



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** BROOKLYN LAB SCHOOL

DBN : 19K639

PRINCIPAL: RENEL PITON

EMAIL: RPITON@SCHOOLS.NYC.GOV

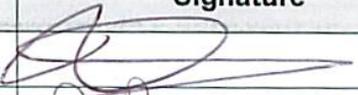
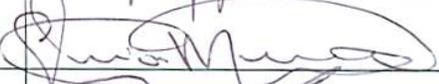
SUPERINTENDENT: **KAREN WATTS**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Renel Piton	*Principal or Designee	
Stephanie Pappas	*UFT Chapter Leader or Designee	S. Pappas
Gloria Morera	*PA/PTA President or Designated Co-President	
Erika Hurtado	Assistant Principal	
Soraya Manga	PTA Secretary	Soraya Manga
Carmen Jameson	Parent	Carmen E. Jameson
George Layer	Teacher	
Mohammad Diakite	Student	
Imshad Karim	Student	Imshad Karim
Shafia Khanon	Student	Shafia Khanon.
Willis Ramdas	Student	Willis Ramdas

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### 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:**

To improve teacher effectiveness and practice. By June 2013, Principal and Assistant Principal will conduct a minimum of 6 mini-observations for each teacher using selected competencies of the Charlotte Danielson's Framework for teaching. By June 2013, there will be a decrease of at least 5 % of teachers that disagree with the statement "School leaders give me regular and helpful feedback about my teaching" as measured in the 2012-2013 Learning Environment.

#### **Comprehensive needs assessment:**

Research suggests that quick and focused feedback to teachers help to strengthen student achievement. In addition, such feedback will also be used to inform and direct our Professional Development calendar and will guide the amount and level of instructional support received by content specific coaches.

#### **Instructional strategies/activities:**

- Teachers create yearly goals around the results of their assessment on the Charlotte Danielson's Framework for teaching by the end of September 2011. Responsible Staff Members: Assistant Principal
- Provide weekly professional development around the following competencies: Designing Coherent Instruction, Using Questioning and Discussion and Using Assessment in Instruction and its impact on Unit Planning. Responsible Staff Members: Principal, ISA coach, Assistant Principal, Lead Teacher, Grade Team Leaders
- Renew the contract with Observation 360 and PD 360 for the 2012-2013 school year. Responsible Staff Members: Assistant Principal
- Conduct daily 5-10 minutes mini-observation to give quick feedback to teachers by using an in house BLS Feedback Template and PD 360. The feedback is emailed to teachers. Responsible Staff Members: Principal, Assistant Principal, Coaches.
- Use Observation 360 to log and track teacher improvements. Responsible Staff Members: Principal, Assistant Principal, Coaches.
- Use PD 360 to give differentiated professional development at the end of each mini-observation rounds. Responsible Staff Members: Principal, Assistant Principal, Coaches.
- ISA coach and lead teacher will provide additional pedagogical support. Responsible Staff Members: Principal, Assistant Principal, Coaches.
- Upload Teacher goals documents in Google Doc by the end of October 2012. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Log in 3 mini-observations at the end of January 2013 and June 2013. Responsible Staff Members: Principal, Assistant Principal
- Responsible Staff Members: Principal, teachers, ISA coach, Aussie Coach, Assistant Principal, Lead Teacher, Grade Team Leaders

#### **Strategies to increase parental involvement:**

- For the 2012-2013 school year we added a Parent Coordinator to our staff
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. Responsible Staff Members: Parent Coordinator, PTA and Assistant Principal
- At the SLT and PTA meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions. Responsible Staff Members: Parent Coordinator, PTA and Assistant Principal
- Translate all critical school documents and provide interpretation during meetings and events as needed. Responsible Staff Members: Parent Coordinator, PTA and Assistant Principal
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help. Responsible Staff Members: Principal. Assistant Principal, SLT

**Budget and resources alignment:**

- Indicate your school's Title I status: YES  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants YES Other

**If other is selected describe here:**

Title 1 (SWP)  
TL Fair Student Funding  
TL Lead Teacher Special Ed  
TL PC High School  
Title III LEP  
TL NYSTL

**Service and program coordination:**

- Health Corp will be used to instruct College Readiness classes about nutrition and proper care of self for the 9<sup>th</sup> grade cohort
- We will use title 1 funding for students in housing programs
- We will use funding to renew PD360 and Observation 360 to give immediate feedback to teachers and help to aggregate data
- Our coach from ISA will join school administrators in conducting observations of teachers and meet with them on a weekly basis
- A Lead teacher is used to conduct short observations and provide feedback on a peer level to teachers

## 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:**

By June 2013, all students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science in order to prepare our students for college as evidenced by student assessment portfolios, classroom observations, assessment calendar and teacher-team meetings.

### **Comprehensive needs assessment:**

Units of Study require students to actively demonstrate what they know. Performance assessments are a more valid indicator that can provide us with detailed information of students' knowledge and abilities. Based on our Inquiry Team Baseline Assessment, it was determined that our students need extra support in research and argumentative writing assignments connected to the Common Core Standards. Units of Study segue to improvement in instruction, and increase students' understanding of what they need to know and be able to do. In preparing our students to work on a Unit of Study aligned to the Common Core Learning Standards, we will be simultaneously focusing on college readiness preparation and the English Language Arts, Integrated Algebra, and Geometry Regents Exams which will be fully aligned to the Common Core in the 2013-2014 school year.

