



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX LAB SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x265

PRINCIPAL: CHRISTOPHER LAGARES **EMAIL:** CLAGARE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERI TAYLOR-BROWN

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.

Name	Position and Constituent Group Represented	Signature
Christopher Lagares	*Principal or Designee	
Nilda de los Santos	*UFT Chapter Chairperson or Designee	
Virginia Woodley	*PA/PTA President or Designated Co-President	
Marcelo Chavarria	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Conteras	DC 37 Representative, if applicable	
Marriah Cousins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Judith Lavazerri	Member/Parent	
Mika Burns	Member/Teacher	
Naima Cook	Member/Teacher	
Florentina Bacaj	Member/Student	
	Member/	
	Member/	

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

Align formative and summative assessments with Regents exams in order to improve Regent pass rates Average first time Regents scores will improve as follows:

- a. US History: 60% of students will earn above a 65% on their first try
- b. Algebra: 65% of students will earn above a 65% on their first try
- c. English: 75% of students will earn above a 65% on their first try
- d. Global: 50% of students will earn above a 65% on their first try
- e. Living environment: 80% of students will earn above a 65% on their first try

Comprehensive needs assessment

Bronx Lab School earned a C overall on its Progress Report. We earned a D in the sub-category of Student Progress. We want to also continue to meet AYP in ELA in order to no longer be designated as a school in needs of improvement.

Instructional strategies/activities

- a. strategies/activities that encompass the needs of identified student subgroups,
 - i. Item Analysis will be done in Department Meetings to analyze the results of the June 2010 and then later on the January 2011 Regents exams. Department Teams will create a plan on how to re-teach and better address areas that need improvement:
- b. strategies/activities that encompass the needs of identified student subgroups,
 - i. Improving Reading Comprehension through use of Reading Symbols in the History Department and focus on Writing for Argument using the CCLS.
 - ii. Use of Independent Reading and Interim Assessments in the English Department. Increased focus on non-fiction literature aligned with the CCLS.
 - iii. Focus on vocabulary building in the Science Department.
 - iv. Focus on student centered problem solving with a focus on modeling as aligned with the CCLS in the Math Department.
 - v. Use of Read 180 to improve the reading skills of English Language Learners
- c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i. Many of these strategies will be discussed, practice, and implemented during once a month department meetings
 - ii. Support provide once a week through 2 coaches from the Institute of Student Achievement (ISA)
 - iii. Goal setting meeting will happen with principal and teachers whose courses end in the 5 core Regents exams.
 - iv. Monthly cabinet meeting to review the progress of the school
 - v. Mnthly Department Meetings to plan, review, and reflect on implementation of CCLS

d. Time-line

- i. CCLS Aligned Assessments: Staff Retreat in August and one follow-up PD a semester. Unit Plan Template showing alignment to the Regents and CCLS will be submitted once a quarter.
- ii. Department Meetings: Once a month
- iii. Regents Goal Setting Meeting: Fall semester with a follow-up once a quarter.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
1. Parent-Outreach Committee holds once a month Parent Association Meetings. The principal will update parents monthly on the progress of the school. Various sessions are scheduled around credit accumulation, applying to college, financial aid, 100% Respect campaign, and explanation of various school reports.
 2. Mailings, School Messenger Messages, and emails will inform parents of important Regents dates and opportunities for their child to attend after-school and Saturday School Regents Prep.
 3. The Parent-Outreach Team will support the Parent Association (PA) in creating a welcoming and inviting environment for families.
 4. Parent workshops are led by LeAp, based on parent interests.
 5. All workshops, documents, and meetings include required interpretation and translation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
1. All but one teacher is rated as highly qualified.
 2. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
 2. Once month Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.
 3. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
 4. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.
 5. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore

Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.

2. Bronx Lab School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at BLS are critical to their health and well-being. Our students also participate in the breakfast "Grab and Go" program to provide a breakfast for every student.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, and Title II and human resources to implement this plan from September 2011-June 2012.

2. Two coaches from the Institute of Student Achievement (ISA) will work with all new staff to Bronx Lab School once a week.

3. Professional instructional materials to support curriculum development during the regular school day.

4. Consumable instructional materials for use during extended day program.

2. Read 180 Program

3. Teacher Per-session for teachers to work Saturday School (10 Saturdays, 5 subjects, 1.5 hours per subject)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
1. Four (4) Gateway Projects will be aligned to Common Core State Standards (CCLS) in ELA and Math. All ELA, Science, and Social Studies teachers will develop a Common Core aligned Gateway Assessments that incorporates "writing for argument" and informational text. All Algebra teachers will develop Common Core aligned Gateway Assessments that incorporates using expressions and equations via modeling. All Geometry teachers will develop Common Core aligned Gateway Assessments that incorporates using congruence via modeling..

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. Bronx Lab School earned a C overall on its Progress Report. We earned a D in the sub-category of Student Progress. Looking at the Regents scores, Bronx Lab needs to improve its History Regents scores, specifically, improve the essays that students have written.
 2. The NYC DOE has outlined goals around teacher curriculum development as related to the Common Core Standards. Teachers will develop collaborative lessons that incorporate reading, writing, listening and speaking skills needed for providing evidence to support arguments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - i. All ELA, Science, and Social Studies teachers will develop a Common Core aligned Gateway Assessments that incorporates "writing for argument" and informational text.
 - ii. All Algebra teachers will develop Common Core aligned Gateway Assessments that incorporates using expressions and equations via modeling
 - iii. All Geometry teachers will develop Common Core aligned Gateway Assessments that incorporates using congruence via modeling..
 - b) staff and other resources used to implement these strategies/activities,
 1. ELA, Science, Social Studies, and Math teachers.
 2. Members of CFN106 to provide Professional Development
 3. Principal and Resident Principal
 4. Department Chairs
 5. CFN 106 Network Staff
 6. Access to the Common Core Library
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 1. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
 2. Once a month Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.
 3. Coaches from the Institute of Student Achievement are available once a week to provide support to all staff

