



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BROOKLYN LAB SCHOOL

DBN (i.e. 01M001): 19K639

Principal: RENEL PITON

Principal Email: RPITON@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: MALIKA BIBBS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
RENEL PITON	*Principal or Designee	
AMY BENNETT	*UFT Chapter Leader or Designee	
QUEEN MAKKADA & GLORIA MORERA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MAREUS WATSON	Member/	
GEORGE LAYER	Member/	
DOLORES MOLINA	Member/	
TERESA PERALTA	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all teachers will receive a minimum of five observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching. 75% of teachers will show at least one level of growth in 5 components areas. These component areas will be addressed through weekly professional development and individualized support

Comprehensive Needs Assessment

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

- An analysis of the 2012-2013 Learning Environment Survey showed that 36% of teachers disagree with the statement “School leaders give me regular and helpful feedback about my teaching”.
- An analysis of the 2012-2013 Learning Environment Survey showed that 52% of teachers disagree with the statement “Overall, my professional development experiences this school year have provided me with content support in my subject area.”
- Research suggests that quick and focused feedback to teachers help to strengthen student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: A research based teaching framework (the Danielson Framework for Teaching) will be used to create a shared understanding of strategies around questioning and discussion Techniques.

1. Activity- Teachers will work within grade and department teams to select three goals specifically related to Component 3 within the Danielson rubric.
2. Activity- Administration will establish a professional development team that will meet weekly to plan our Friday Professional Development as per teacher needs and feedback. Furthermore, our PD calendar is delineated specifically to the Danielson Framework.
3. Activity-Administration will conduct 5 Informal and 2 Formal Observations for each teacher.
4. Activity- Administration will hire 5 ISA coaches and 4 grade team leaders to provide additional pedagogical support around best practices and review the efficacy of the professional development activities.
5. Activity-Teachers and Grade Team Leaders will conduct Grade Team Learning Walks. Learning walks occur once a month and grade teams rotate on a monthly basis.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, teachers, Assistant Principal, Grade Team Leaders
2. Principal, teachers, ISA coaches, Assistant Principal, Grade Team Leaders
3. Principal, Assistant Principal, Secretaries
4. Principal, Assistant Principals
5. Principal, Lead Teacher, Grade Team Leaders

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administration will review teacher goals with every teacher at the end of each marking period in conjunction with their scholarship reports and data binders.
2. Our PD calendar aligns to the Danielson Framework for Teaching, specifically Domains 2 and 3. Our PD team evaluates and reviews teacher feedback at the conclusion of our weekly PD's in order to plan or make modifications to the following weeks PD.
3. Informal and formal copies of teacher observations are kept in two binders. The first one is the teacher's personal observation binder, and the second binder is the evaluator's binder. The binders are used to reflect and monitor teacher growth and allow for reflection and an opportunity for the school to review specific domains within inquiry and PD opportunities.

4. Our grade team leaders will update information weekly and keep all documents pertaining to common planning time, cabinet meetings, PD Team meetings, Learning Walks, Inquiry Data, and Cohort data in their GTL binder. Furthermore, each ISA coach will keep a binder for his/her department which contains the following documents: curricula, unit plans, assessments, assessment analysis, teacher goals, and their coaching observations.
5. Grade team leaders will keep all Learning Walk documents in the GTL binder. Documents include: teacher observations, teacher reflections, debriefing notes and school-wide presentation/feedback.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014. All teachers will have created five goals by the third week of September related to Danielson. Administration will be reviewing goals at the end of each marking period.
2. September 2013-June 2014-Professional Development will be conducted every Friday and Administration will keep record of all documentation within the PD binder.
3. September 2013-June 2014: All teachers will be observed on a rolling basis throughout the year and will engage in self-reflections paying particular attention to Danielson's components 2 and 3.
4. September 2013-June 2014-Administration will contract the five ISA subject-specific coaches by the middle of October. Coaches will visit a minimum of twice a month and collaborate with the PD team towards implementation of the PD calendar.
5. September 2013-June 2014-Grade teams will conduct monthly PD on a rolling basis.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers create yearly goals around the results of their assessment on the Charlotte Danielson's Framework for teaching. All of our teachers engage in the Goal Setting process. Goals were created individually and submitted to administration. Goals are re-visited during coaching sessions and scholarship meetings. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and regents passing. All sessions are documented and kept in their College Readiness Assessment Portfolio.
2. Provide weekly professional development around each competency and its impact on Unit Planning. We have formed a Professional Development Team. A.P. Hurtado along with the four Grade Team Leaders, student body representatives and four ISA Coaches use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2013-2014 school year. Our PD Team also counts on the support of two Instructional Coaches from our CFN: 1 Special Education Coach, and 1 ELA Coach. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback.
3. Conduct daily 15-20 minutes informal-observations to give quick feedback to teachers. Our goal for the 2013-2014 school year is to do 5 informal observations and 2 formal observations for each teacher. We use the Advance Website to document our evaluations. While we await Advance's Tracking System, we have created and use an in house observation tracker that measures domain growth for each teacher. During our pre and post observations we use student produced work to measure student learning in addition to discussing our teacher's Pre and Post Observation Conference Form, which provide teachers an opportunity for reflection and growth.
4. BLS currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with the administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, celebrations, looking at student work, College Readiness, and most important alignment. Our Grade Team Leaders use Common Planning Time (CPT) as their time and space to meet with the rest of the teachers in order to ensure the above takes place. To address the specific needs of our departments, we have contracted the services of four content ISA Coaches: 1 Math Coach, 1 Science Coach, 1 Social Studies Coach and 1 Literacy Coach.
5. Our Grade Team Leaders plan and conduct Learning Walks as a Grade Team. The Grade Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2013-2014 school year: Evidence Based Argumentative Writing. The Grade Team then presents its findings and next steps with the rest of the school for feedback and evaluation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- For the 2012-2013 school year we added a Parent Coordinator to our staff
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- At the SLT and PTA meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions

- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help;
- Learning Walk with Parents
- Backpack the school goals and objectives to parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

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

Through the implementation of a clear instructional focus and ongoing professional development, teachers will improve their practice resulting in a 5% increase in the number of students earning 10 or more credits with 6 of those credits earned in core subject areas and a 5% passing percentage increase in the ELA Regents Exam.