### **Instructional strategies/activities:**

- Teachers will engage in the development of project-based inquiry during professional development (one hour every Friday), common planning time (one hour every Tuesday), and inquiry team meetings (one hour per month). PD will be planned and implemented by Assistant Principal and the Grade Team & Department Leaders, in our efforts to establish a culture of data driven instruction and ownership. Responsible Staff Members: A.P , Grade and Department Leaders
- Students will engage in research-based inquiry during class time. Responsible Staff Members: Teachers and A.P
- Professional development, given by teachers and administration will take place (every Friday for one hour) on how to use evidence, modeling, differentiation and project-based instruction. Responsible Staff Members: teachers, administration, ISA coach, Aussie Coach
- Inquiry Meetings will be held with Grade Team Leaders and Department Heads once to twice per month in addition to our whole staff monthly Inquiry meeting in order to establish a common teaching framework and expectations when designing and assessing Units of Studies via the use of rubrics and item analysis. Units of Studies are used as benchmarks to measure effectiveness of strategies. Responsible Staff Members: A.P , Grade and Department Leaders
- During the pre- and post-observation conference, teachers will be coached by the lead teacher, ISA coach, Aussie Coach and administration as to how to create units of study and engage students in them. Responsible Staff Members: Principal, A.P. Aussie and ISA Coach
- Outside consultants from PD360 will come in to work with staff around instruction and strategies to engage students in common-core-related tasks. Responsible Staff Members: Principal and A.P
- Observations and lesson plans throughout the year will show students engaging in mathematical modeling and construction. Responsible Staff Members: Principal, A.P, Aussie Coach
- Observations and lesson plans throughout the year will demonstrate students engaging in the use of evidence from text in arguments. Responsible Staff Members: Principal, A.P
- Observation reports throughout the year will reflect teachers use of project based instruction and differentiation. Responsible Staff Members: Principal, A.P , Aussie Coach, ISA Coach
- A Presentation of Learning will publicly be held May 2013 to show all Units of Studies to our school community. Responsible Staff Members: Principal, A.P , Grade Team Leaders, Department Heads
- Responsible Staff Members: Principal, teachers, ISA coach, Aussie Coach, Assistant Principal, Lead Teacher, Department Heads, and Grade Team Leaders.
- Assessment Portfolio: each student will have a minimum of 2 Units of Studies in their portfolio per core subject area.

### **Strategies to increase parental involvement:**

- **Grade Teams will put together an overview of the grade team's Units of Studies and mail home to parents** Responsible Staff Members: Principal, A.P , Grade Team Leaders, Parent Coordinator, PTA
- **Invite parents to our Presentation of Learning during SLT & PTA Meetings** Responsible Staff Members: Principal, A.P , Grade Team Leaders, Parent Coordinator, PTA

**Budget and resources alignment:**

- Indicate your school's Title I status: YES  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants YES Other

**If other is selected describe here:**

Title 1 (SWP)  
TL Fair Student Funding  
TL Lead Teacher Special Ed  
TL PC High School  
Title III LEP  
TL NYSTL

**Service and program coordination:**

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

### ANNUAL GOAL #3 AND ACTION PLAN

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

**Annual Goal #3:**

By June 2013, Credit Accumulation will increase by 5% for our school's lowest third earning 10+ credits in years one, two and three as measured by the School Progress Report.

**Comprehensive needs assessment:**

When looking at our student population, our lowest third population is comprised predominantly by ELL students and students with IEPs. By focusing in this area, we will also be working towards meeting our 60% graduation goal as measured by the School Progress Report.