- members.
- 4. Monthly cabinet meeting to review the progress of the school
- 5. Monthly Department Meetings to plan, review, and reflect on implementation of CCLS
- d) timeline for implementation.
 1. PD to support staff in aligning projects to CCSS at Staff Retreat in August 2010.
 2. There will be 8 CCSS themed sessions throughout the year where teachers look at student work and develop a CCSS rubric.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- 1. Parent-Outreach Committee holds once a month Parent Association Meetings. The principal will update parents monthly on the progress of the school.
- 2. Mailings, School Messenger Messages, and emails will inform parents of important Regents dates and opportunities for their child to attend after-school and Saturday School Regents Prep.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- 1. All but one teacher is rated as highly qualified.
- 2. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
- 2. Once month Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.
- 3. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
- 4. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.
- 5. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.
2. Bronx Lab School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at BLS are critical to their health and well-being. Our students also participate in the breakfast "Grab and Go" program to provide a breakfast for every student.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, and Title II and human resources to implement this plan from September 2011-June 2012.
 2. Two coaches from the Institute of Student Achievement (ISA) will work with all new staff to Bronx Lab School once a week.
 3. Professional instructional materials to support curriculum development during the regular school day.
 4. Consumable instructional materials for use during extended day program.
 5. Per-session for August Retreat (2 days for all staff members)
 6. Per-session for New Staff to BLS Orientation (2 days for all new staff members to BLS)

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 1. Develop the staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom culture conducive to academic achievement. The percentage of teachers who agree with the statement "Order and discipline are maintained at my school" from the Learning Environment Survey will increase from 60% in 2010-2011 to 65% in 2011-2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 1. Since the school's inception the number of teachers agreeing with the statement, "Order and Discipline are maintained at my school dropped" until last year. While the number of people agreeing with the statement increased, the number is still low.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - i. 100% Respect! Campaign at 9th Grade Orientation
 - ii. 100% Respect! Introduction at New Staff to BLS Orientation
 - iii. Rate Your Month sheets submitted to resident principal, Sam Sochet, to rate progress.
 - iv. All students complete "Rate Your Month" activity at least four times a year. (Where students evaluate how they are doing on the aforementioned Respect Guidelines)
 - v. Develop the leadership skills of student leaders (Student Council, Respect Reps, etc).
 - vi. Respect Week
 - vii. Respect Assembly
 - b) staff and other resources used to implement these strategies/activities,
 - i. Respect Committee/ Respect Professional Learning Team (PLT)
 - ii. All Advisors
 - iii. All Bronx Lab School Staff
 - iv. Matthew Guldin, consultant from,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - i. (re)Introduction PD to 100% Respect! Campaign at Staff Retreat in August
 - ii. Introduction PD to New Staff at Bronx Lab School
 - iii. Reflection of progress by Student Affairs and Cabinet
 - iv. Surveys and reflections by the Respect Committee and Respect PLT
 - v. Office of Equal Opportunity held a workshop for our support staff on how to best treat students and other staff members with respect.
 - d) timeline for implementation.
 - i. Started in August 2010

- ii. Reintroduced in August 2011
- iii. Once a month reflection by students and staff

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
1. Workshop to introduce the 100% Respect! Campaign to the Parent Association (PA)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
1. All but one teacher is rated as highly qualified.
 2. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
 3. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.
 2. Bronx Lab School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at BLS are critical to their health and well-being.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, and Title II and human resources to implement this plan from September 2011-June 2012.
2. Two coaches from the Institute of Student Achievement (ISA) will work with all new staff to Bronx Lab School once a week.
3. Professional instructional materials to support curriculum development during the regular school day. Our students also participate in the breakfast “Grab and Go” program to provide a breakfast for every student.
4. Consumable instructional materials for use during extended day program.
5. Consultant Matthew Guldin from Cross-Cultural Consulting
6. Per-session for August Retreat (2 days for all staff members)
7. Per-session for New Staff to BLS Orientation (2 days for all New Staff members to BLS)

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.

<p>Annual Goal # 4</p> <ul style="list-style-type: none"> • Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. <p>Increase parent involvement and parent communication in the school through increasing parent participation in parent teacher conferences and parent association meetings. Increase the number of families who visit the Fall Parent Teacher Conferences from 200 to 225 and from 190 to 210 in the Spring Parent teacher Conferences as evidenced by sign-in sheets, parent emails, and attendance at monthly meetings. Have an average of 20 parents at the monthly Parent Association Meetings.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> • Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p>1. The number of parents who attended Parent Teacher Conferences was under 50% 3 years ago. The number of parents answering the Learning Environment Survey is lower than the city average.</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> • Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <p>a)strategies/activities that encompass the needs of identified student subgroups,</p> <ol style="list-style-type: none"> 1. PD on how to run Parent Teacher Conferences 2. Goal setting with principal for staff with parent attendance rates under the school average. <p>b)staff and other resources used to implement these strategies/activities,</p>

1. All advisors
2. Support Staff

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

1. Goal set in Cabinet assessment of the school

d) timeline for implementation.

1. Two weeks before Parent Teacher Conferences (Oct and March) there is a push to reach out to parents

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - a) The Parent Outreach Committee and Advisors will call, email, and speak to parents of students to set up appointments to allow parents to pick up their child's progress reports.
 - b) The Parent Teacher Conferences will be advertised on Facebook, the school's Web Site, and through school messenger.
 - c) The Parent Outreach Committee and Parent Association Board Members will call, email, and speak to parents to come to Parent Association Meetings.
 - d) The Parent Outreach Committee will call and send flyers to 9th Grade students and transfer students to collect parent emails.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. All but one teacher is rated as highly qualified.
 2. Goal setting with principal for advisors whose parent attendance rate was lower than the school average.
 3. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
 4. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.
 5. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings
 6. PD on how to run effective Parent Teacher Conferences.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.
2. Bronx Lab School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at BLS are critical to their health and well-being. Our students also participate in the breakfast "Grab and Go" program to provide a breakfast for every student.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, and Title II and human resources to implement this plan from September 2011-June 2012.
 2. Two coaches from the Institute of Student Achievement (ISA) will work with all new staff to Bronx Lab School once a week.
 3. Professional instructional materials to support curriculum development during the regular school day.
 4. Consumable instructional materials for use during extended day program.
 5. Title I 1% Parent involvement supports our monthly PA Meetings
 6. Per-session for Parent Out-reach planning
 7. LeAP runs 4 workshops a year for parents over 8 session to accommodate parents on either a Thursday evening or Saturday morning.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will equal or exceed the EAMO for all subgroups (All Students, Hispanic, Asian, Economically Disadvantaged, Limited English Proficient) in ELA and Math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Bronx Lab School earned a C overall on its Progress Report. We earned a D in the sub-category of Student Progress. Looking at our State Report cards, we want to also continue to meet AYP in ELA in order to no longer be designated as a school in needs of improvement. We also need to meet improve student performance of African-American students in math courses. We missed AYP, by one student last year. We remain as a SINI Year 1 Basic for ELA this year (we're in a holding pattern since we were successful in making your AYP in all subgroups in ELA). Specifically we have needed to improve the performance of our Hispanic students. We missed one subgroup in Math this year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

1. All ELA, Science, and Social Studies teachers will develop a Common Core aligned Gateway Assessments that incorporates "writing for argument" and informational text.