Comprehensive Needs Assessment

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

Our 2012-2013 Progress Report revealed that although we made significant progress in the credit accumulation area, specifically our lowest third population, leading to us surpassing our peer schools, we are not performing at the level of all city schools. Our Progress Report also indicates that we rank at 3% amongst our peer range in the ELA Regents and 0% amongst the city range. Furthermore, credit accumulation and regents passing % has a direct impact on our graduation percentage.

Credit Accumulation	2011-2012	2012-2013	GOAL: 2013-14
% Earning 10+ 1 st year	66.3%	69.9%	75%
% Earning 10+ 1 st year (Lowest Third)	46.2%	50%	55%
% Earning 10+ 2 nd year	59.3%	60.6%	65%
% Earning 10+ 2 nd year (Lowest Third)	48.5%	48.3%	53%
% Earning 10+ 3 rd year	63.4%	71.4%	76%
% Earning 10+ 3 rd year (Lowest Third)	45.8%	61.3%	66%

Regents Exam	2011-2012	2012-2013	GOAL: 2013-14
ELA Regents Exam	51%	42%	47%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy: BLS will take on evidence-based argumentative writing as its instructional focus for the year.

1. Activity- The BLS Cabinet: Administration, Grade Team Leaders and ISS Lead Teacher will meet weekly to reflect alignment of the instructional focus throughout PD, inquiry teams, and grade team meetings.
2. Activity- Grade team leaders will meet weekly to discuss the school's instructional focus of evidenced-based argumentative writing.
3. Activity-Administration, Grade team leaders will use common planning time (four times weekly) to look at student work and create school-wide instructional practices to support our focus.
4. Activity-Teachers and Grade Team Leaders will conduct Grade Team Learning Walks. Learning walks occur once a month and grade teams rotate on a monthly basis
5. Strategy-4 ISA Coaches: 1 Math Coach, 1 Science Coach, 1 Social Studies Coach and 1 Literacy Coach will be hired to assist in the facilitation of the school's instructional focus.
6. Activity- This year, the school has implemented a Professional Development Team which will use teacher feedback from meetings and PD to ensure full alignment of the school's instructional focus. The PD team will be collecting updated information weekly that will be calibrated with the administration for review and feedback.
7. Activity- Teachers will create an exam analysis at the conclusion of each exam. The data will be reviewed at the end of every marking period and reflected once a month within common planning time.
8. Activity-Teachers and administration will assign to every student a teacher mentor at BLS who will monitor monthly the student-selected goals around credit accumulation and Regents passing.
9. Activity- By May 2014, all Grade Team Leaders will have a folder-monitoring system in place that reflects student cohort data and movement. This data will be updated at the end of every marking period.
10. Activity- Every marking period, administration will conduct scholarship meetings for teachers who demonstrate the lowest passing percent at the end of each marking period.
11. Activity-September 2013-June 2014, teachers will hold office hours every Wednesday during students lunch time to allow for students to meet with their content teacher for extra help.
12. Activity- Teachers, Administration, and Guidance will monitor scholarship data bi-monthly to enroll students who are excessively absent and in danger of failing into the iLearn Program. Guidance and teachers will review student progress on a weekly basis.
13. Activity – Students will enroll in the iLearn Program for credit accumulation.

2. Key personnel and other resources used to implement each strategy/activity

1. Administration, Grade Team Leaders, ISS Lead Teacher
2. Grade Team Leaders & Teachers
3. Administration, Grade Team Leaders, ISA Literacy Coach, Teachers, Students
4. Grade Team Leaders, Grade Team Teachers
5. ISA Coaches & PD Team
6. Professional Development Team: Administration, Grade Team Leaders, Coaches & Students
7. Cabinet Members
8. Cabinet and all teachers and students
9. Grade Team Leaders, Mentors, Mentees
10. Administration
11. All BLS Teachers
12. Parent Coordinator, Guidance Counselor, Administration, Teachers
13. iLearn Committee: iLearn Coordinator, Guidance Counselor, Administration and Subject Teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, all Grade Team Leader Binders, agendas and minutes will be recorded and reviewed monthly for all meetings held and posted at our site.
2. From Sept. 2013-June 2014, all Grade Team Leader binders, agendas and minutes will be recorded and reviewed monthly for all meetings held and posted at our site.
3. By February 2014, the school will have at least two school-wide implementation strategies around the school's instructional focus.
4. Beginning September 2013, Learning Walk Documents and PD Calendar will be updated and revised monthly to reflect the school's instructional focus.
5. B June 2014, all ISA coaches will have detailed notes and artifacts from their teacher meetings and department-wide PD that will reflect evidence of the schools implementation of its assigned focus.

6. By November 2013, a PD Binder and PD Calendar will have been created and implemented that will end in June 2014. This will highlight ongoing changes, revisions, and evidence of the school's adherence to their focus.
7. From September 2013-June 2014, teachers and administrators will monthly conduct, review, and update calendars around assessments, curricula, unit plans, and goals and performance tasks
8. By December 2013, all students will have created Student Assessment Folders & Student Progress Folders (Traffic Tracking Folders)
9. By December 201, all teachers will have created Student Progress Folders (Traffic Tracking Folders) / Cabinet Goal Setting Forms
10. Administration will create Scholarship Intervention Binder to document assistance given to teachers who demonstrate low student passing rates.
11. From September 2013-June 2013, all teachers will create and implement an Office Hour Log Book to document student outreach for academic assistance.
12. Every marking period, all parents will receive updated progress reports via Skedula and Pupilpath.
13. From October 2013-June 2014, all teachers will have documented iLearn students though attendance sheets, iLearn Google docs and student folders.