**Instructional strategies/activities:**

- Our lowest third students (predominantly ESL and Special Education Students) who are deficient in credits will be programmed to the iLearn Lab Credit bearing program as a form of Academic Intervention which will provide them with an opportunity to end the school year on grade level. This program will consist of 3 teachers (mentors). Ms.Dell Italia will be the ISS teacher that will mentor, counsel and monitor student progress for our ISS population during extended day and Saturday School. Students will use the following online DOE approved programs to earn credit: Compass (Odyssey), Ed2020 and Power Speak. Responsible Staff Members: A.P, Guidance Counselor, Mr. Bradley, Ms. Dell Italia and Ms. Pedersen.
- ESL students will be assigned to a teacher mentor to ensure academic progress. Responsible Staff Members: Ms. Pedersen and Ms. Calin (ESL Teachers)
- Achieve 3000 will be purchased for all ISS students in Resource Room (SETTS) to help improve their reading level. Responsible Staff Members: A.P
- Monitor teacher scholarship reports per marking period to track progression of goal. Responsible Staff Members: Principal and A.P
- Students will set goals in September and will revise at the end of each marking period to track and monitor growth. Responsible Staff Members: Administration and Teachers
- Meet with teachers to review their scholarship report through a discussion centered around the grading policy, student attendance, parental outreach, academic interventions, instructional strategies, lesson planning and unit planning. Responsible Staff Members: Administration and Teachers
- Implementing a universal progress report system that allows teachers to inform students and their parents that he/she is in jeopardy of failing the class in between marking periods, which is also mandated by the state. This has to get done 6 times a year. Due end of each MP. Responsible Staff Members: Administration, ISS Specialist, and Teachers
- Working with the ISS Teacher Specialist Ms.Fazzalari to ensure that Brooklyn Lab School is in compliance with all Special Education mandates and regulations.
- Setting IEP deadlines 2 weeks prior to their due date to .
- Link IEPs to student's needs based on their progression towards graduation and move students towards a less restrictive environment to achieve college readiness by increasing the number of ISS students in college level elective courses and AP classes for the 2013 school year. Responsible Staff Members: Administration, ISS Specialist, and ISS Teachers
- Ensuring that all CTT classes maintain the student ratio required by the city and state. Responsible Staff Members: Administration
- Working with the Paraprofessionals to monitor student progress and engagement through a Universal Teacher Evaluation form, which allows teachers to continuously evaluate the student's progress in terms of engagement, performance, progress and support provided by the Paraprofessionals. Evaluations will take place once a month beginning November 2012. Responsible Staff Members: Administration, ISS Specialist, and Teachers
- At the conclusion of each evaluation conference with Paraprofessionals an action plan will be created by the Paras to continue to better support students. Para Evaluations to be completed 1 week before end of each Marking Period. Responsible Staff Members: Administration, ISS Specialist, and Teachers
- Paras will create and submit goals for their students. These goals will be reviewed and revised with Ms.Fazzalari and myself.
- Monitoring guidance counselors to ensure that mandated counseling is being kept up to date and logged in
- Adjusting the number of students that need mandated counseling in order to reflect true student emotional support needed in their IEP.
- Ms. Gem Jonas (ISS Instructional Coach, CFN 404) will visit ICT classrooms and debrief with ISS department during CPT once a week.
- Monitor attendance through the assistance of the Attendance Committee Responsible Staff Members: A.P, Mr. Layer, Ms. Roberts, Ms. Belle, Ms. Eid and Mr. Suarez
- Collaborate with and conduct inter visitations with other schools within the FK Lane Campus- specifically with ISS teachers

**Strategies to increase parental involvement:**

- Create a Special Education School Implementation Team with Ms. Michele Fazzalari (ISS Specialist) as the chairperson, Ms. Gem Jonas (ISS Instructional Coach, CFN 404), Ms. Erika Hurtado (AP). This team will meet 09/29/12 , 02/09/13 , 04/20/13 and 06/15/13. All parents of ISS students will be invited to discuss their child’s progress as well as discuss how our ISS student population is progressing. This will provide parents of ISS students a forum to voice areas of concern and also space where parents can network and share best practices.

**Budget and resources alignment:**

- Indicate your school’s Title I status: **YES**  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants YES Other

**If other is selected describe here:**

Title 1 (SWP)  
TL Fair Student Funding  
TL Lead Teacher Special Ed  
TL PC High School  
Title III LEP  
TL NYSTL

**Service and program coordination:**

- Scholarship Meetings
- Pre & Post Observation Meetings
- Ms. Gem Jonas (ISS Instructional Coach, CFN 404) will visit ICT classrooms and debrief with ISS department during CPT once a week.
- Student Progress Reports
- Paraprofessional Progress reports
- Student Goal Setting
- Teacher Goal Setting
- iLearn: Compass / Achieve 3000/ Ed 2020 / Power Speak / Carnegie Math

#### ANNUAL GOAL #4 AND ACTION PLAN

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

**Annual Goal #4:**

By June 2013, student performance will increase by 10% in the Integrated Algebra Regents Exam and Global History Exam as measured by the 2013 School Progress Report.

**Comprehensive needs assessment:**

Based on the 2011-2012 NYC Progress Report, it was obvious that students were struggling in the area of Student Progress. When looking at the students from cohort N that did not graduate on time, we learned that for a large percentage of them, Integrated Algebra and Global History was a barrier to their success.

In addition, our cohort O also failed to make significant progress in this area. By focusing on Integrated Algebra and Global History, we will also be working towards meeting our 60% graduation goal.

**Instructional strategies/activities:**

- Teachers will develop coherent curricula design (year long curriculum map, Unit Plans, Lesson Plans, and Common Inter Assessment) in the core subject areas: Math, English, Social Studies and Science. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Teachers share instructional strategies. Responsible Staff Members: Teachers
- Assessment that drives instruction. Interim Assessments every 8-10 weeks and summative assessments. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Regular Common Planning Time (CPT) data meetings to examine and plan forward based upon evidence of student work. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Tutoring (After school, Teacher Office Hours, College Readiness). Responsible Staff Members: Principal, Assistant Principal, Teachers
- Regents Preparatory Courses. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Saturday Academy. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Conduct Learning-walks that focus on assessment alignment to learning targets. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Analyze student work for alignment to learning target as well as evidence of differentiation. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Analyze teacher assignments and corresponding student work for evidence of outcome based assessments and differentiation. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Assign Performance Tasks to support student inquiry. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Conduct daily 5-10 minute mini-observation to give quick feedback to teachers. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Use Observation 360 and/or Google Docs to log and track teacher improvements. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Purchase and use skedula to track student performance, teacher instructions and track school goals. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Teams will look at student work a minimum of 3 days a month during Common Planning Time. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Conduct and analyze mock regents in Algebra and in Global History. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Purchase a school wide license for Castle Learning. Responsible Staff Members: Principal, Assistant Principal
- We will install SmartBoards in every classroom to maximize the use of resources and technology. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Aussie Coach will work with the Math Department weekly. Responsible Staff Members: Principal, Assistant Principal, Aussie Coach
- We will create a 2 credit Algebra Extension course for students who passed the course in prior year(s) but have not passed the Algebra Regents Exam. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Carnegie Math Blended Learning Curricula will be purchased through iLearn and integrated in our 9<sup>th</sup> grade Integrated Algebra courses only. Carnegie Math was especially appealing since 1) it focuses on literacy 2) online support provides students with opportunities for individualized learning 3) Affordable textbooks and workbooks that students can write in. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Tutoring will be offered periods 0 and 9. Responsible Staff Members: Principal, Assistant Principal, Teachers
- Acuity & Citywide Benchmark Assessments will be used to measure student knowledge and areas of weakness. Responsible Staff Members: Principal, A.P, Teachers