2. Staff and other resources used to implement these strategies/activities,
- a. ELA, Science, Social Studies, and Math teachers.
 - b. Members of CFN106 to provide Professional Development

- c. Principal and Resident Principal
 - d. Department Chairs
 - e. CFN 106 Network Staff
 - f. Access to the Common Core Library
 - a) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
3. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
4. Once a month Department Meetings will focus on looking at student data, looking at student work, and writing
5. Extra support for Hispanic students also happens within our ESL program. During vocabulary building, ESL teachers are focused on words that ELLs need for everyday speech, challenging words needed to access cognitively-demanding content, discipline- specific academic words for social studies, science and math concepts.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- a) The Parent Outreach Committee and Advisors will call, email, and speak to parents of students to set up appointments to allow parents to pick up their child’s progress reports.
- b) The Parent Teacher Conferences will be advertised on Facebook, the school’s Web Site, and through school messenger.
- c) The Parent Outreach Committee and Parent Association Board Members will call, email, and speak to parents to come to Parent Association Meetings.
- d) The Parent Outreach Committee will call and send flyers to 9th Grade students and transfer students to collect parent emails.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- 1. All but one teacher is rated as highly qualified.
- 2. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
- 2. Once month Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.
- 3. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
- 4. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.
- 5. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.
 2. Bronx Lab School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school snacks they receive at BLS are critical to their health and well-being.
1. Bronx Lab works with various partners and service providers, including F.E.G.S Health & Human Services, Montefiore Hospital, Cross Cultural Consulting Services' 100% Respect! Campaign, Go Girl!, Friends of Bronx Lab, and the Institute for Student Achievement. Free legal services are provided to Bronx Lab families by the law firm Wilmer Hale, through the Volunteer Lawyer Services (VOLS) program. These organizations are vital in providing various important health services, leadership development, support and mentoring to students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title I Funds, and Title II and human resources to implement this plan from September 2011-June 2012.
 2. Two coaches from the Institute of Student Achievement (ISA) will work with all new staff to Bronx Lab School once a week.
 3. Professional instructional materials to support curriculum development during the regular school day.
 4. Consumable instructional materials for use during extended day program.
 5. Per-session for August Retreat (2 days for all staff members)
 6. Per-session for New Staff to BLS Orientation (2 days for all new staff members to BLS)

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	51	51	51	51	5	1	16	3
10	44	44	44	44	4	2	11	1
11	42	42	42	42	1	2	10	0
12	50	50	50	50	2	1	6	0

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
<p>ELA</p>	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students’ assignments, performance, and important upcoming events; SEE PIP for more details).
<p>Mathematics</p>	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls

	<p>are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP for more details).</p>
<p>Science</p>	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP for more details).
<p>Social Studies</p>	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP for more details).

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

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

Bronx Lab School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - that the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - This policy will be reviewed in May of every school year. The PA will decide evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.
1. Bronx Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

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

2. Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- a. Active SLT that reviews student performance data and assesses needs and direction of school.
3. Bronx Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Bronx Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental

involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.
5. Bronx Lab School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Parenting workshops via our CBO, FECS
 - ii. Frequent outreach and interaction between students and advisors
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Organizing active parent outreach via Bronx Lab School parent coordinator and staff
 - ii. Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Parent programming via FECS, our CBO community partner
 - ii. Active outreach by Director of College Placement to parents to build awareness of college application process

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

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

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

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

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.

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

This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

The Bronx Lab School will:

1. Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State's student academic achievement standards and matriculate into college.
2. Communicate regularly with parents regarding student achievements, progress and concerns.
3. Inform parents of students' academic progress on a regular basis by:
 - Disseminating progress reports in October, December, February, and May.
 - Holding parent-teacher conferences in October and March.
 - Providing an annual report of students' progress toward graduation.
4. Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Jazz Concerts, Internship Presentations, Talent Shows, Awards Assemblies and Grade-wide Celebrations).
5. Inform parents of school-wide events, parent events, and PA meetings through email, phone calls, newsletters, and personal outreach. All communication from the school will be in an understandable and uniform format, including alternative languages and formats, to the extent possible.

6. Involve parents in the planning, review, and improvement of school-wide programs.
7. Hold an annual parent meeting to inform and explain the school's participation in Title I, Part A program. The meeting will include information about the requirements for participation in the Title I, Part A program. The school will convene the meeting at a convenient time, and will offer a flexible number of additional parental involvement meetings to include as many parents as possible.
8. Provide parents with reasonable access to staff through email, phone and face-to-face meetings.
9. Offer parents opportunities to volunteer, observe, and participate in classroom activities.
10. Promote a culture of respect among students and staff by upholding norms for appropriate behavior and dress.
11. Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.

Parent Responsibilities

Parents will:

- Ensure his/her child's timeliness and daily attendance.
- Inform the school of any planned absences, tardiness, or changes in phone number and address.
- Ensure his/her child comes to school prepared with the materials necessary to learn.
- Check in with his/her child regularly regarding assignments and preparation for exams.
- Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.
- Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.
- Encourage his/her child's participation in enrichment programs.
- Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly reading or listening to all school communication.

- Participate in parent meetings, parent events, and other school-wide events including awards assemblies, grade-wide celebrations, student presentations and teacher appreciation nights.
- Reinforce the Bronx Lab School's established culture of respect by maintaining ongoing conversations about the Respect Guidelines and the need for appropriate attire.
- Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X265 **School Name:** Bronx Lab School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

We are currently a school in needs of improvement in ELA holding. Based on the SQR findings last year:

Our Inquiry Team has disaggregated the ELA data to address the needs of the targeted subgroup, Hispanics, and identify the deficient skills contributing to lack of success by this subgroup: attendance, reading, writing, and or listening, for example:

a. We employed an item analysis of ELA Regents exams to assist in planning support for the Hispanic sub-group for which was previously cited.

b. We created a corresponding CEP goal be developed in order to target the needs of the students in the subgroup for which was previously cited.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

A. Align Assessments to the Common Core Learning Standards

1. All ELA, Science, and Social Studies teachers will develop a Common Core aligned Gateway Assessments that incorporates "writing for argument" and informational text.
2. The Inquiry Team is tracking all subgroups of students.
3. The ELA Department will continue using Interim Assessments.
4. Regents Prep will continue to be offered afterschool and on Saturdays leading up to the Regents exams.
5. Goals have been set for passing rates and Regents goals.

