



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX LAB SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X265

PRINCIPAL: CHRISTOPHER LAGARES

EMAIL: CLAGARE@SCHOOLS.NYC.GOV CHRISTOPHER.LAGARES@BRONXLABSCHOOL.ORG

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Christopher Lagares	*Principal or Designee	
Nilda De Los Santos Dontaine	*UFT Chapter Leader or Designee	
Virginia Woodley	*PA/PTA President or Designated Co-President	
Angela Contreras	DC 37 Representative, if applicable	
Marriah Cousins & Koyabi Mamam Nbiba	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Damaris Frias	School Business Manager/ SLT Chair	
Stacy Rogers	Teacher	
Ida White	Elected Parent	
Marcelo Chavarria	Elected Parent	
Diana Bennett	Teacher/ SLT Secretary	
Martha Gonzalez	Member/	
Edith Cuevas	Member/	
Marie Beaudouin		

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

New York State School Quality Review pg 5- 8

SQR Report page 8-9

“...”the roles of school leaders, as well as coaches should be considered and structures should be put into place to ensure that the work of coaches should be considered and structures should be put in place to ensure that the work of coaches and school leaders complement and support one another in improving student outcomes.”

“professional development must be on-going and sustained and should be differentiated to meet the needs of all teaching staff. Consider varied activities such as learning walks, structured inter-visitation, professional videos with self-reflection, lesson student and the examination of student work.”

“teachers should set individual professional goals in continuation with their assistant principal and the observation process should be utilized as a vehicle to assist teachers in attaining these goals.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To further develop a research-based informal and formal system of observations at Bronx Lab, and to provide differentiated supervision of each faculty member, the assistant principal will meet with Department Chairs once a week to provide training on low-inference note-taking, and the process of instructional walk-through. The assistant principal will also train teachers to develop individual smart goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

In order to support this work, an Informal observation Google document has been created to provide teachers with immediate feedback regarding their practice during snap shot visits. This document is aligned to domains of the research-based rubric, which for BLS is Kim Marshall. An ICT partnership was added to this

rubric by the principal and assistant principal. As part of our school-wide professional development plan we have collaborated with Kim Marshall to support teacher curriculum development, Dr. John Jenkins to support the development of Department Chairs, the Institute for Student Achievement for the continued work on the development of teacher goals and classroom practices, an network support for teacher teams. We have developed a school-wide vision in alignment with the Citywide Instructional goals to create a research-based rubric as well as strong teacher teams. Department Chairs work closely with the Coaches and Assistant Principal to conduct frequent cycle observations and to develop skills to move instruction in alignment with CIE. We utilize an observation tracker and revisit department and individual goals throughout the academic year.

Activities/ Deliverables What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?	Person(s) Accountable Who will ensure that the activity is implemented ?	Helpers Who can collaborate?	Timeline for Activity When exactly will this activity take place?	Resources What resources (time, money, external partners) do you need to invest?	Benchmarks and Performance Indicators How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?
Observations and WALKTHROUGHS					
Professional Development to New Staff on expectations in classes and what we will look for in observations	Christopher	Lorraine/ Chris B.	New Staff Meetings	Mastery Objectives Cheat Sheet	Teachers can explain back what is expected of them
Collect mastery objectives from the first 5 lessons from every teacher in September and February	Christopher	Lorraine	Sept. 7th & Feb. 28th	Mastery Objectives Cheat Sheet and Depth of Knowledge Sheet	Collection of Mastery Objectives from all teachers.
School leaders will develop use of research based rubric, based on Kim Marshall, to observe classes both formally and informally.	Christopher	AP/ Department Chairs/ ISA Coaches	Sept. 18th	Observation worksheets	Minutes from Department Summits and other meetings.
Conduct informal observations at least once.	Christopher & Lorraine	Rob and Sheila	By October 1st	Peer Accountability, observation tracker	Observation Tracker, excel spread sheet on Google docs
Train leadership on Observation tracker, Google docs informal tracker, and spreadsheet to keep track of observations.	DC	Christopher	By October 1	Observations templates, notes from observations	Observation Tracker
Every staff member untenured or up for tenure formally observed by Jan. 28th at least twice.	Christopher	Lorraine	Feb. 1st	Observation Tracker	Observation Tracker

				Plan (Section 1 & 2). This plan is connected to the Bronx Lab Instructional Framework, High Expectations, Data Driven Protocols, and developing a reflective practitioner lens.	
Develop a norm understanding of Danielson. Start a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth and understand good teaching practices.	Christopher & Lorraine	DC	Target Professional Development Dates throughout the year (At least 2, 2hr PD sessions)	Observations, shared language during instructional conversations	Observation Tracker, PD notes and reflections throughout the year
CCSS					
Teachers create 8 Unit Plans from UbD Template to use as basis for developing their curriculum maps for next year.	DC	Christopher, Lorraine, ISA Coaches	Every Quarter	Time DM and DCM	Collected Unit Plans
Create a year long FG Calendar	DC	Christopher	By September 12th	Time in Dept Chair Meetings/ Feedback from Staff/ Google Docs	FG Calendar on Google Docs
PD to support staff in aligning units to CCSS	Kim Marshall	Department Chairs	3 times during the year	Materials from CFN 106	a. Unit Plans and Gateway Projects submitted at the quarters
Kim Marshall will lead staff in professional development around UBD, Essential Questions, and creating CCSS aligned units	Kim Marshall	Christopher, Lorraine, and DCs	4 sessions	UBD materials, Unit templat	4 PD sessions to help teacher write their Unit Templates
Managing Difficult Behaviors	Rachel Lissy from Ramapo	Christopher and Lorraine	2 sessions on Sept. 4th and Sept. 5th	Ramapo Resources	Staff Attendance on Sept. 4th and Sept. 5th and follow-up walkthroughs to check on implementation of strategies