**Strategies to increase parental involvement:**

- A monthly Brooklyn Lab School Newsletter and Monthly Calendar are created and mailed home each month. This newsletter is compiled by the APO and/ or Parent Coordinator with the aid of the Grade Team Leaders and Department Heads.
- Teachers during CPT meet and highlight all upcoming academic / instructional events coming up (i.e. exams, projects, due dates, field trips, town halls etc.)

**Budget and resources alignment:**

- Indicate your school's Title I status: **YES**  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants YES Other

**If other is selected describe here:**

Title 1 (SWP)  
TL Fair Student Funding  
TL Lead Teacher Special Ed  
TL PC High School  
Title III LEP  
TL NYSTL

**Service and program coordination:**

- Assessments aligned to Common Core Standards and NY State Standards
- Lesson Plans
- Unit Plan
- Year Long Algebra and Global History Curricula
- Student presentations of Learning Portfolios
- Increase in credit accumulation rates
- Student work products - oral and written
- Increase in scores on state writing and math exams
- Increased progress and growth on Performance Tasks
- Mock Regents
- Acuity and DYOs
- Performance Task
- Students' Assessment Portfolios
- Carnegie Math
- Aussie Coach
- Castle Learning

### 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:**

By June 2013, there will be a 10 % improvement in teachers and students that agree that the level of social emotional support has increased, as measured by the 2012-2013 Learning Environment Survey, specifically in the Academic Expectations, Communication, Engagement, and Safety/Respect Category.

**Comprehensive needs assessment:**

An analysis of the 2011-2012 School Environment Survey demonstrates a need for communication coherence in the various aspects of education. By focusing on improving the culture of our school, we will streamline and bring clarity to our expectations, protocols, goals, plan of action, and sources of support available to all.

**Instructional strategies/activities:**

- Ensuring that all students with mandated counseling have a set appointment with our Guidance Counselor. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers.
- PBIS: Create a system of rewards that promotes character building Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Strengthen our student government. Responsible Staff Members: COSA (Ms.Pappas)
- Creating a Youth Court course that focuses on the Youth Court Curriculum and College Readiness. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Using the principles of Restorative Justice to create a BLS Youth Court to settle some Level 1-2 infractions. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Using mediation to resolve issues between students. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Using mediation to resolve issues between students and teachers. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Create a better learning environment by decorating the hallways, classroom with more students' work and educational posters. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- BLS Newsletter that will circulate once a month in an effort to streamline communication and maximize student involvement in programs offered through BLS and the campus. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, Parent Coordinator
- Building a culture where learning is appreciated and education is the #1 priority, by promoting college readiness. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Increasing parental involvement – PTA meetings will be held on the 3<sup>rd</sup> Saturday of every month. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, Parent Coordinator
- Recognition ceremonies will be held every other month. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, PTA, Parent Coordinator
- Intramural sports – promoting team try-outs and highlighting sport events that involve the FK Lane Sports Campus. Responsible Staff Members: Administration, Teachers
- Getting students involved in after school activities - (cooking, drama, dance, singing, bike, chess clubs etc.) Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Developing school wide behavior expectations that are clear and transparent Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Developing a clear and consistent disciplinary code that is aligned to the Chancellor's Rules and Regulations. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Dean of Students
- Using the recommendations listed on the Guidance Interventions as our first line of defense. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, Dean of Students
- Keeping parents actively informed of any incident involving their child. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, Dean, Parent Coordinator
- Ensuring that all interventions are documented on iLog. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Attendance Teacher
- Supervise the Dean's Office to ensure that Mr. Maguire follows protocol and procedures established in our code of discipline, as well that it follows our BLS philosophy.

Responsible Staff Members: Administration

- Using a pro active approach as opposed to a reactive approach. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Introducing meditation to college readiness classes to teach students how to cope with anxiety and stress. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Using pull out sessions to conduct meditation with at risk students with the support of the health center. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Referring students that have issues with depression, drug addiction, anger management etc. to SPARK and other CBOs available at our campus. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers, COSA, Dean of Students
- Continuing to focus on instruction, rigor and engagement in the classrooms. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers
- Carefully monitoring at risk students with low attendance and poor academic performance and developing an intervention plan. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers and Parent Coordinator.
- Mock survey of Learning Environment for teachers and students to measure growth and address areas of concern. Responsible Staff Members: Administration, ISS Specialist, Guidance Counselor, Teachers