4. Timeline for implementation and completion including start and end dates

1. June 2013 – June 2015. Grade Team Leader Binders, agendas and minutes will be recorded and reviewed monthly for all meetings held and posted at our site.
2. September 2013 – June 2014. All teachers will have completed at least 7 common planning review tasks that will be collected by the administration
3. September 2013 – June 2014- Ongoing school-wide collaboration of the instructional focus.
4. September 2013 – June 2014-monthly calendars will be updated
5. September 2013 – June 201-ISA coaches record all PD, teacher team meetings and tangible artifacts evidencing their support.
6. September 2013 – June 2014-PD calendar creation and ongoing weekly review
7. September 2013 – June 2014-updated monthly system calendars to reflect updated amendments.
8. September 2013 – June 2014-Creation and modification of Traffic Tracking Folders.
9. End of each Marking Period –Student Progress forms created and shared to all staff.
10. End of each Marking Period-Scholarship Intervention Binder will be collected and reviewed by teachers and administration.
11. Every Wednesday beginning September 2013- June 2014
12. In the middle of each Marking Period, September 2013- June 2014
13. July 2013 – August 2014- collection and review of student's iLearn classwork, projects, and assessments.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. BLS currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with the administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, celebrations, looking at student work, College Readiness, and most important alignment.
2. Our Grade Team Leaders use Common Planning Time (CPT) as their time and space to meet with the rest of the teachers in order to ensure the above takes place.
3. Our instructional focus for the year is Evidence Based Argumentative Writing, which aligns to all six of the Shifts in ELA Assessments: Balanced Information & Literary Texts, Knowledge in the Discipline, Staircase of Complexity, Text Based Answers, Writing from Sources and Academic Vocabulary. As such, we have contracted the services of an ISA Literacy Coach to work with our Grade Team Leaders and Humanities Department to develop school wide implementation strategies that will help us maximize the growth of our student's ability to pull evidence, analyze and connect to focus question, and fully develop their argumentative essay by developing claims and counterclaims.
4. Our Grade Team Leaders plan and conduct Learning Walks as a Grade Team. The Grade Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2013-2014 school year: Evidence Based Argumentative Writing. The Grade Team then presents its findings and next steps with the rest of the school for feedback and evaluation.
5. To address the specific needs of our departments, we have contracted the services of four content ISA Coaches: 1 Math Coach, 1 Science Coach, 1 Social Studies Coach and 1 Literacy Coach.
6. We have formed a Professional Development Team. A.P. Hurtado along with the four Grade Team Leaders, student body representatives and four ISA Coaches use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2013-2014 school year. Our PD Team also counts on the support of two Instructional Coaches from our CFN: 1 Special Education Coach, and 1 ELA Coach. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback.
7. Our cabinet has put together a series of calendars of when items are due for review and feedback: Assessments, Curricula, Unit Plans, Performance Tasks,

and Goals. In addition, all teachers complete and submit an Exam Analysis at the conclusion of each exam. The data is reviewed and discussed during CPT when Looking at Student Work.

8. Our College Readiness Program was re-structured this year to better support our Mentoring Program and allow our Mentors to have the time necessary to meet with their Mentees. All students have a mentor at BLS. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and regents passing. All sessions are documented and kept in their College Readiness Assessment Portfolio.
9. All Grade Team Leaders have a white folder for each student in their cohort that is labeled a sticker color: Green (On Track), Yellow (Almost on Track) and Red (Off Track). The data inside each folder is submitted by each student's Mentor. The folders are updated at the end of every marking period. The Grade Team Leaders bring to our cabinet meetings a tally of how many students are green, yellow and red, and together we set goals for the next marking period.
10. Administration holds scholarship meetings for teachers who demonstrate the lowest passing % at the end of each marking period.
11. BLS Teachers hold office hours every Wednesday during student's lunch time. This is an opportunity for students to meet with their content teacher for extra help or supplemental work.
12. Students and parents receive Progress Reports in between Report Cards to show progress.
13. Student at BLS who are under credited or who are excessively absent are enrolled in the BLS iLearn Program. The iLearn Program affords students an opportunity to engage in online learning with a curriculum that is self paced and individualized for students based on their deficiencies. Students complete the coursework outside of school hours and during school. Students meet individually with Ms. Hartley, the iLearn Coordinator, to develop an action plan and track their progress. Credit is awarded at the completion of the course. The iLearn Committee meets to evaluate the effectiveness of the program and student achievement, as well as to award the credit. The iLearn Committee is comprised of administration, teachers and guidance counselor.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All information is turn keyed to our parent leaders during our SLT meetings. Our parent leaders then inform the rest of the community through workshops and events. Our Parent Coordinator pints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #3

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

Annual Goal #3

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

Teacher teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice resulting in 40% of teachers being rated "Effective" in 3 components of Domain 3 of the Danielson Framework Rubric.

Comprehensive Needs Assessment

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

2013-2014 is the first year, citywide, that we are officially implementing the Danielson Framework Rubric along with a new Teacher & Principal Evaluation System. While we have done significant work education our staff about Danielson and best practices, this is our first year being held accountable under this rubric. Furthermore, Domain 3 accurately captures the direct impact instruction has on our student's learning experience: Communication, Questioning / Discussion, Engagement, Assessment and Flexibility.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy-Teachers will engage in cycles of data analysis to evaluate our instructional focus as it pertains to student progress.

1. Activity-An assessment calendar will be developed to establish departmental exam dates, performance task dates, mid-terms/finals, and goal setting
2. Activity-The BLS cabinet: administration, Grade Team Leaders, and ISS team leader will meet weekly to reflect alignment of Instructional Focus. Grade Team Leaders will use Common Planning Time to continuously evaluate and monitor instructional strategies through student progress by looking at student work and exam item analysis data.
3. Activity-Teachers and Grade Team Leaders will conduct Grade Team Learning Walks. Learning Walks occur once a month and grade teams rotate on a monthly basis.
4. Activity-Our instructional focus for the year is evidenced-based argumentative writing, which aligns to all 6 of the shifts in ELA assessments.
 - 5 Activity-Administration will conduct 5 informal and 2 informal observations for each teacher and will continuously monitor teacher progress as evidenced monthly by our in-house tracking system.
 - 6 Activity-BLS teachers will use and have access to school-wide developed instructional templates for planning purposes.
 - 7 Activity-Teachers will work within grade and department teams to select three goals specifically related to Component 3 in the Danielson framework. In addition, all students will have a Traffic Tracking System folder to memorialize documentation of a student's current standing (credit accumulation and Regents pass rates)
 - 8 Activity-This year, the school has implemented a Professional Development Team which will use teacher feedback from meetings and PD to ensure full alignment of the school's instructional focus, while using student data to track progress.