Behavior Planning Workshops to create plans and find solutions for students who are struggling the most with behavior related issues	Bob Schwartz from Ramapo	Christopher and Lorraine	2 sessions on Nov. 6th and Jan. 28th	Ramapo Resources	Staff Attendance on Nov. 6th and Jan. 28th & follow-up walkthroughs to check on implementation of strategies
Staff will be involved in targeted Classroom Management PD through the organization Ramapo.	Bob Schwartz from Ramapo	Christopher, Lorraine, ISA Coaches, and Student Affairs	4 coaching sessions throughout the year	Ramapo Coach, Bob Schwartz, to work with up to 5 BLS teachers	One-on-one Ramapo coaching sessions and debrief meetings
Continue to develop staff's understanding of Response to Intervention(RTI)	Christopher, Nilda, Naima	Learning Support Department	At least 2 PD sessions	CFN Network 106 materials, http://www.rti4success.org materials	Teachers plan to use strategies from RTI sessions
Department PLTs Presentations	PLT leaders	DC	January 30th and June 7th PDs	a. Staff will select topics by Oct 5th b. Enrolled in groups	PLT roundtable updates on January 28th PLT presentations in June 6th
New Staff Meetings	Lorraine/ Chris B.	Mentors	Weekly for September and October. Once a month starting in November	Various teacher resources	New Staff Portfolios (see below)
Untenured/ New Staff to BLS Portfolios	Lorraine & Untenured Teachers	DC, Chris B	Review at the end of each quarter	Weekly meeting time with untenured teachers	End of the year portfolio presentations

Budget and resource 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.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I Priority/Focus
 School Aides Per-session
 SWP Teacher Per-session
 Guidance counselor per-session
 Supervisor Per-session Curriculum & Staff development

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a result of SINI monies the school leader has implemented additional work:

Kim Marshall: To deliver instructional support we offer teachers the opportunity to stay beyond the Kim Marshall Professional Development Faculty Gathering time. The Per Session opportunity is time to work with Kim Marshall on unit plan development. (Vendor consultant/ Title I Priority/Focus SWP)

Dr. John Jenkins: Will deliver professional development for the Department Chair team of BLS which will: (1) increase their capacity to provide effective coaching and actionable feedback to teachers that will drive high quality instruction; (2) support teachers in designing and delivering rigorous common core aligned assessments (Gateways, Unit, PARCC); (3) use the instructional rounds model as a tool to observe and gather evidence of effective instructional practice across the school community. Services will be delivered through onsite facilitation of professional learning community models that include the team of Department Chairs and school administration. (Vendor consultant /Title I Priority/Focus SWP)

Twilight Program: The development of an Extended Learning Time program was designed to increase credit attainment, Regents Preparation and college and career readiness for students in Cohort N, O & P who have fallen behind in their progress toward graduation. Core Courses will be offered during Monday & Wednesday, and Music and Physical Education will be offered on Monday and Friday. The ELT will run for approximately 22 sessions beginning January 29- May 16th. Students will receive bi-weekly progress reports that will include their attendance records and assessment grades. There will also be two school aides who will help to process attendance, collect attendance, call parents, and ensure safety in the hallways and classrooms. We have also bought supplies for students and teachers which includes; folders, gym materials, paper, folders, and pens for teachers and students (school aide Per-session/ Title I Priority/Focus SWP)

Data Inquiry: In order to expand our data inquiry work the guidance counselors, in the Office of College Placement, will work in conjunction with the Bronx Lab School Inquiry Team to develop and implement systems for determining student progress toward graduation for Cohorts N, O, and P. The Inquiry Team will meet every Tuesday from 3:25 – 4:25 to determine areas of data analysis that will have the greatest impact on student achievement and progress. One additional hour each week is requested for Inquiry Team members to do the data analysis assigned at the weekly meeting. The areas of concern include but are not limited to: (a) identifying the courses for which there is greatest credit deficit; (b) identifying target lists for each of the required Regents exams; (c) tracking progress of each Cohort toward meeting AYP in ELA and math; (d) identifying students who are eligible for Credit Recovery. The Inquiry Team will use the data to support the instructional teams at Bronx Lab—departments, course teaching teams, and Regents Prep course instructors. By identifying areas of course credit and Regents exam deficit, the work of the Inquiry Team will support student credit accumulation and the school's graduation rate. (Title I Priority/Focus SWP for Guidance

Counselor(s) participation/ ARRA RTT Citywide Instruction/ Guidance counselor per-session)

Smartboard certification: Fifteen teachers will participate in TEq, a service that provides SMART Board certification. This will help teachers to implement and use SMARTBOARDS properly in the classrooms and ensure that they are being used to enrich classroom experiences and move student achievement (Curriculum and Staff development, tEQ-quipment)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR Report page 4

“Improve course outlines and content...”

“Work to ensure that there is consistency in quality of course outlines/templates and those gateways and rubrics are included in the documents that are developed.”

City Wide Instructional Expectations

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Each student will experience 8 Common Core aligned units of study (2 in Math, 2 in ELA, 2 in Social Studies, and 2 in Science). All ELA, Science, and Social Studies teachers will also develop Common Core aligned Gateway Assessments that incorporate "writing for argument" and informational text. All Algebra teachers will develop Common Core aligned Gateway Assessments that incorporate using expressions and equations via modeling. All Geometry teachers will develop Common Core aligned Gateway Assessments that incorporate using congruence via modeling.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