B. Staff Development

1. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS.
2. Once a month, Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.
3. Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.
4. Monthly cabinet meeting to review the progress of the school
5. Weekly Department Meetings to plan, review, and reflect on implementation of CCLS

C. Student Support for ELA

- **Office hours** – tutoring services after and before school for targeted students
- **Credit Recovery**-afterschool support to help students earn credit by meeting required seat time and doing appropriate work.
- **F-Block activities** that build academic skill and are credit-bearing
- **Differentiated programming** with attention to special classes for under-performing students

- **Collaborative Team Teaching model**
 - **Independent Reading Program**
 - **Saturday School For Regents Prep**
 - **Professional development** with staff that trains educators and teaching teams around student support
 - **READ 180** In March 2011, used SINI grant funds to purchase READ 180, the reading intervention program with a comprehensive system of curriculum, instruction, assessment, and professional development. This research based program was designed for any student reading two or more years below grade-level, READ 180 uses adaptive technology to individualize instruction for students and provide comprehensive data to teachers on student progress. High interest, relevant nonfiction engages ELLs and reinforces academic vocabulary and taps into prior knowledge required for academic success.
 - **Ladders** After school support for students with IEPs.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

1. PDs will be held during the Staff Retreat and once a semester to help the staff align their assessments to the CCLS. There will be 8 CCSS themed sessions throughout the year where teachers look at student work and develop a CCSS rubric.

2. Once month Department Meetings will focus on looking at student data, looking at student work, and writing Unit Plans that are aligned to the Regents and CCLS.

3. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.

4. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.

5. Every Wednesday, Bronx Lab holds workshops, PDs, and team meeting time to help teachers write, develop, and reflect curriculum and improve student achievement through Department Meetings, Advisory Team Meetings, and Grade Team Meetings.

6. Monthly Department Meetings to plan, review, and reflect on implementation of CCLS

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

1. Two (2) Coaches from the Institute of Student Achievement are available once a week to provide support to all staff members.

2. One (1) Coach from the Institute of Student Achievement will visit 4 times to support teachers with literacy needs.

3. All untenured and new staff to BLS are assigned a coach/mentor. They meet once a week, with an observation with follow-up meeting with written feedback.

4. New Staff Orientation occurred in August to help prepare new staff to Bronx Lab School's instructional and academic expectations.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

1. A letter will be sent home translated into Spanish explaining the school's designation. The principal and Parent Outreach Committee will also explain the designation at a Parent Association Meeting.

2. Updates will be provided in a once a month Parent Association Meetings. The principal will update parents monthly on the progress of the school. Various sessions are scheduled around credit accumulation, and explanation of various school reports.

3. Mailings, School Messenger Messages, and emails will inform parents of important Regents dates and opportunities for their child to attend after-school and Saturday School Regents Prep.

4. The Parent-Outreach Team will support the Parent Association (PA) in creating a welcoming and inviting environment for families.
5. All workshops, documents, and meetings include required interpretation and translation.

**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 Kerr, Cynthia	District 11	Borough Bronx	School Number 265
School Name Bronx Lab School			

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

Principal Christopher Lagares	Assistant Principal N/A
Coach Christine Bernard	Coach Institute Student Achievement
ESL Teacher Bibi F. Hussain-Santana	Guidance Counselor Shenea Hunt
Teacher/Subject Area John McCrann, Math	Parent Virginia Woodley
Teacher/Subject Area Noel Eaton, History	Parent Coordinator N/A
Related Service Provider N. DeLosSantos, Learning Sup	Other D. Frias, Business Manager
Network Leader Cyndi Kerr	Other N. Cook, Head Learning Support

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	494	Total Number of ELLs	21	ELLs as share of total student population (%)	4.25%
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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. 

1. The families of new admits to the NYCDOE fill out the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a bilingual pedagogue who speaks their native language in both their native language and then in English. If needed, the Translation Unit is contacted for support. The interview involves asking both the guardians and student the questions from the HLIS. Students who have recieved their education in a language other than English or are listed in the ATS RLER report are eligible to take the LAB-R. They then take the LAB-R within ten days of admission.

The people responsible for this are:

	Name	Qualifications
Screening Instrument	Bibi F. Hussain-Santana	Licensed ESL Teacher, Spanish Speaking
HLIS	Bibi F. Hussain-Santana	Licensed ESL Teacher, Spanish Speaking
LAB-R	Bibi F. Hussain-Santana	Licensed ESL teacher, Spanish Speaking

Formal initial assessment in English Reading, English Language Arts and English and Spanish Math is done using Performance Series, a web-based diagnostic test created by Scantron. This is administered by Bibi F. Hussain-Santana, the ESL teacher and shared with the Learning Support Department and the Chairs of the Math and English Departments as well as the Programmer. Based on their performance students are programmed accordingly. All ELLs, as identified in ATS RLER report, take the NYSESLAT during the spring testing period as required by NYS regulations. A student checklist is created and students are excused from classes to ensure each ELL takes all fur part of the test. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

2. After the Spanish speaking, TESOL NYS licensed ESL Teacher, Bibi F. Hussain, has administered the LAB-R and, if appropriate, the Spanish LAB and determined the student is entitled to ESL services, within 10 days an Entitlement letter is mailed home and there is a Parent Orientation to ESL. The NYCDOE Proram Selection video is played to highlight the three program options, in the appropriate native language. The parents watch the Parent Options Video in their native langauge. An instructor who speaks the family's native language explains the three options (Transitional Bilingual Education, Dual Language, Freestanding ESL). If necessary, support from the NYCDOE Translation and Interpretation Unit is used. Our guidance counselor, Diana Benvenides, a native Spanish speaker, also answers parents' questions and addresses any concerns they have regarding graduation requirments and transferring to otehr programs. If a seat in the parent choice program becomes aviable, the parent is notified with a phone call and a letter is mailed home.