**Strategies to increase parental involvement:**

- Increasing parental involvement – PTA meetings will be held on Saturdays. Responsible Staff Members: Parent Coordinator
- Recognition ceremonies will be held every other month and hosted by the PTA. Responsible Staff Members: Parent Coordinator
- We will have an office space for the PTA to meet and conduct outreach to the rest of the BLS community. Responsible Staff Members: Parent Coordinator, A.P
- Focusing on increasing parent participation in our PTA and SLT meetings through phone calls, letters and personal invitations. Responsible Staff Members: Parent Coordinator, PTA , SLT
- Holding events that celebrate student success such as: Potluck Dinners, Award Ceremonies, drama productions, art galleries, and Presentations of Learning. Responsible Staff Members: Parent Coordinator, Teachers, Administration
- Continuously updating our Parent Contact Information Excel Sheet that is accessible to all BLS staff to ensure that we are able to reach all parents. Responsible Staff Members: Parent Coordinator
- Keeping parents up to date with their child's progress as well as any changes to their programs through mail, school messenger and phone calls. Responsible Staff Members: Parent Coordinator
- 2 School Aides call the homes of all late and absent students daily and iLog all contact and attempts. Responsible Staff Members: Luby Campana, June Belle
- Professional Development that supports well being, healthy eating and team building (Yoga, Staff Celebrations, Teachers vs. Students Events etc.) Responsible Staff Members: Annie Dannenberg
- The College Success Center will conduct several college trips and college workshops to promote a culture of college readiness. Responsible Staff Members: College Success Center
- Grade Team field trips. Responsible Staff Members: Teachers, Administration

**Budget and resources alignment:**

- Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants YES Other

**If other is selected describe here:**

Title 1 (SWP)  
TL Fair Student Funding  
TL Lead Teacher Special Ed  
TL PC High School  
Title III LEP  
TL NYSTL

**Service and program coordination:**

- Youth Court PD for our Dean Mr. James Maguire
- PBIS Team
- After School Activities
- Counseling Groups

## ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA (n=50)	<p>At Risk Student including students in the Level 1 and 2 citywide and SWD</p> <p>Subgroups:            AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extended class time</li> <li><input type="checkbox"/> Differentiated instruction in all ELA classes – Tier I Intervention</li> <li><input type="checkbox"/> Through frequent content and skills based assessment the effectiveness of Tier I Intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive services through the Grade and Department Teams where a specific plan will be tailored to meet their unique needs. The students may be assigned a variety of resources to enhance ELA skills using the blended learning model ( Achieve 3000 for ISS students, Castle Learning, Compass and Ed2020)</li> </ul> <ul style="list-style-type: none"> <li>- Saturday morning regents preparation</li> <li>- Daily after school tutoring program.</li> <li>- Extended Day iLearn program gives students the opportunity to re-take previously failed Classes</li> <li>- Teacher Office Hours</li> </ul> <p><u>English as a Second Language:</u>            AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Extended class time</li> <li><input type="checkbox"/> Differentiate instruction in all ESL classes – Tier I Intervention</li> <li><input type="checkbox"/> Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive services through the Grade and Department Teams, where a specific plan will be tailored to meet their unique needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Tutoring</li> <li>• Whole Group</li> <li>• Independent Work</li> <li>• Blended Learning Model</li> <li>• Online Courses</li> <li>• Lab Hours (Flexible Schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> <li>• Before School</li> <li>• After School</li> </ul>
Mathematics (n=160)	<p>AIS in math in being implemented in several different ways:</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> </ul>

	<ul style="list-style-type: none"> <li>□ Extended class time</li> <li>□ Differentiate instruction in all math classes -- Tier I intervention</li> </ul> <p>Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive services through the Grade and Department Teams where a specific plan will be tailored to meet their unique needs. The students may be assigned a variety of resources to enhance math skills using the blended learning model ( Carnegie Math, Castle Learning, Compass and Ed2020)</p> <ul style="list-style-type: none"> <li>- Saturday morning regents preparation</li> <li>- Daily after school tutoring program.</li> <li>- Extended Day iLearn program gives students the opportunity to re-take previously failed Classes</li> <li>- Teacher Office Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Whole Group</li> <li>• Independent Work</li> <li>• Blended Learning Model</li> <li>• Online Courses</li> <li>• Lab Hours (Flexible Schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• Before School</li> <li>• After School</li> </ul>
Science (n=155)	<p>In addition to the State mandated periods of science instruction students will receive an additional 47 minute period of AIS instruction in science per week. The science lab will be used as a vehicle to provide AIS instruction</p> <p>Grade and Department Teams provide Tier II intervention in science</p> <ul style="list-style-type: none"> <li>- Saturday morning regents preparation</li> <li>- Daily after school tutoring program.</li> <li>- Extended Day iLearn program gives students the opportunity to re-take previously failed Classes(Castle Learning, Compass and Ed2020)</li> <li>- Teacher Office Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Tutoring</li> <li>• Whole Group</li> <li>• Independent Work</li> <li>• Blended Learning Model</li> <li>• Online Courses</li> <li>• Lab Hours (Flexible Schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> <li>• Before School</li> <li>• After School</li> </ul>
Social Studies (n=175)	<p>The Grade and Department Teams will refer students to social studies intervention</p> <ul style="list-style-type: none"> <li>- Saturday morning regents preparation</li> <li>- Daily after school tutoring program.</li> <li>- Extended Day iLearn program gives students the opportunity to re-take previously failed Classes (Castle Learning, Compass and Ed2020)</li> <li>- Teacher Office Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Tutoring</li> <li>• Whole Group</li> <li>• Independent Work</li> <li>• Blended Learning Model</li> <li>• Online Courses</li> <li>• Lab Hours (Flexible Schedule)</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> <li>• Before School</li> <li>• After School</li> </ul>
At-risk services (e.g. provided by	<p>School counselor will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD,</p>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> <li>• Before</li> </ul>