<p>Activities/ Deliverables What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</p>	<p>Person(s) Accountable Who will ensure that the activity is implemented?</p>	<p>Helpers Who can collaborate?</p>	<p>Timeline for Activity When exactly will this activity take place?</p>	<p>Resources resources (time, money, external invest?)</p>
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CCSS				
4 Gateway Projects will be aligned to Common Core State Standards (CCSS) in ELA, Math, Science, and Social Studies.	Chris B., John McCrann, Frank McCaughey, and Lauren	Lorraine	One project a quarter	Time in DM and DCM
Teachers create 8 Unit Plans from UbD Template to use as basis for developing their curriculum maps for next year.	DC	Christopher, Lorraine, ISA Coaches	Every Quarter	Time DM and DCM
Analysis of Student Work in Department Meetings around CCSS Tasks	DC	Christopher, Lorraine,	1x in Fall and 1x in Spring	Time in DM
Each student will experience 8 Common Core aligned units of study (2 in Math, 2 in ELA , 2 in Social Studies , & 2 in Science)	DC	Christopher, Lorraine, ISA Coaches	Every Quarter	Time DM and DCM
PD to support staff in aligning units to CCSS	Kim Marshall	Department Chairs	3 times during the year	Materials from CFN 106
Consultant Kim Marshall will lead staff in professional development around UBD, Essential Questions, and creating CCSS aligned units	Kim Marshall	Christopher, Lorraine, and DCs	4 sessions	UBD materials, Unit template
Other Supports				
<p>1. Two coaches from the Institute of Student Achievement (ISA) will work with the assistant principal and Principal in weekly visit to classrooms to provide feedback centered to maximize student learning.</p> <p>2. Consultant Kim Marshall will work with staff on designing their Common Core Units, looking at Understanding By Design, Essential Questions, and assisting teachers in revising their current units.</p> <p>3. Departments will continue to create and develop a scope and sequence started in June 2012.</p> <p>4. There will be 8 CCSS themed Department Meetings and PDs throughout the year where teachers will look at student work and develop a CCSS rubric.</p> <p>5. Teachers meet monthly in department teams to develop / refine units, lessons, tasks, and rubrics to assess the use of evidence to support a claim in all content areas with the exception of Mathematics. The Math Department team meets monthly to develop/refine units, lessons, tasks, and rubrics to incorporate using expression and equations via modeling in Algebra, and using congruence via modeling in Geometry.</p> <p>6. Additional PD opportunities provided by the Network.</p> <p>7. Teachers will have access to Common Core Library.</p>				

Budget and resource 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.

Other-describe here: __ Title I Priority/Focus
SWP _____ Other-describe here: Title I
Priority/Focus

- Tax Levy Title IA Title IIA Title III Set Aside Grants Guidance counselor per-session

Service and program coordination

- *Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).*

As a Title I School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this plan from September 2012-June 2013.

Kim Marshall: Title I Priority/Focus SWP
Institute for Student Achievement: Coaches- Title I SWP 10% Curriculum and Staff Development
Dept. Chairs for Curriculum Development: Title I SWP Per Session
Per-session for teachers

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR Report page 8

“Develop and implement a professional development plan that spans the entire school year to capture and organize the multiple professional development initiatives....”

“Teachers should set individual professional goals in continuation with their assistant principal and the observation process should be utilized as a vehicle to assist teachers in attaining these goals.”

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

All tenured teachers will be formally observed using a research-based observation rubric (based on Kim Marshall’s rubric) twice and all untenured teachers will be formally observed 6 times throughout the school year. All teachers will be informally observed at least twice a month using a specific section of the Kim Marshall rubric.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Activities/ Deliverables What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?	Person(s) Accountable Who will ensure that the activity is implemented?	Helpers Who can collaborate?	Timeline for Activity When exactly will this activity take place?	Resources What resources (time, money, external partners) do you need to invest?	Benchmarks and Performance Indicators know what's in place and what's working know that you're making forward toward your target goal? What do you collect and how will you collect it?
Staff Professional Development					
Create a year long Professional Development Calendar	DC	Christopher	By September 12th	Time in Dept Chair Meetings/ Feedback from Staff/ Google Docs	FG Calendar on Google Docs
New Staff Meetings	Lorraine/ Chris B.	Mentors	Weekly for September and October. Once a month starting in November	Various teacher resources	New Staff Portfolios (see below)
Untenured/ New Staff to BLS Portfolios	Lorraine & Untenured Teachers	DC, Chris B	Review at the end of each quarter	Weekly meeting time with untenured teachers	End of the year portfolio presentations
Observations and WALKTHROUGHS					
Professional Development to New Staff on expectations in classes and what we will look for in observations	Christopher	Lorraine/ Chris B.	New Staff Meetings	Mastery Objectives Cheat Sheet	Teachers can explain back what is expected
Collect mastery objectives from the first 5 lessons from every teacher in September and February	Christopher	Lorraine	Sept. 7th & Feb. 28th	Mastery Objectives Cheat Sheet and Depth of Knowledge Sheet	Collection of Mastery Objectives from all
School leaders will develop use of research based rubric, based on Kim Marshall, to observe classes both formally and informally.	Christopher	AP/ Department Chairs/ ISA Coaches	Sept. 18th	Observation worksheets	Minutes from Department Summits and
Conduct informal observations at least once.	Christopher & Lorraine	Rob and Sheila	By October 1st	Peer Accountability, observation tracker	Observation Tracker, excel spread sheet
Train leadership on Observation tracker, Google docs informal tracker, and spreadsheet to keep track of observations.	DC	Christopher	By October 1	Observations templates, notes from observations	Observation Tracker

Every staff member untenured or up for tenure formally observed by Jan. 28th at least twice.	Christopher	Lorraine	Feb. 1st	Observation Tracker	Observation Tracker
Individual Teacher Development Plan & 3 SMART GOALS.	Lorraine	Christopher	September 14th and January	Each teacher is responsible for completing and submitting an Individual Teacher Development Plan (Section 1 & 2). This plan is connected to the Bronx Lab Instructional Framework, High Expectations, Data Driven Protocols, and developing a reflective practitioner lens.	Observation Tracker
Develop a norm understanding of Danielson. Start a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth and understand good teaching practices.	Christopher & Lorraine	DC	Target Professional Development Dates throughout the year (At least 2, 2hr PD sessions)	Observations, shared language during instructional conversations	Observation Tracker, PD notes and reflection the year

Other Supports

1. Per-session for New Staff to BLS Orientation (1 day for all New Staff members to BLS)
2. The principal, assistant principal, department chairs, and ISA coaches will conduct frequent informal walkthroughs to help develop the staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom culture.