3. Continued Entitlement letters are mailed home at the beginning of October, and Entitlement letters throught the year upon being newly admitted and determined to be an ELL. The originals are placed in te student's cummulative file, a copy of these letters is kept in the ELL Compliance binder, which can be found in room 303B with Bibi F. Hussain, ESL Coordinator. The ESL Coordinator are responsible for ensuring the timely return of the Parent Survey and the Program Selection forms. As these documents are submitted, copies are made and filed in students' cumulative folders. The originals are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ESL coordinator. A check-list of all students is kept in the binder and students are checked off as the Parent Surveys and Program Selection forms are collected at the Parent Orientation which is held within 10 days of

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

4. Our school uses a Free-standing ESL program where students take all their classes in English and receive the mandated minutes of ESL class instruction according to their NYSESLAT scores. This is explained to parents during the orientation. Parents are shown the video explaining the 3 programs offered and are asked to rank their choices. If a parent chooses Dual Language or Transitional Bilingual, a transfer request is made through the guidance department for a seat in the parent choice program. Our parents have opted for a free standing ESL instructional program, which is classified as an appropriate option by the DOE. Our school hires personnel – professional, para-professional, and clerical – who speak the high frequency languages of our student population. If the licensed pedagogue does not speak the parent's native language, a professional translator is utilized via the Translation Unit. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages. Every effort is made to describe the program options in the parent native language.

5. In September 2010, 3 (three) students opted for a TBE program, and were helped to transfer to appropriate schools. The parents of our current ELLs have chosen the Free Standing ESL program at Bronx Lab. The three instructional models were explained and we shared where the other models were located in the city. Parents were given the opportunity to make informed decisions based on programs and locations. Personnel were available to answer parents' questions and address their concerns in their native language. Bronx Lab monitors Parent Choice through the ELL compliance binder. Copies of the Parent Selection forms are kept in the binder and the trends are analyzed at the end of every year to ensure the school is providing the mandated program taht parents have chosen.

6. The program model at our school is aligned with parents’ requests and meets all the mandates of the federal, state and city language acquisition programs

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										4	4	4	4	16
Push-In										0	0	0	0	0
Total	0	4	4	4	4	16								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	12

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL		0	0	5	1	4	5	0	5	10
Total	0	0	0	5	1	4	5	0	5	10

Number of ELLs in a TBE program who are in alternate placement: 0

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
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: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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										10	5	2	3	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	5	2	3	21								

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?

1a. ESL students are placed in free standing ESL classes for the mandated minutes of instruction with a licensed ESL teachers who supports the Regents curriculum. These classes are US History sheltered instruction ESL that are programmed into the students' schedules in addition to their mainstream Social Studies courses.

b. ELLs are provided sheltered instruction ESL with a curriculum focused on non-fiction literacy to support their US History Regents classes. The ESL classes are heterogeneous in proficiency and grade levels. ELLs also take the full spectrum of high school courses in heterogeneous groups to meet their diploma requirements. Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on academic language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provide oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.

A. Programming and Scheduling Information

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with Beginners getting a minimum of 540 minutes of ESL per week, Intermediates 360 minutes of ESL per week, and Advanced students 180 minutes of ESL and 180 minutes of English per week. In addition, the content area teachers are trained in language development and ESL methodologies. Advance and Intermediate students meet their mandated minutes being scheduled into one ESL course meeting 4 times a week for 58 minutes. Beginners are programmed for one ESL class in the regular days and for office hours 2 days after school to attain the mandated minutes.
3. All students take math, science, social studies, and ESL and/or English every year. The medium of instruction is English, but the students are encouraged to use their native language to access content. Materials such as bilingual dictionaries and resource are available in students' native languages. Students complete two Gateways each quarter, one is project based and the other is a Regents aligned assessment, to ensure that students have attained mastery in content and skill. Teachers use clearly defined learning objectives for each lesson which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on content literacy in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provides oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension. The ESL teacher is using Read 180, audiobooks, Power Point presentations, films, documentaries, leveled textbooks, modeled reading and writing strategies and group essays to provide ELLs with content area support.
4. Upon initial enrollment, students and parents are interviewed by a staff member who speaks their native language or it is conducted with the assistance of the Translation Unit. After being administered the LAB-R, and it being determined that the student is an ELL, the Spanish Lab is administered.
5.
 - a. Interventions for SIFE students include daily ESL instruction. During ESL class students are focused on spelling, word study, phonics, vocabulary building, reading comprehension, and independent writing. During vocabulary building, ESL teachers are focused on words that ELLs need for everyday speech, challenging words needed to access cognitively-demanding content, discipline-specific academic words for social studies, science and math concepts. In ELA daily teaching and assessment include phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment. In all classes, teachers emphasize metacognitive strategies such as making connections from one content area to another. Math and science are taught as an integrated course as applied mathematics utilizing Physics to apply math concepts. Across the curriculum teachers use methods that help students determine importance of materials presented (what to attend to; how to prioritize information), help students practice inference and use graphic aids as a way to help students synthesize material. Technology is used in English and ESL as a way to help students edit and review their writing. All students participate in Saturday academic programs in math or English in preparation for the Regents exams. Students study visual arts or music that allow students creative expression in English. All students participate in Advisory each day for character development, social emotional support and academic counseling. In Advisory, students review their transcripts to analyze academic performance by calculating their GPA and ensuring that they have taken all required classes needed for graduation. Students engage in Sustained Silent Reading for one hour a week, as well as preparation for college through a College Awareness curriculum that focuses on financial, academic and social-emotional components of the college experience.
 - b. ELLs with less than three years in US schools are enrolled in ESL classes according to their results of the LABR or the NYSESLAT. All students are enrolled in core courses with speakers of the target language to facilitate acquisition through immersion, they are paired with a bilingual student who speaks their native language for classroom support. Materials are provided in the native language. The Advisory system and smaller ESL classes provide support as newcomers acclimate to BLS and New York. Read 180 has been purchased in order to integrate a research based literacy intervention program into the ESL curriculum. In addition to Read 180, the ESL teacher provides support in all core subjects in the high frequency, native language of Spanish.
 - c. Students receiving services four to six years are enrolled in full mainstream courses in addition to a sheltered instruction class in content literacy with the ESL teacher. Read 180 will be utilized with this ELL sub-population as well. The competency focus for ELLs with 4-6 years of service is in reading and writing, this curriculum decision was made based on their NYSESLAT results as most students do well in oral and auditory proficiency. Students are also receiving academic counseling from the Guidance Counselor and their Advisors, while content area teachers offer Office Hours to provide additional support.

A. Programming and Scheduling Information

d. Students who are long-term ELLs take all the core content classes in addition to a sheltered instruction class in content literacy with the ESL teacher. Read 180 will be utilized with this ELL sub-population as well. LTEs will receive targeted instruction in writing based on their NYSESLAT and Regents results. They will receive lesson in how to form a paragraph and write a paper using MLA format. Students are also receiving academic counseling from the Guidance Counselor and their Advisors, while content area teachers offer Office Hours to provide additional support. They are also encouraged to participate in the Peer Tutoring Program to receive additional academic support.

