER	GUIDANCE COUNSELOR	
10)MEREDYTH IRBY	MEMBER	TEACHER	
11)RYAN BRADLEY	MEMBER	TEACHER	
12)DEVON WILLIAMS	MEMBER	STUDENT	
13)AMOS ANTOINE	MEMBER	STUDENT	
14)JAMEL POUND	MEMBER	STUDENT	
15)RHAMEL BOYD	MEMBER	STUDENT	
16)DAVE PIERRE	MEMBER	STUDENT	
17)JOHN PENA	MEMBER	STUDENT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Engage in short, frequent cycles of classroom observation and feedback using the Charlotte Danielson's Framework for teaching to improve teacher effectiveness and practice. By June 2012, Principal, Assistant Principal will conduct a minimum of 8 mini-observations for each teacher using selected competencies of the Charlotte Danielson's Framework for teaching.

Comprehensive needs assessment

- *An analysis of the 2010-2011 Learning Environment Survey shows that 34% of teachers disagree with the statement " School leaders give me regular and helpful feedback about my teaching".*
- Data collected from the Teachers using Exit slips survey show that teachers are requesting more frequent feedback from school leaders
- Research suggest that quick and focused feedback to teachers help to strengthen student achievement

Instructional strategies/activities

- Teachers self-assessed on competencies 1e, 2b, 2d, 3b, 3c, and 3d using google docs by the end of September 2011
- Teachers create yearly goals around the results of their assessment on the Charlotte Danielson's Framework for teaching by the end of September 2011
- Provide weekly professional development around each competency
- Purchase Observation 360 and PD 360 by the end of October 2011
- Conduct daily 5-10 minutes mini-observation to give quick feedback to teachers
- Use Observation 360 to log and track teacher improvements
- Use PD 360 to give differentiated professional development at the end of each mini-observation rounds
- ISA coach and lead teacher will provide additional pedagogical support.
- Documents in the teachers' binders and emails with feedback printed out
- Upload Teacher goals documents in Google Doc by the end of October 2011
- Log in 4 mini-observations at the end of January 2012 and June 2012

Responsible Staff Members: Principal, teachers, ISA coach, Assistant Principal, Lead Teacher, Grade Team Leaders

Strategies to increase parental involvement

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- At the SLT and PTA meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students'

academic skill needs and what parents can do to help;

- Learning Walk with Parents
- Backpack the school goals and objectives to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Attending all hiring fairs in NYC
- Advertising on the schools website
- Advertising to prestigious universities and colleges
- Looking for teachers that use data to inform lesson
- Find teachers that are reflective and productive in taking feedback and constructive criticism
- Mentors are assigned to all new teachers
- All struggling teachers are assigned to Lead Teacher for additional support
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Health Corp will be used to instruct advisory classes about nutrition and proper care of ones self
- Teaming with the neighborhood precinct to come in to do gang intervention
- We will use title 1 funding for students in housing programs
- We will use funding to purchase PD360 and Observation 360 to give immediate feedback to teachers and help to aggregate data
- Our coach from ISA will join school administrators in conducting observations of teachers and meet with them on a weekly basis
- A Lead teacher is used to conduct short observations and provide feed back on a peer level to teachers

Budget and resources alignment

- Principal, Assistant Principals, Lead teacher, and ISA coach will conduct the short observations of classrooms on a daily basis
- We will purchase two programs (PD 360 and Observation 360) to create alignment among the observing staff and to create alignment and data-based conversations using Title 1 SWP Funds
- Apple IPADS will be purchased using OTPS through FSF to increase the speed and frequency that teachers receive feedback from the observation process
- Title I Professional development funds goal setting, self assessment, and around each Danielson competency
- ISA coach will provide support to teachers and to administration in terms of professional growth
- Weekly schedule will be created to accommodate PD on Friday and Common Planning Time daily.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 (CREDIT RECOVERY)

Increase student achievement and closing achievement gaps. By June 2012, the passing percentage of students in 3rd year earning 10+ credits will increase to 60% as compared to 42% in June 2011.

Comprehensive needs assessment

After a careful analysis of our 2010 Progress Report we learned that our percentage of students earning 10+ credits in their 3rd year was significantly lower compared to other schools with a similar index - particularly students in the lowest third. This data is of concern to us since it affects our 2012 and 2013 graduation projection. As a result, this year we will focus on our 3rd and 4th year student subgroups.

Instructional strategies/activities

- Using STARS and SKEDULA to monitor student scholarship through the use of scholarship reports of students who failed 2 or more classes per marking period and developing an academic intervention plan at the end of each marking period.
- Creating and implementing a 3-cycle credit recovery program that affords the opportunity to makeup course credits for students who have failed a course with grades between a 50-64.
- Monitoring teacher scholarship reports per marking periods and engaging in discussions with teachers re: BLS grading policy, Project Based Learning, exam re-do policies, parental involvement, academic and emotional interventions and supports.

Steps for including teachers in the decision making process:

The Credit Recovery Committee will be created. This committee will be made up of teachers, administration, and guidance counselors. Together we will design the program, guidelines, execution and monitoring of all credit recovery initiate.

Teachers will meet 3 times a week during Common Planning Time to discuss student progress as it pertains to behavior, interventions, scholarship and academic/emotional needs.

During Inquiry meetings with Grade Team Leaders, we will discuss current scholarship school trends compared to past reports and make projections of where we will be through the creation and implementation of instructional strategies that will be carefully monitored.