Budget and resource 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.
 Tax Levy Title IA Title IIA Title III Set Aside Grants SWP _____
Other-describe here: _ Title I Priority/Focus _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Assistant Principal- Classroom Observations: Title I SWP/TL Fair Student Funding
- Lead Teacher- Leadership Coach: TL Lead Teacher/ Title I SWP/ Contract for Excellence
- Institute for Student Achievement Coaches: Title I SWP 10% Curriculum and Staff Development
- Dept. Chairs: Title I SWP Per Session

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR Report page 3

“It is also unclear how Advisories are monitored in order to ensure that they are having a positive impact on school tone and student behavior.”

“Advisory curriculum should be in place for grades 9-12 and monitored in order to ensure that they are having a positive impact on school tone and student behavior.”

“Ensure that a school-wide code of conduct with clear expectations for student and transparent consequences regarding code infractions.”

Living Environment Survey 2009-2010

Only 50% of the staff agreed with the statement that “order and discipline are maintained in the school.”

We earned a C in 2010-2011 and 2009-2010 for the category that measures School Environment.

OORS Data comparing 2008-2009, 2009-2010, 2010-2011, and 2011-2012

The number of suspensions increased comparing 2008-2009 and 2009-2010.

The number of fights have started to decrease comparing 2010-2011 and 2011-2012

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

Develop the staff's ability to address disciplinary problems and cultivate a positive, collaborative classroom culture conducive to academic achievement. The percentage of teachers who agree with the statement “Order and discipline are maintained at my school” from the Learning Environment Survey *will increase by 5%* for 2012-2013 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Activities/ Deliverables	Person(s) Accountable	Helpers	Timeline for Activity	Resources	Benchmarks and Performance Indicators
The BLS 5 & the 100% Respect Campaign					
Managing Difficult Behaviors	Rachel from Ramapo for Children	Christopher and Lorraine	2 sessions on Sept. 4th and Sept. 5th	Ramapo Resources	Staff Attendance on Sept. 4th and Sept. 5th and follow-up walkthroughs to check on implementation of strategies
Behavior Planning Workshops to create plans and find solutions for students who are struggling the most with behavior related issues	Rachel from Ramapo	Christopher and Lorraine	2 sessions on Nov. 6th and Jan. 28th	Ramapo Resources	Staff Attendance on Nov. 6th and Jan. 28th & follow-up walkthroughs to check on implementation of strategies
Staff will be involved in targeted Classroom Management PD through the organization Ramapo.	Rachel from Ramapo	Christopher, Lorraine, ISA Coaches, and Student Affairs	4 coaching sessions throughout the year	Ramapo Coach, Rachel, to work with up to 5 BLS teachers	One-on-one Ramapo coaching sessions and debrief meetings

1. Survey Monkey will be sent to staff after the first 30 days of school, to see if there has been a change in how staff responded to June Survey.	Christopher will create the survey. Dean, Francesca, and Lindsey are held accountable.	Christopher, Lorraine, ISA Coaches, and Student Affairs	1. Survey will be sent out by Friday October 19th.	1. Survey Monkey	1. The findings from June and October will be compared to identify strengths and areas of growth.
Hold 2 Discipline Summits	Dean	Lindsey and Francesca	1. One held during January Regents Week 2. Another held in April	1. Survey Monkey 2. 360 Committee Findings	1. Results on Survey Monkey will ask staff if their concerns from the Discipline Summits have been heard and met
Increase Class time					
Student Affairs develop a progressive development plan as part of the BLS Disciplinary Guide for students and staff in Staff Handbook and Student Handbook. This guide will list the most common offences and possible responses.	Dean	Christopher, Lindsey, and Francesca	Student Affairs systems are reviewed with advisors during the staff retreat.		Staff will evaluate the effectiveness of the Behavior Guide twice throughout the year, January and June, offering suggestions about how Student Affairs can support maximizing class time.
Contact incoming 8th Grade students with attendance issues	Assistant Dean of Students		In July and August Meetings were set up to bring in parents	1. ATS	1. By September 15th, all students on this identified list have been met with and a lateness plan put into place.
Increase consistency: Establish and follow-up on clear protocols					

					3. Evaluated in above mentioned Survey Monkey and discipline summits in Jan and April
Cutting protocol	Dean and Francesca	Lindsey	Delivered to staff in September	Staff Handbook	1. Created in June and summer 2. Delivered to staff in September 3. Evaluated in above mentioned Survey Monkey and discipline summits in Jan and April
Detention Reflection Sheet	Lindsey	Francesca and Dean	1. Created By August 2. Implemented in September	Staff Handbook, BLS 5, 100% Respect6	1. Students will write a reflection when they serve detention and the reflection will be put in the mailboxes of the advisor.
The BLS 5 & the 100% Respect Campaign					
BLS 5 (Year 3)	Dean of Students & Lindsey	9th Grade ATL, Future Advisory Planning Committee	1. Plaster the walls and bulletin boards with BLS 5 Signs and motivational signs for new year (Sept 8th) 2. 9th Grade Introduction to the BLS 5 lesson 3. BLS 5 Lessons for grades 10th-12th	1. Advisory curriculum materials 2. Posters	1. Plaster the walls and bulletin boards with BLS 5 Signs and motivational signs for new year (Sept 8th) 2. 9th Grade Introductory BLS 5 lessons 3. BLS 5 Lessons for grades 10th-12th, 4 Lessons, 1 quarter)