the Guidance Counselor, School Psychologist, Social Worker, etc.) (n=80)	LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.		School <ul style="list-style-type: none"> <li>• After School</li> </ul>
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Attending all hiring fairs in NYC
- Advertising on the school's website
- Advertising to prestigious universities and colleges
- Looking for teachers that use data to inform instruction
- Find teachers that are reflective and productive in taking feedback and constructive criticism
- Mentors are assigned to all new teachers
- All struggling teachers are assigned to Lead Teacher for additional support
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- Structuring common planning time for content teachers and the special education/ESL teachers to meet, plan, and revise curricula
- Use common planning time to look at student work and design strategies to produce increased achievement
- Target universities and colleges with exceptional programs in shortage areas
- During the interview process ask teachers to show their curriculum, unit and lesson plans
- Conduct Learning Walks with teaching candidates and discuss the instruction taking place and what they could/would add or subtract
- During the interview process discuss the Common Core Learning Standards and how they are addressed in the classroom
- Assign Lead Teacher to support all struggling teachers
- During the interview process, we will be address student attendance and how that teacher candidate would create improvements
- Hire a full-time pedagogue to serve as school dean
- Continuous contact with HR to get the best list of qualified candidates

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>GROLL, CHRISTOP / BYAM, TERRY</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>639</b>
School Name <b>BROOKLYN LAB SCHOOL</b>			

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

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

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	3	3	3	12
<b>Push-In</b>										3	3			6
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	3	3	18

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

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

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

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
K-8**

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

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

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

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

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

**Freestanding English as a Second Language**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										21	16	9	5	51
Chinese											1			1
Russian														0
Bengali											1	1		2
Urdu														0
Arabic										1				1
Haitian										1	2			3
French										1	2			3
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>25</b>	<b>22</b>	<b>10</b>	<b>5</b>	<b>62</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

In the Freestanding ESL component we have 25 ELLs in the ninth grade, 22 ELLs in the tenth grade, 10 ELLs in the eleventh grade and 5 ELLs in the twelve grade. They range from Beginner to Advanced Proficiency levels. Depending on their proficiency level, they receive

## A. Programming and Scheduling Information

from 180 minutes to 540 minutes a week of ESL Push In , Pull-Out assistance and 3 self-contained heterogenous classes. Andreea Calin , Milka Cordero (our ESL teachers) and Herminia Collado provide the direct instruction as follows: Milka Cordero who has Dual Certification in Bilingual Special Education and TESOL is employed full time in our school. She serves the 10<sup>th</sup> grade and the 11<sup>th</sup> grade ELL population in push-in and self-contained settings. Andreea Calin, certified in TESOL is our itinerant teacher who serves BROOKLYN LAB SCHOOL (19K639) and BROOKLYN COMMUNITY ARTS AND MEDIA HIGH SCHOOL (13K412). In our school she serves our 9<sup>th</sup> grade ELL population in push in and pull out settings. She also teaches a pull-out class for schoolwide beginners (9<sup>th</sup>-12<sup>th</sup> graders.)

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

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

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

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

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

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

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

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

Our instructional plan for SIFE is as follows:

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

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

Our instructional plan for newcomers:

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

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day

## A. Programming and Scheduling Information

- Encourage student to participate in the After School activities.
- Home school communication.
- Additional support in listening skills, including increased use of technological activities in the classroom.

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

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

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

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

Our instructional plan for our 9 ELL- SWDs involves:

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

Grade appropriate instructional support materials - Kindle books, ELMO projectors, computers and laptops in order to provide access to films and documentaries. They are offered modified texts and assessment based on level and group activities; time extension.

To ensure that flexible programming is used to maximize time spent with non-SWD peers we offer ESL services during period 0 and 9. All main content courses are programmed to begin period 1 and to end period 8. This allows our ELLs much flexibility by being able to partake in periods 0 and 9.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