Teachers will meet by departments as well as grade teams to discuss school scholarship reports and provide administration with feedback on ways we can improve our current efforts as well as develop teacher goals by department to ensure that we are instilling rigor within each lesson that is aligned with the curriculum and the common core standards.

Responsible Staff Members: Administration, guidance counselors, teachers and credit-recovery committee

Strategies to increase parental involvement

Focusing on increasing parent participation in our PTA and SLT meetings through phone calls, letters and personal invitations.

Holding events that celebrate student success such as: Potluck Dinners, Award Ceremonies, drama productions, art galleries, and project fairs.

Continuously updating our Parent Contact Information Excel Sheet that is accessible to all BLS staff to ensure that we are able to reach all parents.

Keeping parents up to date with their child's progress as well as any changes to their programs through mail, school messenger and phone calls.
Holding individual conferences with 11th and 12th graders and their parents to discuss progression to graduation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Create an inclusive environment where special education teachers and ESL teachers feel like valuable members of the team
- Structuring common planning time for content teachers and the special education/ESL teachers to meet, plan, and edit curriculums
- Use common planning time to look at student work and design strategies to produce increased achievement
- Target universities and colleges with exceptional special education and ESL programs

Service and program coordination

- Students will produce projects and portfolios and display them during the project fair
- Incentives will be provided through the National Honors Society and awards ceremony
- Lunch time and after-school tutoring will be provided
- Saturday school will be put into effect to support struggling learners
- Credit recovery classes will take place after school to help students who need extra support to get on track
- Weekly professional development will focus on differentiation, questioning, assessment, and engagement
- The Lead Teacher will work with teachers from a coaching perspective
- Teacher intervisitation will occur to create transparency and increase staff learning from one another
- Bi-monthly peer walkthroughs that utilize the Danielson rubric

Budget and resources alignment

- Teachers, aides and administration will be utilized to provide AIS
- Funds from ISA will be used to hire highly qualified teachers to run our AIS services
- Skedula (a grading program) will be purchased using FS funds and will be used to track classroom grades and aggregate data
- Professional development consultants will be brought in through Title 1 funding to help our staff engage students and differentiated instruction
- Teacher salaries will be paid through FSF, with additional teachers to provide CTT support and SETTS support
- Monies from OTPS will be used to purchase supplies needed to support project based instruction

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, Overall Regents passing percentage in Science will increase from 47% to 55% and in Global will increase from 27% to 45% as compared to June 2011.

Comprehensive needs assessment

In an analysis of student performance data on the NY state Regents, it was determined that in order to meet AYP on the New York State Annual School Report Card toward graduation and passing Regents exams, we must make passing the Global and Science exams a priority for the school year.

Instructional strategies/activities

- Teachers will develop coherent curricular design (year-long curriculum map, Unit Plans, Lesson Plans, and Assessment) in the subject areas: Social Studies and Science throughout the year.
- Teachers share instructional strategies at their daily common planning time.
- Assessment that drives instruction. Interim Assessments every 8-10 weeks and summative assessments at the end of each course.
- Weekly CPT data meetings to examine and plan forward based upon evidence of student work.
- Tutoring (After school, Advisory and lunch)
- Elective Regents Preparatory Courses in the students' schedules during the day and after school starting in September and February.
- Saturday school for all regents classes will begin running 8 weeks prior to both the January Regents exams and the June exams from 9 a.m. to 2 p.m. to support students in Regents' preparation and test taking skills.
- Conduct 2 Learning Walks per semester that focus on assessment alignment to learning targets.
- Analyze student work for alignment to learning target as well as evidence of differentiation during the weekly Common Planning Time.
- Analyze teacher assignments and corresponding student work for evidence of outcome based assessments and differentiation at the monthly Department meeting.
- Purchase and use Skedula to track student performance, teacher instructions and school goals by the end of September 2011.
- Increase the use of technology in the classroom to enhance learning, increase productivity, and promote creativity. Students will use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. Students will use technology resources for solving problems and making informed decisions and employ technology in the development of strategies for solving problems in the real world.
- Mock Regents on Saturday May 12th 2012 for the Global and Biology regents.
- Conduct item analysis on the midterms and the mock Regents given in Regent's-preparation classes.
- Develop a repository of resources and lessons for classroom use that demonstrate best practices.
- Professional development on creating assessments that use a universal language that aligns to NYS Examinations at two of our Friday's professional days.
- Develop and implement a universal school wide Assessment Evaluation Feedback form for teachers to use in order to closely monitor their class exam average.
- Offering a Global Regents Prep Class on Tuesdays and Thursdays in addition to the Saturday Regents Prep Tutoring Program to all 12th graders who have yet to

pass the Global Regents Exam in the fall and spring semesters.

- Upload an excel Liv.Environment file on google doc for teachers to track and collaborate on the number of labs completed by students by the end of December 2011.
- By the end of September, develop a system of rewards and recognition to encourage student achievement, student development and attendance.