2. Key personnel and other resources used to implement each strategy/activity

1. Cabinet Members and all teachers
2. All Teachers and Grade Team Leaders
3. Grade Team Leaders and Teachers
4. Administration, Grade Team Leaders, Coaches and Teachers
5. Administration
6. All teachers
7. Administration, teachers and students
8. Grade Team Leaders, Assistant Principal, ISA Coaches

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. From Sept. 2013-June 2014, Administration and Grade Team Leaders will conduct monthly reviews and update calendars around assessments, curricula, unit plans, and goals and performance tasks.
2. From Sept. 2013-June 2014, all Grade Team Leader binders, agendas and minutes will be recorded and reviewed monthly for all meetings held and posted at our site.
3. Beginning Sept. 2013, Learning Walk Documents and PD Calendar will be updated and revised monthly to reflect the school's instructional focus.
4. By October 2014, all BLS students will take the NYC ELA Performance Assessment, and will retake exam in the spring to measure growth. This task is based on our own school's instructional focus of Evidence Based Writing, highlighting complete alignment.
5. September 2013-June 2014, all teachers will be observed on a rolling basis throughout the year and will engage in self-reflections, paying particular attention to Danielson's components 2 and 3.
6. Ongoing September 2013-June 2014, Teachers will adhere to the assessment calendar to meet submission deadlines of curricula, unit plans, lesson plans, and assessments.
7. All teachers will have created 5 goals by the third week of September related to Danielson. Goals will be revisited at the end of every marking period.
8. September 2013-June 2014, Administration will contract the five ISA subject specific coaches by mid-October. Coaches will visit at least twice a month and collaborate with the PD team.

4. Timeline for implementation and completion including start and end dates

1. From Sept. 2013-June 2014, Administration and Grade Team Leaders will conduct monthly reviews and update calendars around assessments, curricula, unit plans, and goals and performance tasks.
2. From Sept. 2013-June 2014, all Grade Team Leader binders, agendas and minutes will be recorded and reviewed monthly for all meetings held and posted at our site.
3. Beginning Sept. 2013, Learning Walk Documents and PD Calendar will be updated and revised monthly to reflect the school's instructional focus.
4. By October 2014, all BLS students will take the NYC ELA Performance Assessment, and will retake exam in the spring to measure growth. This task is based on our own school's instructional focus of Evidence Based Writing, highlighting complete alignment.
5. September 2013-June 2014, all teachers will be observed on a rolling basis throughout the year and will engage in self-reflections, paying particular attention to Danielson's components 2 and 3.
6. Ongoing September 2013-June 2014, Teachers will adhere to the assessment calendar to meet submission deadlines of curricula, unit plans, lesson plans, and

assessments.

7. All teachers will have created 5 goals by the third week of September related to Danielson. Goals will be revisited at the end of every marking period.
8. September 2013-June 2014, Administration will contract the four ISA subject specific coaches by mid-October. Coaches will visit at least twice a month and collaborate with the PD team. September 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Our cabinet has put together a series of calendars of when items are due for review and feedback: Assessments, Curricula, Unit Plans, Performance Tasks, and Goals. In addition, all teachers complete and submit an Exam Analysis at the conclusion of each exam. The data is reviewed and discussed during CPT when Looking at Student Work.
2. BLS currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with the administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, celebrations, looking at student work, College Readiness, and most important alignment. Our Grade Team Leaders use Common Planning Time (CPT) as their time and space to meet with the rest of the teachers in order to ensure this takes place.
3. Our Grade Team Leaders plan and conduct Learning Walks as a Grade Team. The Grade Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2013-2014 school year: Evidence Based Argumentative Writing. The Grade Team then presents its findings and next steps with the rest of the school for feedback and evaluation.
4. Our instructional focus for the year is Evidence Based Argumentative Writing, which aligns to all six of the Shifts in ELA Assessments: Balanced Information & Literary Texts, Knowledge in the Discipline, Staircase of Complexity, Text Based Answers, Writing from Sources and Academic Vocabulary. As such, we have contracted the services of an ISA Literacy Coach to work with our Grade Team Leaders and Humanities Department to develop school wide implementation strategies that will help us maximize the growth of our student's ability to pull evidence, analyze and connect to focus question, and fully develop their argumentative essay by developing claims and counterclaims.
5. Our goal for the 2013-2014 school year is to do 5 informal observations and 2 formal observations for each teacher. We use the Advance Website to document our evaluations. While we await Advance's Tracking System, we have created and use an in house observation tracker that measures domain growth for each teacher. During our pre and post observations we use student produced work to measure student learning in addition to discussing our teacher's Pre and Post Observation Conference Form, which provide teachers an opportunity for reflection and growth.
6. Our BLS Lesson Plan Templates address essential components that are measured in domain 3 such as: Pre/Formative Assessments, Differentiated Components, Modifications for ELLs and student with IEPs, Materials / Resources, Questioning and Student Activities.
7. All of our teachers engage in the Goal Setting process. Goals were created individually and submitted to administration. Goals are re-visited during coaching sessions and scholarship meetings. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and regents passing. All sessions are documented and kept in their College Readiness Assessment Portfolio.
8. We have formed a Professional Development Team. A.P. Hurtado along with the four Grade Team Leaders, student body representatives and four ISA Coaches use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2013-2014 school year. Our PD Team also counts on the support of two Instructional Coaches from our CFN: 1 Special Education Coach, and 1 ELA Coach. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All information is turn keyed to our parent leaders during our SLT meetings. Our parent leaders then inform the rest of the community through workshops and events. Our Parent Coordinator pints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

All curricula in all subjects will be aligned to Common Core Learning Standards and New State Content Standards resulting in all students experiencing two Common Core-aligned tasks in each subject area by June 2014

Comprehensive Needs Assessment

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

- An analysis of the 2012-2013 Progress Report showed that our School College and Career Prep Course Index is 2.2% as compared to the average value of 14.2% among comparison schools.
- An analysis of the 2012-2013 Progress Report showed that our School Post Secondary Enrollment rate is 30% as compared to the average value of 35% among comparison schools
- An analysis of the 2012-2013 Progress Report showed that our four year graduation rate is 50% as compared to the average value of 57.9% among comparison schools

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

Strategy: Teachers will align their curricula to the common core learning standards.

6. Activity-Teachers will use Engage NY as a resource for Math and ELA
7. Activity- The school will hire 4 content coaches: Math, English, Social Studies, Science and 2 Leadership coaches
8. Activity- Teachers will create and align Unit and Curriculum Map to CCLS and State Standards
9. Activity- Teachers will submit curricula and unit plans to administration for feedback

• **Key personnel and other resources used to implement each strategy/activity**

1. Principal, teachers, ISA coaches, Assistant Principal, Grade Team Leaders
2. Principal, teachers, ISA coaches, Assistant Principal, Grade Team Leaders
3. Principal, teachers, ISA coaches, Assistant Principal, Grade Team Leaders
4. Principal, teachers, ISA coaches, Assistant Principal, Grade Team Leaders

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administration will collect and review unit plans and curricula as per our monthly assessment calendar on Google Doc and in Binders.
- 2 Administration will contract the five ISA coaches by mid-October. ISA coaches will keep a binder for his/her departments which contains the following documents: curricula, unit plans, assessments, teacher goals, and coaching observations by January 2014.
 - 3 Administration and teachers will collect and have access to quarterly updated curriculum binders.
 - 4 Administration will collect units and teachers will revise unit plans based on quarterly feedback.