		Lorraine	and 9th graders do Personalize the Guidelines at Orientation 2. Introduce 100% Respect campaign and lessons to New Staff 3. Revisit 100% Campaign at Staff Retreat		Staff to BLS Orientation 2. 4. Have student body sign the pledge on how to handle being disrespected 5. Hold an Anti-Bullying campaign in the Fall 6. Each grade to create a lessons around the 100% Respect Guidelines as it fits the needs of the grade (ex. Know Your Rights in 10th grade)
Develop Respect Reps	Matthew Guldin from Cross-Cultural Consultancy	Christopher and Lorraine	1. Matthew will work on developing our Respect Reps(2 student representatives from each Advisory) on issues such as how to react when disrespected, how to deal with bullying, and being an up stander.	1. Materials from Matthew and 100% Team	1. Bi-monthly meetings minutes
Create an Anti-Bullying Week	Matthew Guldin from Cross-Cultural Consultancy	Christopher and Respect Reps	1. Christopher and Matthew will work with respect reps to help them plan, develop, and execute Anti-Bullying Week.	1. Copies of Anti-Bully Pledge	1. Anti-Bullying Pledge 2. Anti-bully lesson during Advisory 3. Respect Reps host the movie "Cyberbully."
Respect Advisory	Matthew Guldin from Cross-Cultural		1. 1 Lesson in		1. 1 Lesson in

			lesson in April		lesson in April
Classroom Management Coaching					
Managing Difficult Behaviors	Rachel from Ramapo	Christopher and Lorraine	2 sessions on Sept. 4th and Sept. 5th	Ramapo Resources	Staff Attendance on Sept. 4th and Sept. 5th and follow-up walkthroughs to check on implementation of strategies
Behavior Planning Workshops to create plans and find solutions for students who are struggling the most with behavior related issues	Rachel from Ramapo	Christopher and Lorraine	2 sessions on Nov. 6th and Jan. 28th	Ramapo Resources	Staff Attendance on Nov. 6th and Jan. 28th & follow-up walkthroughs to check on implementation of strategies
Staff will be involved in targeted Classroom Management PD through the organization Ramapo.	Rachel from Ramapo	Christopher, Lorraine, ISA Coaches, and Student Affairs	4 coaching sessions throughout the year	Ramapo Coach, Rachel, to work with up to 5 BLS teachers	One-on-one Ramapo coaching sessions and debrief meetings
Other supports					
<ol style="list-style-type: none"> 1. Targeted small group counseling with Ms. Stacy Rogers 2. Student Council 3. FECS Counseling Services on Campus 4. Montefiore Clinic Services on Campus 					

Budget and resource 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.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Professional Services- Federation Employment Guidance Services- Social Worker: Title I SWP
- Cross Cultural Consulting- Matthew Guldin: Title I SWP
- Ramapo- Title I SWP 10% Curriculum and Staff Development
- Community Assistant- Fair Student Funding
- Full-time Dean- Fair Student Funding
- Spirit Committee- Title I SWP Per Session
- Advisory Team Leaders- Title I SWP Per Session

implemented?

1	Update email & phone database	Damaris/ Shenea	Angela Maritza Basilda	1-Nov	Email Data Base Collection Forms	400 Emails (Depending on how many parents use email)
2	Establish and promote LeAP workshops for parents (GED Courses)	Damaris/ Shenea/ PTA	PTA	Depending on budget (possibly 10 classes)	LeAP Facilitators/ Title I Funds	A maximum of 20 parents can participate
3	Staff Appreciation Dinner	Damaris/ Shenea	PTA/Supp ort Staff	18-Apr-13	Title I Funds/Parent Coordinator Funds	50 parents/BLS Staff
4	Field Day/BBQ	Damaris/ Shenea	PTA/Supp ort Staff	18-May-12	Title I Funds/Parent Coordinator funds	150 parents/ BLS Students and Staff
5	Ensuring NYC DOE PA meeting requirements	Damaris/ Shenea	PTA	Every Month	Unknown Contact for 2012-2013	20 parents at each PA/ Staff Participation at Sept., Oct., Nov., and April
6	Monthly Newsletter	Damaris/ Shenea	Chris	Every Month	Wilmer Hale Printing Services	All Parents
7	Post Welcoming Signs for Parents/Guidance to Desired Locations	Damaris/ Shenea	Support Staff	By September	Copies	3rd and 4th floor
8	Dedicated Space for Parent Pamphlets and Useful Information	Damaris/ Shenea	Support Staff	By September	Copies	By Main Office and in OCP

9	Ensure PA Executive Board Members attend at least five Borough Meetings	PA Board	PA Board	Sept-June	FACE	PA Board
10	Increase number of Parents at Parent Teacher Conferences	Advisors	Parent Outreach/ Office Staff	Twice a year	Time in FG to call	245 parents in Fall/ 230 parents in Spring

Budget and resource 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.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _ Title I Priority/Focus
 SWP Non-Contractual Services/Parent

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Network Support- Guest Speakers
- Title I Translation Funds- Support Staff Per Session (mailing translations, translations during all parent meetings)
- GED classes for parents through the LeAP Program- Title I 1% Parent Involvement
- Parent Workshops and Incentives- Title I Priority/Focus SWP
- Parent Liaisons: School Business Manager and Guidance Counselor- TL Fair Student Funding/ TL Parent Coordinator HS

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	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery- afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the ELA Department meetings.</p> <p>Ladders: Small group supports of 9th Grade Students with IEPs receive extra support to work on their assignments.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula(on-line grading system) updates.</p>	<p>Office hours – 2 days afterschool per class</p> <p>Credit Recovery-afterschool support, 2 days afterschool per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Ladders: After-school program on Mondays and Thursdays.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>