Responsible Staff Members: Principal, teachers, ISA coach, Assistant Principal, Lead Teacher, Grade Team Leaders, science and global teachers

Strategies to increase parental involvement

- At the December 2011 and March 2012 SLT and PTA meetings, workshop for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- Guidance Counselors will meet with individual parents to discuss each student's progress towards meeting state and city requirements.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to use the Lead Teacher as a curriculum resource
- During the interview process ask teachers to show their curriculum, unit and lesson plans
- Conduct walkthroughs with teaching candidates and discuss the instruction taking place and what they could/would add or subtract
- During the interview process discuss the Common Core Learning Standards and how they are addressed in the classroom
- Advertise at colleges and Universities
- Assign mentors to all new teachers
- Assign Lead Teacher to support all struggling teachers
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Common planning time designated to curriculum mapping and aligning to the common core standards
- Meeting with teachers during the observation process to discuss the curriculum and the common core standards
- Implementation Saturday School for regents prep
- Professional development every Friday around differentiation, curriculum planning, assessment, engagement, and differentiation
- Regents prep classes after school
- Administration will monitor that all curriculums, pacing calendars, units, and lesson plans are aligned to each other and to the regents exam

Budget and resources alignment

Per session will be allocated through ISA funds to pay for AIS on Saturdays and afterschool aimed at increasing regents pass rates

- Title 1 funding will be allocated to support instructional consultants to work with teachers around curriculum mapping
- Using inquiry time to address that student work is aligned to the CCS and is addressing student need
- Teachers will conduct inter-visitations during their prep periods
- Use Title III to pay a teacher per session to work with ELL students before and after school

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, lower the number of Principal Suspensions by 20% and the number of Superintendent suspensions by 10% as compared to June 2011

Comprehensive needs assessment

After conducting an analysis on Brooklyn Lab Schools' end-of-year summary, the SOHO report shows a total of 57 Principal Suspensions and 17 Superintendent Suspensions for the 2010-2011 school year. When comparing data from prior years, it also shows an inconsistent pattern with sudden peaks in disciplinary action. In addition, after a careful look at Brooklyn Lab School's Discipline Code from previous years, it was noticed that there was no clear alignment to the Chancellors' Rules and Regulations Guidance Interventions, as well as negative feedback from the Parent Learning Environment Survey. As a result, Brooklyn Lab School will focus on targeting discipline issues through the lens of guidance interventions and an increase in parental involvement.

Instructional strategies/activities

Action plan:

Activity #1: Developing and effectively executing school-wide behavior expectations that are clear, transparent and consistent with the Chancellor's Rules and Regulations by setting expectations that are clear and transparent and focusing on the recommendations listed on the Guidance Interventions, through the principles of PBIS (Positive Behavior Intervention Support) that encourage positive behaviors amongst all members of the community.

Target population: BLS students

Responsible Staff Members: Administration, dean, teachers and support staff

Implementation Timeline: September 2011-June 2012

Activity #2: Using a pro active approach by opening the lines of communication between all stakeholders and keeping parents actively informed of any incident involving their child. Pro active measures:

Leaders of Tomorrow Team: identifying students that have leadership capabilities and directing that talent to help strengthen the BLS community by holding monthly meetings with the team to "check in" and discuss issues of concern that pertain to scholarship and safety (Using mediation to resolve issues between students and student/teachers; Introducing meditation to advisory classes to teach students how to cope with anxiety and stress and using pull out sessions to conduct meditation with at risk students with the support of the Health Center.

Getting students involved in after school activities - (cooking, drama, dance, singing, bike, chess clubs etc.)

Referring students that have issues with depression, drug addiction, anger management etc. to SPARK and other CBOs available at our campus.

Continuing to focus on instruction, rigor and engagement in the classrooms and carefully monitoring at-risk students with low attendance and poor academic performance and developing an intervention plan.

Continuously updating our Parent Contact Information Excel Sheet that is accessible to all BLS staff to ensure that we are able to reach all parents.

Target population: BLS students

Responsible Staff Members: Administration, dean, teachers and support staff

Implementation Timeline: September 2011- June 2012

Steps for including teachers in the decision making process:

A PBIS team will be created. This team will be made up of teachers, administration, students and parents.

Teachers will meet 3 times a week during Common Planning Time to discuss student progress as it pertains to behavior, interventions, scholarship and academic/emotional needs.

Teachers will be offered the opportunity to run student clubs - which will help increase student involvement, participation and engagement in school.

Teachers will be provided with an in house Learning Environment Survey to periodically assess and monitor the effectiveness of our disciplinary approach.

Strategies to increase parental involvement

Focusing on increasing parent participation in our PTA and SLT meetings through phone calls, letters and personal invitations.

Holding events that celebrate student success such as: Potluck Dinners, Award Ceremonies, drama productions, art galleries, and project fairs.

Continuously updating our Parent Contact Information Excel Sheet that is accessible to all BLS staff to ensure that we are able to reach all parents.

Keeping parents up to date with their child's progress as well as any changes to their programs through mail, school messenger and phone calls.

Strategies for attracting Highly Qualified Teachers (HQT)

- During the interview process, we will be address student attendance and how that teacher candidate would create improvements
- Advertising on the Brooklyn Lab School Website
- Recruiting from local prestigious universities and colleges
- Hire a full-time pedagogue to serve as school dean

Service and program coordination

- Increase engagement in after-school activities through the programs that Health Corps runs
- Have weekly attendance team meetings
- Use the CFN attendance teacher to make home visits
- Parent events and celebration to strengthen the connection between the parents and the school
- Phone calls made home on a daily basis
- Advisory class as a distributed counseling resource
- Phone messenger used daily to call absent and late students

- Incentives (parties, prizes) to encourage student attendance

Budget and resources alignment

- Money from OTPS used to allocate funds to support the Positive Behavior Intervention Support
- Money from OTPS used to allocate funds to support the Leaders of Tomorrow Team
- ISA funding used to pay per session for the school aides who stay late to make phone calls
- Parent Coordinator funds will be used to increase the relationship the school has with the families by hosting events that celebrate student success

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

All students will engage in at least 1 math and 1 ELA task that uses multiple entry points for students and is aligned to strategically selected common core standards. A 5 percent increase on the ELA DY0 over the course of the 2011-2012 school year.