• **Timeline for implementation and completion including start and end dates**

1. September 2013- June 2014 Administration will collect and review unit plans and curricula as per our monthly assessment calendar on Google Doc and in Binders.
2. September 2013-June 2014- Administration will contract the five ISA coaches by mid-October. ISA coaches will keep a binder for his/her departments which contains the following documents: curricula, unit plans, assessments, teacher goals, and coaching observations by January 2014.
3. September 2013-June 2014- Administration and teachers will collect and have access to quarterly updated curriculum binders
4. September 2013-June 2014- Administration will collect units and teachers will revise unit plans based on quarterly feedback.

Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use Engage NY as a resource for Math and ELA. The Math and ELA department will modify and scaffold modules according to pre-assessments and student progress.
2. Hire 4 content coaches: Math, English, Social Studies, Science and 2 Leadership coaches
3. Create and align Unit and Curriculum Map to CCLS and State Standards
4. Post Curriculum and Unit plans on School website

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All information is turn-keyed to our parent leaders during our monthly SLT meetings. Our parent leaders then inform the rest of the community through workshops and events. Our parent coordinator prints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, we will increase our graduation percentage by 10%.

Comprehensive Needs Assessment

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

As per the 2012-2013 Progress Report we earned a D in the Student Performance section based on our 50% graduation percentage, while our peer schools achieved an average of 57.9%. By increasing our graduation percentage by 10%, we project that for the 2013-2014 Progress Report, we will exceed the city average within our peer group.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

9. Strategies/activities that encompass the needs of identified subgroups

Strategy: BLS will create and develop interventions that will increase our graduation percentage by 10%.

1. Activity-Students will be enrolled in the iLearn Lab for credit accumulation.
2. Activity-Students will be monitored through the student Trafficking System/Mentoring System. By June students will partake in the "Moving-Up" Ceremony.
3. Activity-Scholarship meetings will be held with all teachers at the end of every marking period.
4. Activity-Our Guidance Counselor, Grade Team Leaders, and or administrator will hold parent meetings to create a Senior Graduation Plan for each 12thGrade student.
5. Activity- From September 2014-June 2014 all students will have daily access to our Student Success Center and Tutoring, during and after school.
6. Activity-We will expand our course catalog by offering five Advance Placement courses.
7. Activity-All students and parents will receive progress reports and report cards every two months.

10. Key personnel and other resources used to implement each strategy/activity

1. iLearn Committee: iLearn Coordinator, administrator, guidance counselor and subject teachers
2. Grade Team Leaders (GTL) and Mentors
3. Administration
4. 12th Grade GTL, administration and 12th graders
5. SSC staff, BLS administration, and BLS teachers
6. AP Coordinator, AP Teachers, and Administration

7. Teachers, Grade Team Leaders, Administration, and Parent Coordinators.

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By August 2013, an iLearn Google docs spreadsheet will be created to highlight students at-risk for not meeting graduation requirements by June 2014.
2. Student Traffic Tracking folders will be created for all BLS students by the end of the first marking period. These folders will be reviewed and updated at the end of each marking period
3. Scholarship meetings will be held by administration at the end of each marking period. Teacher and student data, as well as reflection will be documented in our scholarship binder at the end of every marking period.
4. By the third week in February 2014, every 12th grade student will have a senior graduation plan.
5. By March 2014, all of our 12th graders will have created a post-secondary plan.
6. By September 2013, BLS will have an active AP enrollment list. 70% of our AP students will sit for the AP exam in May.
7. Teachers will maintain accurate and updated records of student progress via Skedula/Pupilpath. BLS will use the PADS portal to merge student grades into STARS every two months, at the end of each marking period.

12. Timeline for implementation and completion including start and end dates

1. July 2013 – August 2014) By August 2013, an iLearn Google docs spreadsheet will be created to highlight students at-risk for not meeting graduation requirements by June 2014.
2. (September 2013-June 2014) - Student Traffic Tracking folders will be created for all BLS students by the end of the first marking period. These folders will be reviewed and updated at the end of each marking period
3. (September 2013-June 2014) - Scholarship meetings will be held by administration at the end of each marking period. Teacher and student data, as well as reflections will be documented in our scholarship binder at the end of every marking period
4. (September 2013-June 2014)- By the third week in February 2014, every 12th grade student will have a senior graduation plan
5. (September 2013-June 2014) - By March 2014, all of our 12th graders will have created a post-secondary plan.
6. (September 2013-June 2014) - By September 2013, BLS will have an active AP enrollment list. 70% of our AP students will sit for the AP exam in May.
7. (September 2013-June 2014) - Teachers will maintain accurate and updated records of student progress via Skedula/Pupilpath. BLS will use the PADS portal to merge student grades into STARS every two months, at the end of each marking period.

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students at BLS who are under credited or who are excessively absent are enrolled in the BLS iLearn Program. The iLearn Program affords students an opportunity to engage in online learning with a curriculum that is self paced and individualized for students based on their deficiencies. Students complete the coursework outside of school hours and during school. Students meet individually with Ms. Hartley, the iLearn Coordinator, to develop an action plan and track their progress. Credit is awarded at the completion of the course. The iLearn Committee meets to evaluate the effectiveness of the program and student achievement, as well as to award the credit. The iLearn Committee is comprised of administration, teachers and guidance counselor.
2. All Grade Team Leaders have a white folder for each student in their cohort that is labeled a sticker color: Green (On Track), Yellow (Almost on Track) and Red (Off Track). The data inside each folder is submitted by each student's Mentor. The folders are updated at the end of every marking period. The Grade Team Leaders bring to our cabinet meetings a tally of how many students are green, yellow and red, and together we set goals for the next marking period. Our College Readiness Program was re-structured this year to better support our Mentoring Program and allow our Mentors to have the time necessary to meet with their Mentees. All students have a mentor at BLS. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and regents passing. All sessions are documented and kept in their College Readiness Assessment Portfolio. Senior "Moving Up" Ceremony celebrates our 12th graders who are on track. They got up on a ladder and signed their name on our Senior Wall. Students who are off track picked a senior student who was on track to be their mentor. The mentor holds up the ladder while the mentee climbs to sign his/her name.
3. Administration holds scholarship meetings for teachers who demonstrate the lowest passing % at the end of each marking period.
4. Our Guidance Counselor and 12th grade GTL use the scholarship data from the 2nd Marking Period Report Card to determine which seniors are on track for June, August or January 2015 graduation. Our Guidance Counselor schedules individual meetings with each senior and his/her parent/ guardian to develop a Graduation Plan, which may include extra tutoring, college application, iLearn, Regents Prep etc. The plan follows the goal setting format that is timely and measurable.
5. The Student Success Center provides our seniors with the support necessary during the College Application Process, in addition to offering College Now Courses and CUNY at Home program to help our students achieve higher regents scores in order to meet proficiency levels for CUNY schools. BLS Teachers hold office hours every Wednesday during student's lunch time. This is an opportunity for students to meet with their content teacher for extra help or supplemental work.