6. Students with special needs receive their instruction as mandated by their Individualized Educational Plan. Most ELLs at BLS who have IEPs are classified as Learning Disabled and receive additional instructional support through Integrative Collaborative Teaching, classes with a Special Education teacher and a licensed content area teacher. Our incoming 9th grade does have several students who are classified as requiring Special Class for their academic success. All academic intervention programs and after school activities are made available to ELLs with IEPs. ELLs with IEPs are programmed for smaller classes to receive ESL instruction with more individualized attention. ELL-SWDs are provided instruction that is scaffolded with leading questions, leveled texts, visual and auditory support. The ESL teacher uses audiobooks, films and different levels of non-fiction texts to support reading and content instruction. The ESL teacher

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 meets with teachers to share strategies to meet the unique needs for ELLs with cognitive delays in the least restrictive environment.		
75%	The least restrictive environment ensures that students are programmed in mainstream classes, Team teaching classes and choice classes with other peers. Students are also enrolled in enrichment classes based on their choice, ensuring maximum time spent with non-disabled peers.		
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

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?

8. Targeted intervention programs are focused on improving the literacy skills and Regents performance of all students. Services are offered in English during the day, embedded into student individual programs. Content area teachers (Math, Science, Social Studies) and

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?

8. Targeted intervention programs are focused on improving the literacy skills and Regents performance of all students. Services are offered in English during the day, imbedded into students' individual programs. Content area teachers (Math, Science, Social Studies and English) and the ESL teacher use reading annotation strategies, leveled readings, visual aides, and guided notes to support content learning. After school homework and project assistance is provided in Spanish with the ESL teacher and in English with the Learning Support Team and content area teachers. The ESL teacher has a reference library of Spanish textbook and workbooks in Spanish for Math, US and World History. Science teacher does word studies for students to front and scaffold vocabulary. 9. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of academic language development. Students are offered transitional services in the form of tutoring sessions after school with the ESL teacher and content literacy classes. Bronx Lab uses instructional practices that promote academic language acquisition. Former ELLs who attained a proficiency level on the NYSESLAT within 24 months of an exam are granted test modifications: extended time, separate location and access to the test or a word to word translation dictionary in their native language. 10. In March 2011, BLS purchased READ180, the reading intervention program with a comprehensive system of curriculum, instruction, assessment, and professional development. This research based program was designed for any student reading two or more years below grade-level, it individualizes instruction and provide comprehensive on progress. Anchor Videos, visual entry points, help students build background knowledge and develop mental models to support the text. Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment. Oral language development and academic language strategies are integrated into the teaching materials and engage students with response tasks. Audiobooks, eReads, and Topic Software allow students to read along with examples of modeled fluent reading. ELLs are administered a diagnostic 4 times a year, Performance Series, to assess their Reading and Language Arts levels. It was chosen because ELLs have an average reading level of 4th grade and Language Arts level of 3rd grade. The NYSESLAT results in the ATS RLAT report supports these results with students receiving low Reading/Writing scores. 11. No programs are being discontinued. 12. After-school Literacy Program is help four days a week from October through June. The ESL teacher works with approximately ten students in grades 9-12. It is funded using Title III, to provide students support with HW and Regents reading and writing tasks. Students will be using Read 180 to develop their reading and writing skills. Students work in small groups with the direct assistance of an ESL teacher. This program runs for 30 weeks of the academic year. Sat Regents Preparation Program runs from Nov-June. Teachers work in teams, the content area specialist and the Learning Support specialist, the ESL teacher is in the latter category, to provide direct instruction to small groups of ten students per class. It is funded using Title I and Title III. Students enrolled in the Saturday Program are ELLs who have not yet passed the English and/or History Regents exams. The classes cover content, literacy strategies, test as a genre, test-taking strategies and writing skills. The focus of the classes are on writing literary essays and reading historical documents. An internal analysis of the Regents scores show that our ELLs have the most difficulty passing these exams which might prevent them from graduating. In 2009, seventy-five percent of our 11th and 12th grade ELLs had the accumulated the appropriate number of credits to earn a diploma as per NYC requirements; however, they failed their English and Global Regents. 13. Some resources are: Multicultural Reader, Brain Pop! Videos in multiple content areas, Spanish Reference Librar for US and Global History. The technology we utilize at BLS includes, but is not limited to: Read 180, iMovie, iPhoto, more than 245 laptops, textbooks on CD, and a classroom library of audiobooks and historical documentaries. 14. In 2010, we have begun Spanish language classes. The majority of our ELL population is native Spanish speaking, they get support in their first language through Spanish class. Students are encouraged to use their native language and use the bilingual materials, dictionaries, short stories, films and articles. 15. Resources including teacher-made, textbooks, trade books at many reading levels, and a large variety of non-text materials were obtained to align with NYS Standards and now Common Core. ELLs use the Internet to access resources. 16. Orientation in June and late Aug. New ELLs attend a bridge class to familiarize themselves with school rules and customs. In addition we also have Advisory which provide students more personalized academic and social emotional support. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, explaining school rules and customs, and acting as their translator and advocate in class. ELLs have access to all

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?

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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?
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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)?

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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.)
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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. One Wednesday afternoon a quarter teachers, paraprofessionals, the ESL teacher, guidance counselors, special education teachers, secretaries and social workers receive Professional Development in working with ELLs and their families. All teachers are trained in the use of effective instructional strategies to provide support for our ELLs in mainstream classrooms. Teachers learn instructional practices that help make content more accessible and comprehensible for ELLs.