Comprehensive needs assessment

- An analysis of DY0 data from the previous school year, the school scholarship and Regents reports in Math and English for 2010-2011, it was determined that engaging the students in a math and ELA task should remain one of our goals.

Instructional strategies/activities

- Teachers will engage in the development of project-based inquiry during professional development (one hour every Friday), common planning time (one hour every Tuesday), and inquiry team meetings (one hour every Wednesday)
- Students will engage in project-based inquiry during class time
- Professional development, given by teachers and administration will take place (every Friday for one hour) on how to use evidence, modeling, differentiation and project-based instruction
- After-school meetings between the administration and the math and English departments will take place bi-monthly to discuss the creation and implementation of these tasks
- Saturday school for all regents classes will begin running 8 weeks prior to both the January Regents exams and the June exams from 9 a.m. to 2 p.m. to support students in Regents' preparation and test taking skills
- During the pre- and post-observation conference, teachers will be coached by the lead teacher, ISA coach, and administration as to how to create these tasks and engage students in them
- Outside consultants from PD360 will come in to work with staff around instruction and strategies to engage students in common-core-related tasks
- Mock regents in April will serve as a benchmark for progress and demonstrate an improvement of a 10% pass rate on the Algebra and ELA Regents
- Observations and lesson plans throughout the year will show students engaging in mathematical modeling and construction
- Observations and lesson plans throughout the year will demonstrate students engaging in the use of evidence from text in arguments
- Observation reports throughout the year will reflect teachers use of project based instruction and differentiation
- A project fair in January 2012 and/or May 2012 will publicly show all projects to our school community

Responsible Staff Members: Principal, teachers, ISA coach, Assistant Principal, Lead Teacher, Grade Team Leaders.

Strategies to increase parental involvement

- At the SLT and PTA meetings in Dec 2011 and April 2012, invite parents to the project fairs

Strategies for attracting Highly Qualified Teachers (HQT)

- Attending all NYC hiring fairs
- Continuous contact with HR to get the best list of qualified candidates
- Advertising on the BLS website
- Continuous outreach to local universities and colleges

Service and program coordination

- Weekly meeting with math and ELA teachers to design lessons and projects that align to the common Core Standards
- During common planning time, teachers will review student work and check for differentiation and check that there is alignment to the Common Core Standards
- Review the student work, lesson plans, units, and curriculums during the observation process
- Hold a project fair that will showcase the best examples of these assignments
- Outside consultants will come in to help teachers plan and implement these tasks

Budget and resources alignment

- Inquiry money will be used to pay math and ELA teachers per session to work on designing these tasks
- Through parent coordinator monies, food will be supplied to celebrate the project fair with families
- Purchase the supplies needed through OTPS

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	78	69	68	85	24	2		
10	118	77	92	117	26	1		
11	86	53	70	70	17	1		
12	45	43	58	73	16	1		

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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:	<p>At Risk Student including students in the Level 1 and 2 citywide and SWD Subgroups: AIS in ELA in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Extended class time ▪ Differentiate instruction in all ELA classes – Tier I Intervention ▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs. <p>English as a Second Language: AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Extended class time ▪ Differentiate instruction in all ESL classes – Tier I Intervention ▪ Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs ▪ Saturday morning regents preparation ▪ Daily after school tutoring program. ▪ Students are required to do 40 additional hours in this program to prepare them for their regent’s examination ▪ After school program gives students the opportunity to make up previously failed classes
Mathematics:	<p>AIS in math in being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Extended class time ▪ Differentiate instruction in all math classes -- Tier I intervention <p>Through frequent content and skills based assessment the effectiveness of Tier I</p>

	<p>intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through Elective “E-Block” class, where a specific plan will be tailored to meet their unique needs</p> <ul style="list-style-type: none"> ▪ Saturday morning regents preparation ▪ Daily after school tutoring program. ▪ Students are required to do 40 additional hours in this program to prepare them for their regent’s examination ▪ After school program gives students the opportunity to make up previously failed classes
Science:	<ul style="list-style-type: none"> ▪ In addition to the State mandated periods of science instruction students will receive an additional 54 minute period of AIS instruction in science per week. ▪ The science lab will be used as a vehicle to provide AIS instruction ▪ Elective “E-Block” class will be equipped to provide Tier II intervention in science ▪ Saturday morning regents preparation ▪ Daily after school tutoring program. ▪ Students are required to do 40 additional hours in this program to prepare them for their regent’s examination ▪ After school program gives students the opportunity to make up previously failed classes
Social Studies:	<ul style="list-style-type: none"> ▪ In addition to the State mandated periods of social studies instruction students will receive an additional 54 minute period of AIS instruction in social studies per week. ▪ The additional after school “F-Block” class will be tailored to meet the specific needs of each student 1. The Elective “E-Block” class will be equipped to provide social studies intervention <ul style="list-style-type: none"> ▪ Saturday morning regents preparation ▪ Daily after school tutoring program. ▪ Students are required to do 40 additional hours in this program to prepare them for their regent’s examination ▪ After school program gives students the opportunity to make up previously failed classes
At-risk Services Provided by the Guidance Counselor:	<p>School counselors will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>