	<p>9th Grade Students with IEPs receive extra support to work on their assignments.</p> <ul style="list-style-type: none"> • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP 		
Mathematics	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery- afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under- 	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the ELA Department meetings.</p> <p>Ladders: Small group support of 9th Grade Students with IEPs receive extra</p>	<p>Office hours – 2 days afterschool per class</p> <p>Credit Recovery- afterschool support, 2 days afterschool per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Ladders: After-school program on Mondays and Thursdays.</p>

	<p>performing students</p> <ul style="list-style-type: none"> • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP 	<p>support to work on their assignments.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula(on-line grading system) updates.</p>	<p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>
Science	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery- afterschool support to help students earn credit by 	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Differentiated programming:</p>	<p>Office hours – 2 days afterschool per class</p> <p>Credit Recovery- afterschool support, 2 days afterschool per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p>

	<p>meeting required seat time and doing appropriate work.</p> <ul style="list-style-type: none"> • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming 	<p>Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the ELA Department meetings.</p> <p>Ladders: Small group support of 9th Grade Students with IEPs receive extra support to work on their assignments.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula (on-line grading system) updates.</p>	<p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Ladders: After-school program on Mondays and Thursdays.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>
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	events; SEE PIP		
Social Studies	<ul style="list-style-type: none"> • Office hours – tutoring services after and before school for targeted students • Credit Recovery- afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities that build academic skill and are credit-bearing • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Ladders: After-school program to support 9th Grade Students with IEPs receive extra support to work on their assignments. • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem 	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the ELA Department meetings.</p> <p>Ladders: Small group support of 9th Grade Students with IEPs receive extra support to work on their assignments.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula (on-line grading system) updates.</p>	<p>Office hours – 2 days afterschool per class</p> <p>Credit Recovery-afterschool support, 2 days afterschool per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Ladders: After-school program on Mondays and Thursdays.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>

	<p>solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events; SEE PIP</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Advisory: Academic support via advisory and one-on-one parent/guidance meetings • Office of College Placement: OCP that supports students over four years in their college application process and push-in services to advisory to build awareness of academic standing • Grade Summits: Information gathering and sharing with staff around high risk students and their needs • SBST: Regular school based support team meetings to plan for neediest student • Student-run peer mediation program • 9th Grade Fire Side Chats 	<ul style="list-style-type: none"> • Advisory: Small groups. • Office of College Placement: Small groups and one-on-one • Grade Summits: One-on-one. • SBST: Team meeting. • Student-run peer mediation program: Small group. • 9th Grade Fire Side Chats: Small group. • 11th Grade Fire Side Chats: Small group. Grade on-track, off-track, and slightly off-track meetings: Small group. 	<ul style="list-style-type: none"> • Advisory: Four days a week (Monday, Tuesday, Thursday, and Friday). • Office of College Placement: 1x a month grades 9 to 11th. School Wide push happens in March with school wide College March Madness that focuses on the college admission process. • Grade Summits: Three times a year (usually mid quarter) • SBST: Weekly. • Student-run peer mediation program: As needed. • 9th Grade Fire Side Chats: In December. • 11th Grade Fire Side Chats: In February. Grade on-track, off-track, and slightly off-track meetings: Two times a year.

	<ul style="list-style-type: none">• 11th Grade Fire Side Chats• Grade on-track, off-track, and slightly off-track meetings		
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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.

Recruitment

Bronx Lab has a four phase hiring process to ensure that we recruit high qualified teachers.

Phase I: Read through resumes and screen for candidates whose experience match the goals of our mission statement.

Phase II: Candidates must answer three questions in writing: Why do you want to work at a small school? Why do you want to work at Bronx Lab School? What is your philosophy with respect to the following: i. Planning? ii. Assessments? and iii. Delivering Instruction

Phase III: Candidates must submit a project-based assessment that includes the following: a. Calendar/timeline

b. Explanation of how the assessment is differentiated c. Answers to the following questions: (limit 100 words each) i. What are the key cognitive skills developed in this assessment? ii. What are the content skills addressed in this assessment? iii. As a teacher, how would/do you assess student mastery in this assessment?

Phase IV: Demo-lesson and formal interview

Retention, assignments, and support

Activities/ Deliverables What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?	Person(s) Accountable Who will ensure that the activity is implemented?	Helpers Who can collaborate?	Timeline for Activity When exactly will this activity take place?	Resources What resources (time, money, external partners) do you need to invest?	Benchmarks and Performance Indicators How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?
Staff Professional Development					
Create a yearlong Professional Development Calendar	DC	Christopher	By September 12th	Time in Dept Chair Meetings/ Feedback from Staff/ Google Docs	FG Calendar on Google Docs
New Staff Meetings	Lorraine/ Chris B.	Mentors	Weekly for September and October. Once a month starting in November	Various teacher resources	New Staff Portfolios (see below)
Untenured/ New Staff to BLS Portfolios	Lorraine & Untenured Teachers	DC, Chris B	Review at the end of each quarter	Weekly meeting time with untenured teachers	End of the year portfolio presentations
Observations and WALKTHROUGHS					

Professional Development to New Staff on expectations in classes and what we will look for in observations	Christopher	Lorraine/ Chris B.	New Staff Meetings	Mastery Objectives Cheat Sheet	Teachers can explain back what is expected of them
Collect mastery objectives from the first 5 lessons from every teacher in September and February	Christopher	Lorraine	Sept. 7th & Feb. 28th	Mastery Objectives Cheat Sheet and Depth of Knowledge Sheet	Collection of Mastery Objectives from all teachers.
Conduct informal observations at least once.	Christopher & Lorraine	Rob and Sheila	By October 1st	Peer Accountability, observation tracker	Observation Tracker, excel spread sheet on google docs
Every staff member untenured or up for tenure formally observed by Jan. 28th at least twice.	Christopher	Lorraine	Feb. 1st	Observation Tracker	Observation Tracker
Individual Teacher Development Plan & 3 SMART GOALS.	Lorraine	Christopher	September 14th and January	Each teacher is responsible for completing and submitting an Individual Teacher Development Plan (Section 1 & 2). This plan is connected to the Bronx Lab Instructional Framework, High Expectations, Data Driven Protocols, and developing a reflective practitioner lens.	Observation Tracker
Develop a normed understanding of Danielson. Start a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth and understand good teaching practices.	Christopher & Lorraine	DC	Target Professional Development Dates throughout the year (At least 2, 2hr PD sessions)	Observations, shared language during instructional conversations	Observation Tracker, PD notes and reflections throughout the year