- 6. Advanced Placement Courses keep our seniors motivated and challenged. We have expanded our AP course selection from 2 to 5 courses: AP Statistics, AP Biology, AP US History, AP English, and AP Spanish.
- 7. Students and parents receive Progress Reports in between Report Cards to show progress.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1. All information is turn keyed to our parent leaders during our SLT meetings. Our parent leaders then inform the rest of the community through workshops and events. Our Parent Coordinator pints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p>At Risk Student including students in the Level 1 and 2 citywide and SWD</p> <p>Subgroups:</p> <p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended class time <input type="checkbox"/> Differentiated instruction in all ELA classes – Tier I Intervention <input type="checkbox"/> Through frequent content and skills based assessment the effectiveness of Tier I <p>Intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive services through the Grade Teams where a specific plan will be tailored to meet their unique needs. The students may be assigned a variety of resources to enhance ELA skills using the blended learning model (Achieve 3000 for ISS</p>	<ul style="list-style-type: none"> • Small Group • One-to-One • Tutoring • Whole Group • Independent Work • Blended Learning Model • Online Courses 	<ul style="list-style-type: none"> • During School • Before School • After School

	<p>students, Castle Learning, Compass and Ed2020)</p> <ul style="list-style-type: none"> - Saturday morning regents preparation - Daily after school tutoring program. - Extended Day iLearn program gives students the opportunity to re-take previously failed Classes - Teacher Office Hours <p><u>English as a Second Language:</u></p> <p>AIS in ESL in being implemented in several different ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended class time <input type="checkbox"/> Differentiate instruction in all ESL classes – Tier I Intervention <input type="checkbox"/> Through frequent content and skills based assessment the effectiveness of Tier I Intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive services through the Grade and Department Teams, where a specific plan will be tailored to meet their unique needs. 		
Mathematics	<ul style="list-style-type: none"> • Double periods (100 minutes per day, 500 per week) of Math; 	<ul style="list-style-type: none"> • Small Group • One-to-One 	<ul style="list-style-type: none"> • During School • Before School

	<p>including small group tutoring and pull-out intervention for students who are struggling.</p> <ul style="list-style-type: none"> • Differentiate instruction in all math classes • Services and resources to enhance math skills using the blended learning model (Carnegie Math, Castle Learning, Compass and Ed2020) • Saturday morning regents preparation • Daily after school tutoring program. • Extended Day iLearn program gives students the opportunity to retake previously failed Classes • Teacher Office Hours 	<ul style="list-style-type: none"> • Tutoring • Whole Group • Independent Work • Blended Learning Model • Online Courses 	<ul style="list-style-type: none"> • After School
<p>Science</p>	<p>In addition to the State mandated periods of science instruction students will receive an additional 47 minute period of AIS instruction in science per week.</p> <p>The science lab will be used as a vehicle to provide AIS instruction</p> <p>Grade and Department Teams provide Tier II intervention in science</p> <ul style="list-style-type: none"> - Saturday morning regents preparation - Daily after school tutoring program. - Extended Day iLearn program gives students the 	<ul style="list-style-type: none"> • Small Group • One-to-One • Tutoring • Whole Group • Independent Work • Blended Learning Model • Online Courses • Lab Hours (Flexible Schedule 	<ul style="list-style-type: none"> • During School • Before School • After School

	<p>opportunity to re-take previously failed Classes(Castle Learning, Compass and Ed2020)</p> <ul style="list-style-type: none"> - Teacher Office Hours 		
<p>Social Studies</p>	<p>The Grade and Department Teams will refer students to social studies intervention</p> <ul style="list-style-type: none"> - Saturday morning regents preparation - Daily after school tutoring program. - Extended Day iLearn program gives students the opportunity to re-take previously failed Classes (Castle Learning, Compass and Ed2020) - Teacher Office Hours 	<ul style="list-style-type: none"> • Small Group • One-to-One • Tutoring • Whole Group • Independent Work • Blended Learning Model • Online Courses 	<ul style="list-style-type: none"> • During School • Before School • After School
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselor will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD,</p> <p>At-risk counseling</p> <p>Mediation</p> <p>LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>	<ul style="list-style-type: none"> • Small Group • Conflict Resolution group • One-to-One 	<ul style="list-style-type: none"> • During School • Before School • After School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 9. All elements of the *All Title I Schools* section must be completed*.
- 9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 10. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers:

To address the specific needs of our departments, we have contracted the services of four content ISA Coaches: 1 Math Coach, 1 Science Coach, 1 Social Studies Coach and 1 Literacy Coach. In addition we have formed a Professional Development Team. A.P. Hurtado along with the four Grade Team Leaders, student body representatives and four ISA Coaches use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2013-2014 school year. Our PD Team also counts on the support of two Instructional Coaches from our CFN: 1 Special Education Coach, and 1 ELA Coach. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student

work protocol, curricula aligned to the Common Core Standards, and assessment feedback. Our Grade Team Leaders plan and conduct Learning Walks as a Grade Team. The Grade Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2013-2014 school year: Evidence Based Argumentative Writing. The Grade Team then presents its findings and next steps with the rest of the school for feedback and evaluation. The administration uses Advance and an in house domain tracker that measures teacher growth in different domains. Our PD Team uses this data to inform our PD calendar of activities when deciding over school wide and targeted small group PD sessions. In addition, our ISS Lead Teacher holds workshops for our ISS teachers and paraprofessionals during common planning time and after school. Furthermore, all new teachers have a mentor. BLS teachers are encouraged to seek PD opportunities and seminars that would be beneficial to their learning, for which they are granted permission to attend during school days. For example, our AP teachers attend monthly NMSI workshops where they receive support on curricula writing and developing high quality tasks. In terms of Leadership Development, we also have an ISA Leadership Coach that provides PD for our Grade Team Leaders once a week.