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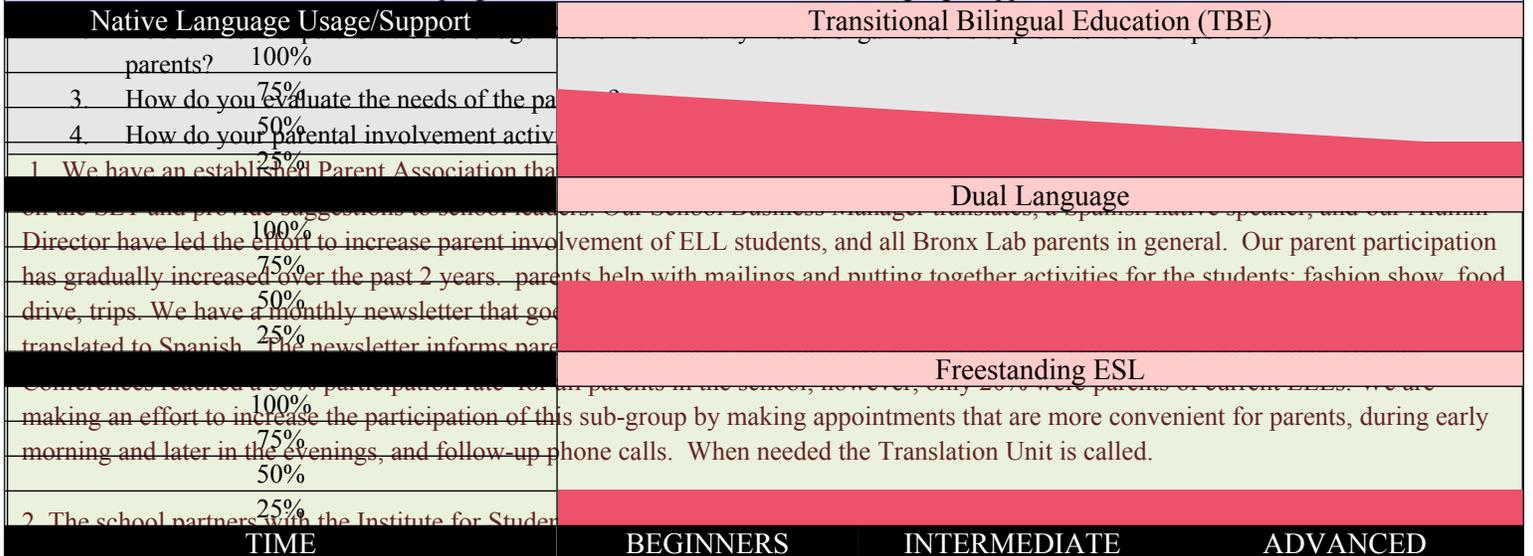
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- Writing Development
- Scaffolding and Modifying Instruction for ELLs
- QTEL techniques
- Differentiating Gateways, BLS project based assessments, for ELLs

3. Staff gets a minimum of 7.5 hours of training in literacy strategies, scaffolding and how to communicate with parents and ELLs. Attendance is taken and agendas created and distributed.

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

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?
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2. The school partners with the Institute for Student Achievement and F.E.G.S Health and Human Services to offer parents workshops and information sessions on how to help their children be successful at BLS, in college and their careers. We also provide parent workshops through the Learning through and Expanded Arts Program (LEAP). The ESL teacher, guidance counselor and business manager all speak Spanish. If needed the Translation Unit is called.

3. We do not have a Parent Coordinator. Parents' needs are determined through the analysis of our DOE Parent Surveys. During the first Parent Association meeting of the year, parents are asked to complete a survey to assess the demand for workshops for the school year. Advisors also maintain open and continuous communication with individual parents to ensure their students' progress and that the needs of the parents are addressed.

4. We have offered workshops graduation requirements, supporting schoolwork at home, and accessing internet and local resources. These workshops have helped parents better assist their children. The workshops have proven successful in helping ELL parents become familiar with New York resources and the transition to the BLS community. The ESL teacher and guidance counselor speak Spanish, if necessary the Translation Unit is called.

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.
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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.
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8. Targeted intervention programs are focused on improving the literacy skills and Regents performance of all students. Services are offered in English during the day, imbedded into students' individual programs. Content area teachers (Math, Science, Social Studies and English) and the ESL teacher use reading annotation strategies, leveled readings, visual aides, and guided notes to support content learning. After school homework and project assistance is provided in Spanish with the ESL teacher and in English with the Learning Support Team and content area teachers. The ESL teacher has a reference library of Spanish textbook and workbooks in Spanish for Math, US and World History. Science teacher does word studies for students to front and scaffold vocabulary. 9. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of academic language development. Students are offered transitional

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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.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	1	0	0	2
Intermediate(I)										8	2	2	2	14
Advanced (A)										2	2	0	1	5
Total	0	0	0	0	0	0	0	0	0	11	5	2	3	21

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	1	1
	A										2	4	0	2
	P										9	1	1	0
READING/ WRITING	B										1	1	0	0
	I										8	2	2	2
	A										2	2	0	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	2	2	0	0
Integrated Algebra	4	4	1	1
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	3	2	2
Physics	0	0	0	0
Global History and Geography	3	3	0	0
US History and Government	5	5	0	0
Foreign Language	0	0	0	0
Other				
Other				
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.

1. During this 2011-12 academic year, the ESL Program has adopting the assessment tool utilized by the Learning Support Department. Performance Series is the interim assessment tool utilized by many schools within the DOE. Upon initial assessment, ELLs the average Reading Proficiency Level for all ELLs in grades 9 through 12 is 1.0. The Learning Support Department is currently conducting a study to determine the best assessment tool for 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.

In March 2011, BLS secured grant funding to purchase READ 180, the reading intervention program with a comprehensive system of curriculum, instruction, assessment, and professional development. This research based program was designed for any student reading two or more years below grade-level, READ 180 uses adaptive technology to individualize instruction for students and provide comprehensive data to teachers on student progress. High interest, relevant nonfiction engages ELLs and reinforces academic vocabulary and taps into prior knowledge required for academic success. Anchor Videos, visual entry points, help students build background knowledge and develop mental models to support the text. Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment. Oral language development and academic language strategies are integrated into the teaching materials and engage students with response tasks. The rBook and the Topic Software scaffold academic writing and revision. Multi-cultural content makes the program relevant to students from diverse backgrounds. Audiobooks, eReads, and Topic Software allow students to read along with examples of modeled fluent reading.

Part VI: LAP Assurances

School Name: Bronx Lab School		School DBN: 11x265	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher Lagares	Principal		10/28/11
N/A	Assistant Principal		10/28/11
Shenea Hunt	Parent Coordinator		10/28/11
Bibi F. Hussain-Santana	ESL Teacher		10/28/11
Virginia Woodley	Parent		10/28/11
Noel Eaton	Teacher/Subject Area		10/28/11
John McCrann	Teacher/Subject Area		10/28/11
Christine Bernard	Coach		10/28/11
N/A	Coach		10/28/11
Diana Benavides	Guidance Counselor		10/28/11
Cyndi Kerr	Network Leader		10/28/11
Damaris Frias	Other <u>Business Manager</u>		10/28/11
Naima Cook	Other <u>Learning Support</u>		10/28/11
Nilda DeLosSantos	Other <u>Learning Support</u>		10/28/11

School Name: Bronx Lab School

School DBN: 11x265

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		10/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X265 **School Name:** Bronx Lab School

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

Our family worker and School Business Manager translate all documents from English into Spanish. Our family worker receives one hour of per-session for such services. We are currently creating a one page template of basic sayings, phrases, and descriptions to be distributed to teachers in case a translator is unavailable. For instance, the sheet will say, "Home work" = "tarea." We riun the ATS RHLA report to ensure materials are being created in the necessary home languages. Quarterly progress reports and report cards are mailed home. Advisors call and email parents, sometimes using the Translation Unit services.