PARENT INVOLVEMENT POLICY (PIP)

Bronx Lab School agrees to implement the following statutory requirements:

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

1. Bronx Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

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

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

workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Parenting workshops via our CBO, FEGS
 - ii. Frequent outreach and interaction between students and advisors
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Organizing active parent outreach via Bronx Lab School parent coordinator and staff
 - ii. Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Parent programming via FEGS, our CBO community partner
 - ii. Active outreach by Director of College Placement to parents to build awareness of college application process
 - iii. Active SLT programming and outreach

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

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

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

- provide other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Bronx Lab School on in May 2006 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2012.

SCHOOL-PARENT COMPACT

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

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

This school-parent compact is in effect during school year 2012-2013.

School Responsibilities

The Bronx Lab School will:

1. Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State's student academic achievement standards and matriculate into college.
2. Communicate regularly with parents regarding student achievements, progress and concerns.
3. Inform parents of students' academic progress on a regular basis by:
 - Disseminating progress reports in October, December, February, and May.
 - Holding parent-teacher conferences in October and March.
 - Providing an annual report of students' progress toward graduation.
4. Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Jazz Concerts, Internship Presentations, Talent Shows, Awards Assemblies and Grade-wide Celebrations).

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

Parent Responsibilities

Parents will:

1. Ensure his/her child's timeliness and daily attendance.
2. Inform the school of any planned absences, tardiness, or changes in phone number and address.
3. Ensure his/her child comes to school prepared with the materials necessary to learn.
4. Check in with his/her child regularly regarding assignments and preparation for exams.
5. Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.

6. Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.
7. Encourage his/her child's participation in enrichment programs.
8. Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly reading or listening to all school communication.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	494	Total Number of ELLs	21	ELLs as share of total student population (%)	4.25%
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Part II: ELL Identification Process

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

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

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

The people responsible for this are:

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL		0	0	5	1	4	5	0	5	10
Total	0	0	0	5	1	4	5	0	5	10

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	5	2	3	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	5	2	3	21								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

7. Although they are Category X on their IEPs, they are enrolled in a content literacy class with the ESL teacher to provide a comprehensive support program in order to ensure academic success. The ESL teacher collaborates with the Learning Support Department and meets with teachers to share strategies to meet the unique needs for ELLs with cognitive delays in the least restrictive environment. The least restrictive environment ensures that students are programmed in mainstream classes, Team teaching classes and choice classes with other peers. Students are also enrolled in enrichment classes based on their choice, ensuring maximum time spent with non-disabled peers.

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

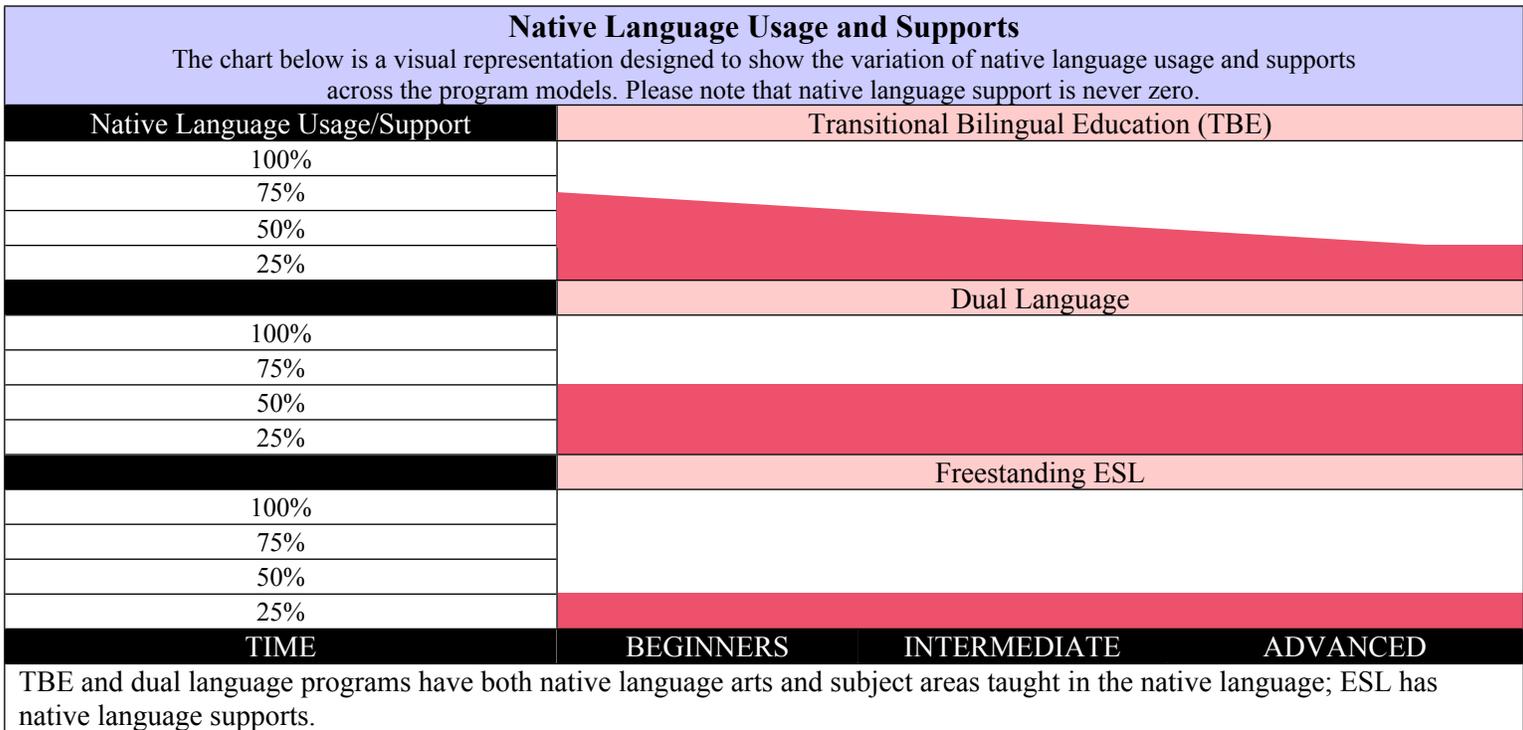
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			
Regents Prep	Spanish			