At-risk Services Provided by the School Psychologist:	Counseling
At-risk Services Provided by the Social Worker:	Social Workers through Brooklyn Labs new SW, the CHECC center and Long Island Jewish Health Center we will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	Health related services are offered during the school day through Long Island Jewish Health Center, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (dedicated staff person: Michael Barker / Guidance Counselor) to serve as a liaison between the school and families. The Parent Coordinator or dedicated staff person: Michael Barker / Guidance Counselor will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Setting aside \$500 from the 1% Title 1 funds to provide snacks/food for PTA/SLT Meetings in order to attract more parents to our meetings;
- Using funds to support community events such as workshops, award ceremonies, etc.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader GROLL, CHRISTOP / BYAM, TERRY	District 19	Borough Brooklyn	School Number 639
School Name BROOKLYN LAB SCHOOL			

B. Language Allocation Policy Team Composition [?](#)

Principal RENEL PITON	Assistant Principal ERIKA HURTADO
Coach JACKQUELYN YOUNG	Coach
ESL Teacher MILKA CORDERO	Guidance Counselor LAURA EID
Teacher/Subject Area CHRISTOPHER FAZIO	Parent SANDRA GOLD
Teacher/Subject Area GEORGE LAYER	Parent Coordinator MICHAEL BARKER
Related Service Provider ORDONEZ, ESTHER	Other ESL TEACHER - ANDREEA CALIN
Network Leader TERRY BYAM	Other ESL TEACHER - HERMINIA COLLADO

C. 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	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	406	Total Number of ELLs	62	ELLs as share of total student population (%)	15.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Upon enrollment, parents whose children are newly registered to the NYC school system are given a Home Language Identification Survey (HLIS) to identify the child's native language. The parents and students are offered, if needed, translated versions of the HLIS. If further help is needed the pedagogue or the secretary help fill out the HLIS. During the intake process parents and students are offered materials in both English and their native language. Our staff that speak a second language help as well by translating any questions parents and students have. If the child is identified as an eligible candidate for bilingual/ESL services, an informal interview is given to the candidate by the guidance counselor, Laura EID, or administration, Erika Hurtado in their native language. The Language Battery Assessment (LAB-R) is administered to identify the child as an English Language Learner or English Proficient.

Spanish LAB is administered by Milka Cordero, our ESL teacher to Spanish speaking students who are found to be eligible for services after hand scoring the LAB-R to determine language dominance within ten days of their initial enrolment. The students whose home language is other than English and are entitled based on the results of the LAB-R testing, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT.

NYSESLAT is a test developed by the New York State Department of Education to measure English proficiency levels (beginning, intermediate and advanced of ELLs). It is administered once a year in spring. It is the only approved test for measuring LEP students' level of English proficiency. It determines whether or not the students continue to be eligible for ESL services. Students are being prepared throughout the school year to take the NYSESLAT. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) by administering the components in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

The results of the ELLs for NYSESLAT are printed out from the ATS and carefully reviewed by the ESL teacher, Andreea Calin. We run the RLAT and RLER codes in the ATS to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service. At the beginning of the school year, the ESL teacher analyzes the students' data and their proficiency levels in the four modalities - reading, speaking, writing and listening- so that the teacher is able to see the ELLs strengths and weaknesses.

The parents of the students who achieve proficiency are informed by being sent the Non- Entitlement/Transition Letter home by the ESL teacher, Andreea Calin. Those who have not tested out of NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in a ESL compliance binder. 2011 was the first year when these letters have been accompanied by their official NYSESLAT result interpretation.

There is a strong collaboration between our articulation personnel and our certified ESL teacher Andreea Calin to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their enrollment. Parents/guardians of newly admitted ELLs are notified over the phone by Milka Cordero in the appropriate

language about the ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at BLS. They are also shown the video where program placement options are presented with clarity and objectivity in the appropriate language. The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services and in-house translations conducted by our bilingual staff (Available through the office of translation service within the DOE). The parents/ guardians are told to read the survey, make their selection and return signed documents.

After reviewing the the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. This year was the first time when one of our parents expressed the desire for a Bilingual Program, but he is reluctant to leave our school and so far he is happy with the our Free standing ESL program. Being a beginner he benefits from our ESL pullout beginners class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										3	3	3	3	12
Push-In										3	3			6
Total	0	0	0	0	0	0	0	0	0	6	6	3	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	9
SIFE	7	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	20

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	7	1	17		2	20		6	62
Total	25	7	1	17	0	2	20	0	6	62

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													

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										21	16	9	5	51
Chinese											1			1
Russian														0
Bengali											1	1		2
Urdu														0
Arabic										1				1
Haitian										1	2			3
French										1	2			3
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other										1				1
TOTAL	0	25	22	10	5	62								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

BLS implements a Freestanding English as a Second Language (ESL) Program. The organizational model we implement is heterogeneous (mixed proficiency levels) push-in assistance in the classroom and homogenous (for schoolwide beginners) pull-out classes. This year we also have 3 self-contained heterogeneous ESL classes during the school day as follows - one class during zero (funded by Title III) and ninth periods and another one during normal advisory classes. The zero (funded by Title III) and ninth period classes are taught by our bilingual certified teacher Herminia Collado; Milka Corder, who is a dual certified in bilingual special education and TESOL, teaches the ESL class during the advisory period.