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

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

Part B: Strategies and Activities

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

Spanish is the only language parents have requested written translation. The low frequency native languages also read English. Our family assistant, Angela Contreras and our School Business Manager translate all documents from English into Spanish. Our family assistant receives one hour of per-session for such services. We are currently creating a one page template of basic sayings, phrases, and descriptions to be distributed to teachers in case a translator is unavailable. For instance, the sheet will say, "Home work" □ "tarea."

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

Spanish is the high frequency native language. All of our school aides speak Spanish. The principal, business manager, guidance counselor and four teachers on staff are also fluent in Spanish and are able to provide immediate translation to any parent.

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

We will post the sign found at the above link at various location throughout the building. A large size poster will also be created at our Parent Welcoming Table for our Parent teacher Conferences. Teachers share this information with students and families during orientation, workshops, PTA, SLT and conferences.

Section II. Title III, Part A LEP Program Narrative

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

The language instruction program at Bronx Lab School consists of 21 English Language Learners (ELLs) in grades 9-12. The language of instruction is English with Spanish native language support provided through the Title III funded afterschool program. Students participate in a free standing ESL program in addition to taking all their content courses in English. ELLs receive target language support by taking additional literacy development classes after school four days a week and Regents exam preparation classes on Saturdays. Students are chosen for each program according to their NYESLAT and Regents exam scores. The ultimate goal of the literacy program and the Saturday Regents preparation classes are to help ELLs achieve a “proficient” level on NYESLAT and pass the ELA and US History Regents exams.

Instructors receive professional development in analyzing test data to increase their efficiency in improving ELL literacy and writing skills. The ELL population comes from a variety of countries with the high frequency language of Spanish. The ESL program supports their academic needs in all four modalities while providing a rigorous US History curriculum through sheltered instruction. The ESL teacher has a Professional License in TESOL with over six years of experience.

1) After School Academic Support: Monday 3:15-4:15pm and Wednesday 12:45 – 1:45pm, January through June. A certified ESL teacher works with students grades 9th-12th in a small group setting. Students will be provided native language academic support, academic language acquisition, and reading and writing skills in the humanities and mathematics. Students will be using Read 180, peer tutoring, audiobooks which are supplied through Title III funds and other resources in school to develop their reading and writing skills. This program addresses the literacy needs for our Long Term ELLs, SIFE, Category X and transitional students in order to help them acquire academic language and student skills to be successful.

2) Saturday Regents Preparation: Saturdays, from November through June, 9 AM- 12 PM one certified ESL, one certified ELA teacher and one certified History teacher provide direct instruction to two small classes of 15 10th, 11th and 12th grade ELL students who have not yet passed the English and/or US History Regents exams. These classes cover content, test-taking strategies and writing skills. The classes focus on Regents tasks such as writing a literary essay and using historical documents to answer DBQs. An internal analysis of the Regents scores show that our ELL students have the most difficulty passing these two exams which might

prevent them from graduating. Twenty-five of our 11th and 12th grade ELL students as per 2009 did not lack credit accumulation as per New York City requirements. Instead, they needed to pass their English and US History Regents exams. The program will be offered for ten Saturdays, for 3 hour sessions.

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

Professional Development – Every Wednesday afternoon from 2:00-4:00pm all teachers receive professional development. Time is set aside monthly for teachers to receive professional development provided by the ESL and Special Education teachers to better support Long Term ELLs, SIFE and ELLs with IEPs. The workshops scheduled for this year are: analyzing Interim Assessment and Regents data and literacy strategies for Academic, non-fiction reading.

In addition, the full staff is trained by Network sponsored Professional Development sessions in how to make language comprehensible for ELLs, vocabulary development across the curriculum, scaffolding and modifying instructions for ELLs differentiating instruction for ELLs using QTEL techniques, and Demystifying RTI. Teachers learn instructional practices that help make content more accessible for ELLs. Our Guidance Department leads diversity training with a special focus on ELL students. Our Office of College Placement provides training for staff on how to support improve ELLs college awareness and preparedness.

Parent Involvement

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

The school partners with the Institute for Student Achievement and F.E.G.S Health and Human Services to offer parents workshops and information sessions on how to help their children improve their academics.

We also provide parent workshops and trainings based on parent needs. Parents' needs are determined through the analysis of our DOE Parent Surveys. During our first yearly Parent Association meeting parents are asked to complete a survey indicated their preferences of workshops for the school year. Also, Advisors maintain open and continuous communication with individual parents to ensure their students’ progress and that the needs of the parents are addressed. The parent workshops have helped parents improve their skills to better assist their children. Translations and interpretation is provided by bilingual staff members

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	 Subtotal: \$9,030.09	After School Literacy Development Program for ELLs 1 ESL Teacher X 23 weeks X 2 Hour X \$49.89 = \$2294.94 Saturday Regents Preparation for ELLs Fall: 2 Content Area teachers X 5 weeks X 3 hours X \$49.89 = \$1,496.70 Spring: 1 ESL teacher and 2 Content Area teachers X 5 weeks X 3 hours X \$49.89 = \$2245.05 Curriculum Development of Regents Aligned Sheltered Instruction Program integrating Read 180 1 ESL teacher and 1 Content Area teacher X 30 hours X \$49.89 = \$2,993.40
Purchased services - High quality staff and curriculum development contracts.	\$0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	Subtotal: \$4,121.70	Audiobook Library: audiobooks \$3,000.00 Listening Center: mp3 players, headphones, splitters \$1,000.00 Documentary Library: DVRs \$121.70
Educational Software (Object Code 199)	Subtotal: \$650.85	BrainPop 2 year Subscription \$351.00 Eduware Wizard Test Maker: English and US History \$299.85
Travel	\$0	N/A
Parent Involvement		Bilingual Workshops: New Student Spring Orientation – Summer Learning and preparing for HS Fall Open School Meeting – course expectations

		and how to support students at home Winter – Graduation Requirements, Reading Transcripts
	Subtotal: \$1197.36	1 ESL teacher and 1 Guidance Counselor X 3 Evenings X 4 hours X \$49.89 = \$1197.36
Total	\$15,000.00	