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

familiarize themselves with school rules and customs. In addition we also have Advisory which provide students more personalized academic and social emotional support. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, explaining school rules and customs, and acting as their translator and advocate in class. ELLs have access to all programs in the school. Below are the extracurricula: Jewelery Making, Theatre, Dance, SAT Prep, HW Help, Outdoor Exploration, Swim Club, Girl Empowermet Group, Yearbook, Biking Program, IT Club. 17. Spanish Language Arts is made available to students-short stories, film.

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.

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

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

The most common characteristics of ELLs and literacy strategies for non-fiction texts

Making Instructions Comprehensible

Writing Development

Scaffolding and Modifying Instruction for ELLs

QTEL techniques

Differentiating Gateways, BLS project based assessments, for ELLs

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

E. Parental Involvement

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

1. We have an established Parent Association that frequently supports the school in parental outreach. Five of our parent members serve on the SLT and provide suggestions to school leaders. Our School Business Manager translates, a Spanish native speaker, and our Alumni Director have led the effort to increase parent involvement of ELL students, and all Bronx Lab parents in general. Our parent participation has gradually increased over the past 2 years. Parents help with mailings and putting together activities for the students: fashion show, food drive, trips. We have a monthly newsletter that goes out to all Bronx Lab parents, and as with all correspondence to parents, is also translated to Spanish. The newsletter informs parents of all school activities and school progress. The October 2011 Parent Teacher Conferences reached a 50% participation rate for all parents in the school; however, only 20% were parents of current ELLs. We are making an effort to increase the participation of this sub-group by making appointments that are more convenient for parents, during early morning and later in the evenings, and follow-up phone calls. When needed the Translation Unit is called.

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	2	0	0
Integrated Algebra	4	4	1	1
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	3	2	2
Physics	0	0	0	0
Global History and Geography	3	3	0	0
US History and Government	5	5	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

1. During this 2011-12 academic year, the ESL Program has adopted the assessment tool utilized by the Learning Support Department. Performance Series is the interim assessment tool utilized by many schools within the DOE. Upon initial assessment, ELLs the average Reading Proficiency Level for all ELLs in grades 9 through 12 is fifth grade. The Language Arts portion of the diagnostic has assigned a proficiency level of third grade. The math portion of the examination can be administered in either English or Spanish, most students choose Spanish as it is the language of instruction.

2. No LAB-R administered this year. An analysis of the data results of the NYSESLAT reveals the following:
 13% of our current ELLs who were administered the NYSESLAT in 2011 progressed by one level in the Reading/Writing modality.
 29% of our current ELLs failed to maintain their proficiency levels in the Speaking/Listening modality, going from Proficient in the 2010 administration to Advance in 2011.

ELLs are not meeting or exceeding standards on the NYS Regents in the Humanities.
 75% of our incoming 9th grade ELLs have attained Proficiency in Speaking/Listening

3. The patterns demonstrate a need to focus on literacy and writing across all the content areas. BLS secured grant last spring which was used to purchase Read 180 in order to enhance the literact initiative at BLS. The Principal, Inquiry Team, History Dept, English Dept, Grade Teams and guidance counselor are all looking at data to determine the best course of action to provide students academic support.

4 a. Informational interviews and assessment data revealed 95% of our students do not have age appropriate literacy skills in their native languages, across all proficiency and grade levels. Advance ELLs still test at a 5th grade reading level and score 1-2's on History Thematic and DBQ essays. This has caused a delay in acquiring academic language in English as well as transference of content knowledge to the current coursework which is delivered in the target language. The Inquiry Team: guidance counselor, ESL teacher, Programmer, Principal and Resident Principal is looking at looking at data and determining next steps.

b. The ELL Periodic Assessment, Read 180 and Performance Series are used to track students' progress and modify instruction. The ESL teacher analyzes the data twith the Inquiry Team and Learning Support Dept o make appropriate enhancements across the curricula. The Inquiry Team and Grade Teams look at data to determine next steps and provide targetted support.

c. We use periodic assessments to modify our curriculum. For example, we analyze the rates of correct answers for each test item and use the data to reteach specific skills and concepts. ELLs reading levels are about 4-5 years behind their peers, acrss the Intermediate and Advance proficiency levels. Beginners have a 3rd grade reading level.

5. N/A

6. The success of our program is measured through the analysis of a wide array of data sources, including:
 Graduation rate, Course pass rate, NYSESLAT scores- how many of our ELLs are progressing and maintaining language proficiency, Regents pass rate, Attendance rates, Learning Environment Survey – student, parent and teacher results, Percentage of ELLs that test out within the first three years of ELL support, Dropout rate

Additional Information

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

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

Part VI: LAP Assurances

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

School Name: Bronx Lab School

School DBN: 11x265

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Naima Cook	Other <u>Learning Support</u>		10/28/11
Nilda DeLosSantos	Other <u>Learning Support</u>		10/28/11
	Other		10/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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