The language of instruction is English. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teachers, Andreea Calin and Milka Cordero, plus Herminia Collado, certified in Special Education with a Bilingual extension and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ELS instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have 25 ELLs in the ninth grade, 22 ELLs in the tenth grade, 10 ELLs in the eleventh grade and 5 ELLs in the twelve grade. They range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push In , Pull-Out assistance and 3 self-contained heterogenous classes. Andreea Calin , Milka Cordero (our ESL teachers) and Herminia Collado provide the direct instruction as follows: Milka Cordero who has Dual

A. Programming and Scheduling Information

Certification in Bilingual Special Education and TESOL is employed full time in our school. She serves the 10th grade and the 11th grade ELL population in push-in and self-contained settings. Andreea Calin, certified in TESOL is our itinerant teacher who serves BROOKLYN LAB SCHOOL (19K639) and BROOKLYN COMMUNITY ARTS AND MEDIA HIGH SCHOOL (13K412). In our school she serves our 9th grade ELL population in push in and pull out settings. She also teaches a pull-out class for schoolwide beginners (9th-12th graders.)

All teachers in the ELA and ESL program are fully certified. The school directly provides or makes referrals to appropriate support services that may be needed by ELLs in order to achieve and maintain satisfactory level of academic performance.

The organization of our staff ensures that the mandated number of instructional minutes is provided according to our ELLs proficiency levels in each model as follows: The beginners receive 540 minutes of ESL instruction every week, the intermediate ELLs receive 360 minutes of ESL instruction every week and the advanced students receive 180 minutes of ESL instruction every week as well. All ELLs regardless of their level, receive ELA classes as well. Native language support is offered through our Spanish language classes. Getting support in their native language will help accelerate the literacy gains in both the native language and English. Our ELLs are given support in their native language by being allowed to use bilingual dictionaries, translations, option of writing their answers in their native language. We have bilingual staff that help the content area teachers to translate their students answers.

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

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.

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

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

The Freestanding ESL program does not use a particular text but rather uses literacy instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

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

Our instructional plan for SIFE is as follows:

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

- Making an individualized student needs assessment
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

Our instructional plan for newcomers:

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

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- Home school communication.

A. Programming and Scheduling Information

- Additional support in listening skills, including increased use of technological activities in the classroom.

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

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

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

- Extra support targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

Our instructional plan for our 9 ELL- SWDs involves:

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	and 9. All main content courses are programmed to begin period 1 and to end period 8. This allows our ELLs much flexibility by being able to partake in periods 7, 8, and 9.			
75%				
50%				
25%	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

ELA

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

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

Mathematics Content Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.

Implications for Social Studies:

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR part 154
- Ensure that teachers analyze data to indentify the ELLs strengths and weaknesses to drive and differentiate instruction
- Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning.
- Scaffold instruction with visuals aids, such as maps, atlases, glossaries and dictionaries to increase comprehension

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

ELA

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
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- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Mathematics Content Area

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
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- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.

Implications for Social Studies:

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR part 154

Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction

Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning.

Scaffold instruction with visuals aids, such as maps, atlases, glossaries and dictionaries to increase comprehension

Provide our Spanish speaking ELLs with a Spanish version of the class textbook.

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

C. Schools with Dual Language Programs

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

n/a

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

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.

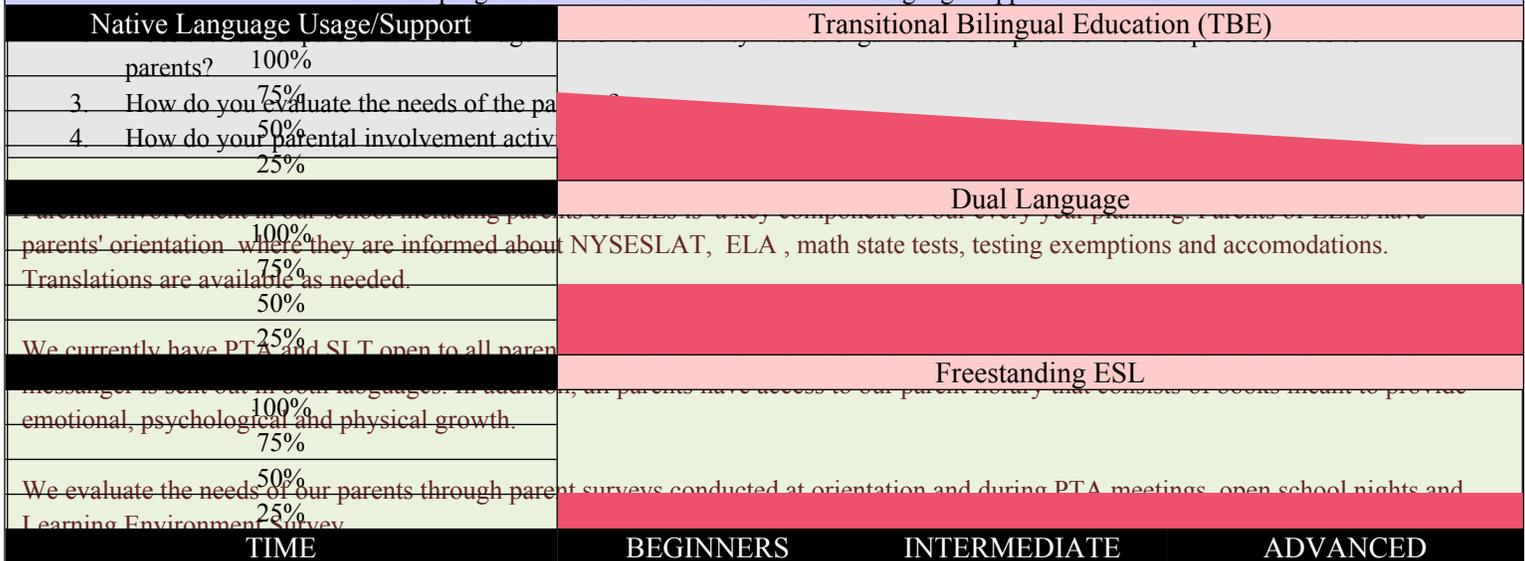
ELL professional development takes place through a number of different methods. We have common planning time where the ESL teacher shares best practices with non-ELL certified staff. During professional development Fridays we have a range of topics that we address throughout the year including strategies to meet the needs of the ELLs. We have sign-in sheets and it is built in our schedule, thus all staff is involved. All professional development sessions are followed by an implementation and reevaluation processes. Mentors that we hire from external DOE organization bring with them their own strategies to increase the achievement of the ELLs.