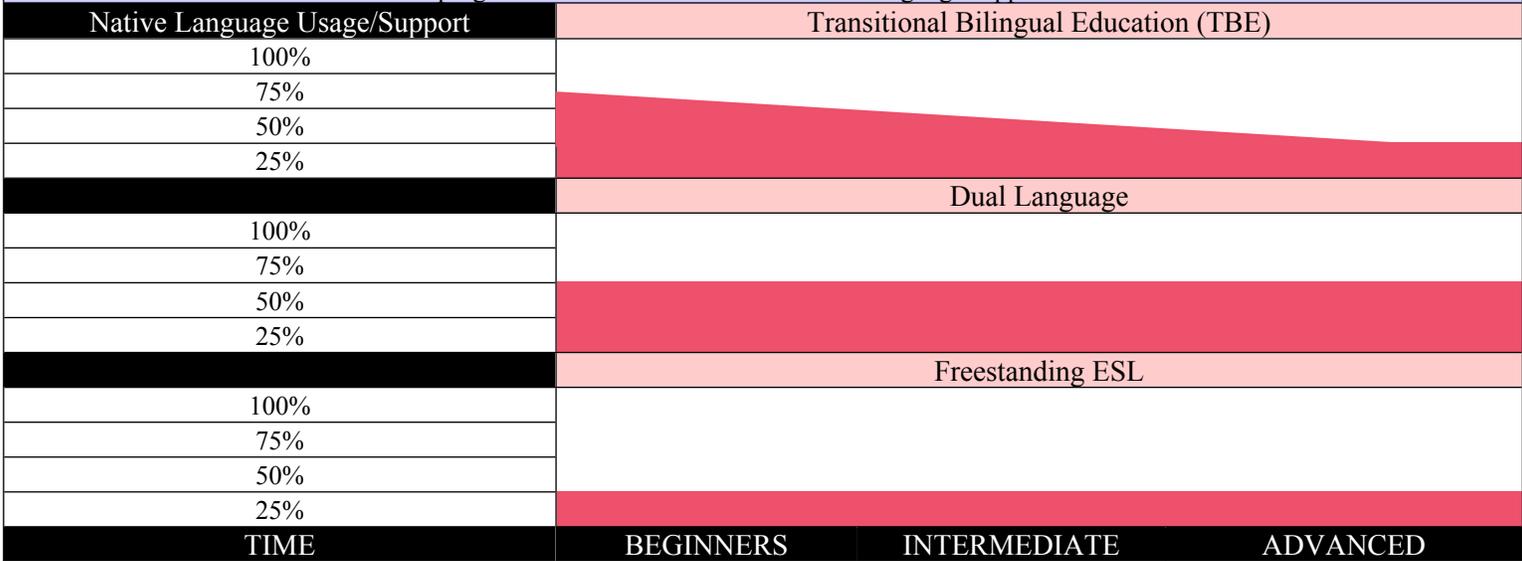
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

### ELA

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

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

### Mathematics Content Area

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

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

### Implications for Social Studies:

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

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

Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction  
Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning.  
Scaffold instruction with visual aids, such as maps, atlases, glossaries and dictionaries to increase comprehension  
Provide our Spanish speaking ELLs with a Spanish version of the class textbook.

Implications for Science:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we utilize this year:

Ensure adequate licensed personnel to deliver instruction as stipulated by NLCB and CR Part 154

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

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

Ensure that teachers modify assignments , classwork and assessments using online translation tools to modify assignments, classwork and assessments.

Our school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. Students are eligible for two years of test accommodations for all the NYS tests. Also parents of former ELLs are invited to school wide and NYC conferences and workshops.

BLS ELLs have equal access to all afterschool programs and supplemental services offered in our building. They are available to all students and parents alike - guidance counselor, family worker, parent coordinator, social worker, speech and language therapist and psychologist. We offer our students and ELLs alike a health club, drama club, music club, yearbook committee and a forthcoming ESL club. We are not going to discontinue any of the programs offered.

Students have choice and are permitted to use their native language with each other and dictionaries and glossaries can be used in the classroom for additional support.

The required services support and resources correspond to ELLs's ages and grade levels. We have a paraprofessional that travels with our 9<sup>th</sup> grade beginner ELLs for extra support within our ELLs's ELA , Social Studies and Science classes. They can also use Kindle Books.

The language electives offered to our ELLs are FS3, FS4, FS5 and FS6. In these classes, ELLs receive native language support to accelerate the literacy gains in both the native language and English, validate the prior knowledge students bring and bolster self-esteem.

Instructional material used are Spanish version of the classroom textbook, especially for beginners, modified assignments, classwork and assessments. ELLs can also choose to write their responses in their native language, dictionaries and glossaries.

The programs/services for ELLs our school plans to offer this spring are ESL elective classes L2L and ELA2 to continue to support our ELLs and provide continuity to the existing L1, L1L and ELA1 courses. Additionally, we plan on using the ELL periodic assessment.

### C. Schools with Dual Language Programs

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

n/a

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	2	1	1	11
Intermediate(I)										14	17	6	3	40
Advanced (A)										4	3	3	1	11
Total	0	0	0	0	0	0	0	0	0	25	22	10	5	62

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

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

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

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

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

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

**Native Language Tests**

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

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

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

Our ELLs are assessed on an ongoing basis with the help of literacy skills, teacher's assessment and observation data to drive teaching goals and instruction. Additionally, NYSESLAT (administered by Andreea Calin and Milka Cordero) provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next proficiency level or test out. Based on the 2011 NYSESLAT scores 4 ELLs tested out of ESL and are proficient now.

After reviewing the LAB-R data the following patterns were revealed:

Most of the newly registered students that are administered the LAB-R scored as beginners last year.

So far, this year we had 9 students that have been administered the LAB-R and one student tested out, 6 are intermediate and 2 are beginners.

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

It is the Reading and Writing modalities that hold our students back from the proficiency level therefore the instruction is focused on reading and writing primarily.

the Listening and Speaking modalities results show that the majority of our ELLs are mostly advanced and proficient.

the reports show that an English Language Learner's performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.

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

beginner ELLs did better on Algebra Regents than Living Environment. As a result, ELLs need work onb their language skills as well as their reading comprehension, writing and test taking strategies. As we take our students' performance on state exams into considerations, our ESL teachers are focusing on these areas in the classroom instruction.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other

assessments (LAB-R, teacher's assessments). This year we are going to strongly target language development across the grades and content area for the ESL students performing below grade level during the school day as well as extended hours. We will use more writing activities and reading strategies to make students improve their scores.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced level.