Principal & Assistant Principals:

The administration attends a variety of PD sessions and workshops offered through our CFN on a monthly basis. Our CFN coaches also provide ongoing support by visiting our school and better guide us in our work as it pertains to data and the citywide instructional shifts. In addition to the PD opportunities provided by our CFN, the Principal and AP’s also attend the ASCD Conference, which provides an extensive menu of full day workshops that range from the Common Core Standards and Teacher Development to Personal Leadership and Team Building.

Support Staff:

Our Support Staff plays an instrumental role in our everyday functions. Currently, 80% of our support staff makes up our Attendance Committee. We ensure that our staff is kept up to date with the latest accessing tools by giving them access to ATS, STARS and CASS. Professional Development surrounding these programs and updated rules and regulations are provided by our CFN and vendor specialists. Our support staff also sits in during school wide PDs that discuss our progress as a school and in turn they share out the progress and impact of their committee.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Attendance Incentives are funded using Tax Levy FSF and Title 1 SWP
- Academic Interventions are funded using Title 1 SWP, Tax Levy NYSTL, Title 3 and NYS STVP
- Students in Temporary Housing are funded using Title 1 SWP
- Professional Development are funded using Tax Levy FSF and Title 1 SWP
- Leadership Development are funded through Tax Levy C4E and Tax Levy FSF
- ELL Services are funded through Title 3
- Restorative Practices are funded using Tax Levy FSF and Title 1 SWP
- Parental Outreach & Development are funded using Tax Levy Parent Coordinator and Title 1 SWP
- Student Clubs & Activities are funded using Tax Levy FSF and Title 1 SWP

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

1. BLS currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with the administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, celebrations, looking at student work, College Readiness, and most important

alignment.

2. Our cabinet has put together a series of calendars of when items are due for review and feedback: Assessments, Curricula, Unit Plans, Performance Tasks, and Goals. In addition, all teachers complete and submit an Exam Analysis at the conclusion of each exam. The data is reviewed and discussed during CPT when Looking at Student Work.
3. Our Grade Team Leaders plan and conduct Learning Walks as a Grade Team. The Grade Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2013-2014 school year: Evidence Based Argumentative Writing. The Grade Team then presents its findings and next steps with the rest of the school for feedback and evaluation.
4. Our instructional focus for the year is Evidence Based Argumentative Writing, which aligns to all six of the Shifts in ELA Assessments: Balanced Information & Literary Texts, Knowledge in the Discipline, Staircase of Complexity, Text Based Answers, Writing from Sources and Academic Vocabulary. As such, we have contracted the services of an ISA Literacy Coach to work with our Grade Team Leaders and Humanities Department to develop school wide implementation strategies that will help us maximize the growth of our student's ability to pull evidence, analyze and connect to focus question, and fully develop their argumentative essay by developing claims and counterclaims. Furthermore our MOSL Team met in August to decide which assessments we would choose and most importantly ensure alignment of our school wide goals. As such, BLS chose the NYC ELA Performance Task as the assessment that will be used to measure our student's growth for all subject areas.
5. We have formed a Professional Development Team. A.P. Hurtado along with the four Grade Team Leaders, student body representatives and four ISA Coaches use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2013-2014 school year. Our PD Team also counts on the support of two Instructional Coaches from our CFN: 1 Special Education Coach, and 1 ELA Coach. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District 19	Borough Brooklyn	School Number 639
School Name Brooklyn Lab School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Renel Piton	Assistant Principal Erika Hurtado
Coach Karen Siegelman	Coach
ESL Teacher Jassica Lee	Guidance Counselor Laura Eid
Teacher/Subject Area	Parent Queen Makkada
Teacher/Subject Area	Parent Coordinator Angel Suarez
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	358	Total number of ELLs	63	ELLs as share of total student population (%)	17.60%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	10
SIFE	8	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	27

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28	4		16		2	19	0	8	63
Total	28	4	0	16	0	2	19	0	8	63

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										44		3	2	49
Chinese														0
Russian														0
Bengali										3	1	1	2	7
Urdu														0
Arabic														0
Haitian										2				2
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
TOTAL	0	0	0	0	0	0	0	0	0	54	1	4	4	63

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										9				9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										16	1	1	1	19
Advanced (A)										18		3	3	24
Total	0	0	0	0	0	0	0	0	0	43	1	4	4	52

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	29		3	
Integrated Algebra	43		8	10
Geometry	3	9	0	1
Algebra 2/Trigonometry	3	1	1	
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	23		0	
Physics				
Global History and Geography	1	18	0	8
US History and Government	24	18	0	5
Foreign Language	5		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: We use the NYSESLAT of previous years to identify trends and student needs. In addition we use Achieve 3000 to measure and monitor student reading levels and NYC ELL periodic exams. Utilizing the ELL periodic exams from fall 2012 and spring 2013, we noticed a trend in that the majority of the students test at the intermediate-level 20/25 and 19/27, respectively. Also the majority of students performed at the same ESL levels from one test to another. We will use TCWRP to accurately measure the students' reading fluency levels and their comprehension levels in the spring.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: During the 2012-2013 school year, 20% of our Intermediate students moved to Advanced level and from beginner to intermediate. Data based on the LAB-R this current school year for new enrollees showed that 2/3 students tested at the intermediate -level, due to their reading skills. In contrast, their listening, speaking and writing skills were far lower than their reading skills. After speaking to the students and reviewing the student data, the students were placed in the beginning level class because it provided the most scaffolding and allowed entry points into the language in an immersive and supportive environment. They have been flourishing in their ESL classes which means that it was the appropriate setting for them.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The information on ARIS about NYSESLAT modalities is not available yet.

4. For each program, answer the following:

- a. 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?

A pattern across proficiencies that encompass grades is that the majority of the students are overwhelmingly at the intermediate-level and they are not directly making the transition into the advanced level. Students are performing better in the content-areas when given the exact same test in their native language. School leadership encourages all teachers to have translated versions of worksheets, homework assignments, vocabulary word walls and notices translated into Spanish, the predominant second language at the school. In addition, the content-area teachers are developing the students knowledge of the content area by utilizing the Common Core standards which elevates students' knowledge through in-depth discussions and texts as well as strengthening their literacy skills.