We plan on covering the following themes during our Friday PD that pertain to ESL as follows: ESL assessments (modifications, develop and using pre-assessment and benchmark assessment to monitor growth. In addition, we plan on administering the ELL periodic Assessment, accommodations, dictionaries and glossaries), ESL instruction (reading to improve writing, vocabulary strategies), ESL class engagement (total physical response), and planning (language objectives and cultural elements, differentiated instruction based on ELLs' language proficiency and academic levels; articulate responses using Tier 1, Tier 2 and Tier 3 vocabulary words as well as structuring sentences that are gramatically correct.)

Our ESL teacher attends workshops from the Office of English Language Learners on topics (such as Response to Intervention for ELLs, CCLS and their implications for ELLs, and NYSESLAT training session etc.) that address the needs of our ELLs and then keyturns the information to Milka Cordero.

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

Parental involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have parents' orientation where they are informed about NYSESLAT, ELA, math state tests, testing exemptions and accommodations. Translations are available as needed.

We currently have PTA and SLT open to all parents. Letters and invitations are mailed home in English and Spanish as well as school messenger is sent out in both languages. In addition, all parents have access to our parent library that consists of books meant to provide emotional, psychological and physical growth.

We evaluate the needs of our parents through parent surveys conducted at orientation and during PTA meetings, open school nights and Learning Environment Survey.

We are planning on collaborating with Medgar Evers Colleges to provide a series of classes on GED and ESL for both parents and students.

The needs of our parents are evaluated formally and informally through parent-teacher conferences, meetings, schools events and PTA meetings etc. The educators and administrators listen and have conversations with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as social economic situation.

Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and progress. We are in the process of planning the following: health care workshops, GED and ESL classes and providing parents with access to immigration services.

B. Programming and Scheduling Information--Continued

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

ELA

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well informed about the performance of each ELL in order to make sound educational decisions

B. Programming and Scheduling Information--Continued

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- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Mathematics Content Area

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- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.

Implications for Social Studies:

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

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR part 154

Ensure that teachers analyze data to indentify the ELLs strengths and weaknesses to drive and differentiate instruction

Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning.

Scaffold instruction with visuals aids, such as maps, atlases, glossaries and dictionaries to increase comprehension

B. Programming and Scheduling Information--Continued

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Scaffold instruction with visuals aids, such as maps, atlases, glossaries and dictionaries to increase comprehension

Provide our Spanish speaking ELLs with a Spanish version of the class textbook.

Additional Information

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

N/A

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)?
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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.

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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?

Parental involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have parents' orientation where they are informed about NYSESLAT, ELA, math state tests, testing exemptions and accommodations.

Translations are available as needed

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

Parental involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have parents' orientation where they are informed about NYSESLAT, ELA, math state tests, testing exemptions and accommodations. Translations are available as needed.

We currently have PTA and SLT open to all parents. Letters and invitations are mailed home in English and Spanish as well as school messenger is sent out in both languages. In addition, all parents have access to our parent library that consists of books meant to provide emotional, psychological and physical growth.

We evaluate the needs of our parents through parent surveys conducted at orientation and during PTA meetings, open school nights and Learning Environment Survey.

We are planning on collaborating with Medgar Evers Colleges to provide a series of classes on GED and ESL for both parents and students.

The needs of our parents are evaluated formally and informally through parent-teacher conferences, meetings, schools events and PTA meetings etc. The educators and administrators listen and have conversations with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as social economic situation.

Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and progress. We are in the process of planning the following: health care workshops, GED and ESL classes and providing parents with access to immigration services.