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

They include the following:

Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition for ELLs

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to be involved in purposeful conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson - journals. Ensure that teachers analyze students' data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.

Implement a print rich environment, use of ESL dictionaries and glossaries in all subjects.

Provide opportunities to convey to others problem solving strategies and the justification of their answer.

Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs

Up until now, our school has not used the ELL periodic assessment, but plans on using it the coming year.

During the January and June Regents exams, students are offered the Regents exam in both English and their native language when applicable.

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

### **Additional Information**

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

N/A

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Direct Instruction Supplemental Program will consist of the ELL iLearn Lab Academy. The ELL iLearn Lab Academy will take place Mondays - Thursdays from 3:00 PM - 5:00 PM (74 Sessions) and Saturdays from 9:00 AM - 2:00 PM (19 Sessions). The program consist of 2 teachers: Ms.Pedersen (ESL) + (Mr.Bradley (Math) OR Ms.Dell Italia (ELA/ Special Ed), as the ELA and Math teachers will alternate days. The cost to have these 2 additional teachers involved in both activities during every session would be a total cost of \$12,196 in excess of the Title III allocation. We plan on using Title III funds to pay for only 1 teacher. We will use Title 1 and Tax Levy, Fair Student Funding to fund the remainder cost of the program.

The ELL iLearn Lab Academy will be led by Ms.Pedersen, (ESL / ELA Teacher), Ms.Dell Italia (ISS ELA Teacher) and Ms.Hurtado (Bi-lingual Math A.P). We currently have the following: Cohort O (n=9) Cohort P (n=26) Cohort Q (n=19) Cohort R (n=15). However, based on our in house criteria of credit accumulation and # of passed regents required to be promoted to the next grade level on their transcript (based on NYS requirements) our data looks as follows: 12th grade (n=2) 11th grade(n=13) 10th grade (n=15) 9th grade (n=39). In addition our proficiency levels are as follows: Advanced (n=15) Beginner (n=18) and Intermediate (n=36). In total, BLS currently has 69 ESL students.

This supplemental program is designed to provide an educational setting for our ELL students that will help them focus and meet the following goals:

1) Language Acquisition 2) Credit Accumulation 3) Culture Assimilation 4) Interdisciplinary Tutoring

Online educational programs will be used to help achieve these goals. Compass Learning provides our students access to a myriad of DOE Credit Bearing Courses in all core subject areas. Compass Learning (Odyssey) offers personalized learning solutions that are aligned with State and Common Core Standards. Odyssey includes an engaging digital curriculum and offers comprehensive reporting features to assess progress and inform instruction.The CompassLearning Odyssey provides learning solutions which include lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for secondary students facilitate differentiated and personalized instruction, while formative assessments and reporting tools help drive data-driven decision making. Our ELL iLearn Lab Academy allows us to provide a response to intervention, credit and grade recovery, or college readiness. Struggling students that need to solely focus on literacy will use

### Part B: Direct Instruction Supplemental Program Information

Achieve 3000. Students wishing to focus on language acquisition will use Rosetta Stone.

All ELL students will have an AIC (Academic Intervention Plan) in order to identify each student's target goal and plan of action. Students will be referred to specific subject area teachers for academic assistance with the guidance and support of the ELL teacher. In addition, ELL students will participate in school trips and seminars that expose our and invite our students to explore, embrace and discuss American culture (Broadway Shows, Film Discussions, Multicultural Celebrations, Museums, American Landmarks etc.)

### Part C: Professional Development

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

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

Begin description here:

ELL professional development takes place through a number of different methods. We have common planning time where ELL teacher share best practices with non-ELL certified staff. During professional development Fridays we have a range of topics that we address throughout the year including strategies to meet the needs of the ELL learner. topics covered include differentiation, questioning techniques, engagement, assessment, and learning through the multiple intelligences. Mentors that we hire from external DOE organization bring with them their own strategies to increase the achievement of the ELLs. Our ESL teachers attend workshops from the Office of English Language Learners on topics that address the needs of our ELLs and then keyturns the information to content teachers. We also purchased PD 360 to give teacher differentiated professional development.

09/27/12: Achieve 3000

10/19/12: Co-Teaching- How to Have a Successful Push-in ESL Model

11/16/12: Achieve 3000

12/18/12: Compass Learning

12/19/12: ELL iLearn Lab Goal Setting

12/21/12: Online Video Series on Implementing a Successful RTI Model with English Language Learners

### Part C: Professional Development

12/27/12 & 12/28/12: Two-Day QTEL Literacy Institute  
01/11/13: Reading and Writing Non-Fiction: Instructional Implications for ELLs  
01/28/13: Annual LOTE (Languages Other Than English) Conference  
02/08/13: Title III AMAO Estimator  
03/08/13: MP4 Scholarship - Instructional Implications for ELLs  
04/05/13: ELL iLearn Lab Goal Setting

### Part D: Parental Engagement Activities

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

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

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

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

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

ELL Workshop Sessions will be conducted by our Bi-lingual Parent Coordinator - Mr. Suarez; ESL/ELA/ TESOL certified teacher Ms. Pedersen, and Ms. Calin our ESL Coordinator. Effort will be made to provide our community with external workshops that will be conducted by guest speakers.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		