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)										7	2	1	1	11
Intermediate(I)										14	17	6	3	40
Advanced (A)										4	3	3	1	11
Total	0	0	0	0	0	0	0	0	0	25	22	10	5	62

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	0	1
	I										3	2	3	1
	A										6	6	2	2
	P										10	10	3	1
READING/ WRITING	B										3	1	1	1
	I										12	15	4	3
	A										5	3	3	1
	P										0	0	0	0

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	1	0
Integrated Algebra	33	33	6	6
Geometry	9	9	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	6	6	0	0
Living Environment	16	16	2	2
Physics	0	0	0	0
Global History and Geography	12	12	1	1
US History and Government	3	3	0	0
Foreign Language	23	0	22	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

Our ELLs are assessed on an ongoing basis with the help of literacy skills, teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT (administered by Andreea Calin and Milka Cordero) provides us with a great amount of information about ELLs and their progress in the state of New York. This information is used to inform and improve the instruction of our ELLs.

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: BROOKLYN LAB SCHOOL		School DBN: 19K639	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
RENEL PITON	Principal		10/26/11
ERIKA HURTADO	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
MILKA CORDERO	ESL Teacher		10/26/11
	Parent		10/26/11
CHRISTOPHER FAZIO	Teacher/Subject Area		10/26/11
GEORGE LAYER	Teacher/Subject Area		10/26/11
JACKQUELYN YOUNG	Coach		10/26/11
	Coach		
LAURA EID	Guidance Counselor		10/26/11
TERRY BYAM	Network Leader		10/26/11
ANDREEA CALIN	Other <u>ESL TEACHER</u>		10/26/11
HERMINIA COLLADO	Other <u>ESL TEACHER</u>		10/26/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K639 **School Name:** Brooklyn Lab School

Cluster: Groll Christop **Network:** Terry Byam

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.

During summer orientation program, first week of school and whenever a student is enrolled throughout the year the home language is recorded on "blue cards" and then transferred to google.docs database . Skedula.com is also used to record parent contact and when translation needed. Information from STARS, ATS and Home Language Identification Survey is also used to identify what the primary language of each student's household is. Letters and documents are translated in house using BLS bilingual personnel prior to mailing out information.

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.

8 % of our parents require translations and they are primarily speakers of Spanish. During parent conferences, correspondence, and calls home we require translation services provided through the office of translation service for our students. Findings communicated to staff through google.docs and Skedula.com. Translations services outlined through teacher handbook and reviewed during professional development.

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.

Written translations provided by office of translation and in-house by school staff. Translations are provide within two-weeks of request. Requests are make through Regina Gulina, Brooklyn Lab School staff or through E-mail: translations@nycboe.net <http://www.nycenet.edu/Offices/Translation> or tel. 718-752-7373 or fax. 718-752-7390. Additionally, parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibilities and we also have translated forms available for parents.

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

Oral translations provided by office of translation (tel. 718-752-7373) and in-house by our bilingual school staff when needed. When given the parent orientation to parents of ELLs, a bilingual school staff is used and this usually happens in a small or even one-on-one setting.

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

Written translations of orientation packets provided by office of translation and in-house by school staff.
Send a copy of the Bill of Parent Righths and Responsibilities
Post signs in the front of the general office and principal's office indicating the availability of interpretation services
Safety will contain procedures for ensuring that parents in need of language access services reach the administrative office

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Brooklyn Lab School	DBN: 19K639
Cluster Leader: Chris Groll	Network Leader: Terry Byam
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 62 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 30 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 27

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: BLS implements a Freestanding English as a Second Language (ESL) Program. The organizational model we implement is heterogeneous (mixed proficiency levels) push-in assistance in the classroom and both heterogeneous (for 11th grade) and homogenous (for schoolwide beginners) pull-out classes. The language of instruction is English. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our teachers certified in bilingual education, Andreea Calin, Herminia Collado, and Milka Cordero.

Two ESL classes meet outside of the school day. This program started started on 10/24/11 and will end on 6/17/12. One before school (7:30- 8:30) and one after school (3:00-3:44). The classes each each meet for a total of 155 sessions with Herminia Collado. Title III funds pay the teacher's per session salary and to pay for trips that supplement the ESL program. These trips include a trip to see the play "Platonos and Collard Greens" and a trip to Museo del Barrio. Students will take the subway to these events so Title III funds will be used to pay for admission.

The funds will also be used to purchase exam generator, so that all exams and regents preparatory exams can be given in Spanish (the majority of our ELL population is Spanish speaking).

Part C: Professional Development

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

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

Begin description here: We have common planning time where ELL teachers share best practices with non-ELL certified staff. During professional development Fridays we have a range of topics that we address throughout the year including strategies to meet the needs of the ELL learner. PD360 will also be used to teach about engagement, questioning, differentiation, multiple intelligences, and assessment. It does this through online videos, tutorials, online conversations with other teachers, reflection journals and an observation tool for administartors that provides feedback to teachers and gives them strategies.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement in our school including parents of ELLs is a key component of our yearly planning. Parents of ELLs have a parents' orientation where they are informed about NYSESLAT, ELA, math state tests, testing exemptions and accommodations. We also provide parent seminars on college and college admissions. All parents are encouraged to attend our PTA meetings, awards ceremonies, family potlucks, talent shows and arts shows. Translations are available as needed. We are planning on collaborating with Medgar Evers Colleges to provide a series of classes on GED and ESL for both parents and students.

The needs of our parents are evaluated formally and informally through parent-teacher conferences, meetings, schools events and PTA meetings etc. The educators and administrators listen and have conversations with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as social economic situation. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children's success and progress.

Parents are notified through our phone messaging system, letters mailed home, letters backpacked, and phone calls made home. All communication is done in Spanish, Mandarin, Creole, and Bengali.

Part E: Budget

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

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		