In terms of the ELL periodic exams, teachers use the data to drive instruction. The test data illustrates that the majority of students lack sufficient background in reading comprehension and listening skills. So, the school has decided to make this a priority to work on print literacy and vocabulary. The school-wide initiative to use the SAT/College Readiness Word of the Day to build vocabulary as well as utilize sixth period College Readiness for an additional literacy period. Students have been learning how to annotate texts that are current and of high-interest including cloning, minimum-wage issues, and other topics. In addition to annotating texts, student interpret information and data for discussion purposes which in turn builds reading comprehension.

Also, the school is gearing instruction towards questioning and critical thinking skills in line with the Common Core Curriculum. The purpose is to ensure that students are creating and thinking about questions that are high-tiered on Bloom's Taxonomy. In addition, students are asked to communicate their ideas into writing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here: n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: Through discussion and planning for best practices and appropriate scaffolding. Our school wide lesson plans and unit plans require teachers to think and plan specifically for our ELL and SWD population. Teachers use techniques and strategies to differentiate instruction for ELLs. They allow students to write in their native language as well as read texts in their language to build content knowledge. For example, the students use the translated texts in both social studies and math and have built their vocabularies through cognates, visuals, and videos.

In addition, teachers ensure ELL students are given extra time on assignments and tests. In regards to building English literacy,

teachers use graphic organizers, visuals, and sentence starters to organize material and scaffold instruction so that ELLs have an entry point to the material. Ms. Lee, the ESL teacher, provided information to all teachers to inform them of the levels of all the ELL students in the school. This was distributed to all teachers in order to help teachers understand the literacy levels.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here: n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: The school measures progress on the NYSESLAT as a benchmark tool for instruction. scholarship data and regents passing %.

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

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

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.
- Paste response to question here: There is a strong collaboration between our articulation personnel and our certified ESL teacher Jassica Lee to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their enrollment. Parents/guardians of newly admitted ELLs are notified over the phone by Jassica Lee in the appropriate language about the ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at BLS. They are also shown the video where program placement options are presented with clarity and objectivity in the appropriate language. The policy to inform parents of options to enroll in a TBD/DL program and they are sent additional information and contacted by Ms. Lee via phone about the next steps in finding an appropriate setting of their choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Paste response to question here: At the beginning of the school year, the ESL teacher analyzes the students' data and their proficiency levels in the four modalities - reading, speaking, writing and listening- so that the teacher is able to see the ELLs strengths and weaknesses.

The parents of the students who achieve proficiency are informed by being sent the Non- Entitlement/Transition Letter home by the ESL teacher, Jassica Lee. Those who have not tested out of NYSESLAT are sent Letters of Continued Entitlement. Copies of all these letters are kept in a ESL compliance binder. The process for collecting the Parent Survey and Program Selection forms are by contacting guardians that they must go to the school either before, during, or after school hours at their convenience to meet with Ms. Lee to discuss options. In addition, if the parent does not attend the designated session, they are sent a letter requesting them to choose a time during the school week in which they may be able to attend. Along with the letter, they are also sent the additional paperwork and requested to contact the school for further instruction in their native language in order to learn more information or fill out missing items on the forms. All copies are stored securely in the ESL classroom.

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.

Paste response to question here: . The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services and in-house translations conducted by our bilingual staff (Available through the office of translation service within the DOE). The parents/ guardians are told to read the survey, make their selection and return signed documents.

The ELPC data entry is done in collaboration with Ms. Roberts and Ms. Lee in order to complete the ATS form within 20 days of the students enrollment in the school. Parent choice is given to all parents to learn about the TBE, DL and ESL programs. The Freestanding ESL program is not the only option presented with such a variety of programs. All letters for non-entitlement, continued entitlement, and placement, program enrollment are sent early in the fall of the school year to all the families notifying them of the children's placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

The results of the ELLs for NYSESLAT are printed out from the ATS and carefully reviewed by the ESL teacher, Jassica Lee. We run the RLAT and RLER codes in the ATS to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service.

6. 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.) 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. 

Paste response to question here: For the past few years, the trend in program choices that parents have requested are consistent with what we offer our students. The previous ELL Compliance binder was reviewed by Ms. Lee. Ms. Lee found that parents were unanimously choosing freestanding ESL as their first choice. This means that the program model offered at the school is aligned to the parents' requests. Since the trend has been for the Freestanding ESL program, we will encourage parents to be knowledgeable and advocates for their children if they choose another type of program that may not be offered at this particular school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here: BLS implements a Freestanding English as a Second Language (ESL) Program. The organizational model we implement is based on NYSESLAT levels and are heterogeneous. Advanced level students and several intermediate-levels receive one period of self-contained ESL over two sections. Intermediate-level students receive one period per day as well as three periods of self-contained support during lunch which totals eight periods per week. In addition, beginning-level students and several intermediate-level students receive nine periods of self-contained ESL and two periods of support during lunch a week.

The language of instruction is English. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher, Jassica Lee and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

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)?

Paste response to questions here: In the Freestanding ESL component we have 54 ELLs in the ninth grade, 1 ELL in the tenth grade, 4 ELLs in the eleventh grade and 4 ELLs in the twelfth grade. They range from Beginner to Advanced levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of self-contained ESL heterogeneous classes. Jassica Lee teaches two advanced-level classes five days a week, eight periods of intermediate-level classes. And Ms. Lee also teaches eleven periods in self-contained ESL classes a week.

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

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

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to questions here:

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

- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.

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

aspects of this policy include:

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here: Native language literacy is one of the fundamental cornerstones to building literacy. ELLs will be informally evaluated in 2014 in their native languages to ensure that the school is bolstering their knowledge of their language as an asset to learning English. The majority of the languages: Spanish, French/Haitian Creole have cognates which are especially key to learning English since the roots are similar. In addition, all ESL students at the intermediate to advanced levels learn Spanish as a foreign language or another language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: The school ensures ELLs are exposed and evaluated in all four modalities by incorporating opportunities in station teaching when there ELLs in ICT classes. Stations can include listening or watching a video/tutorial on the computer, group discussions, reading activities, and writing responses. In addition to station teaching the school is focusing on argumentative writing in all content areas including College Readiness where students discuss, read, write, and interact with texts to make informed decisions about their arguments. In the ESL classes, students do practice English and NYSESLAT activities where they utilize all four modalities to perform tasks.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: Our instructional plan for SIFE is as follows:

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

Our instructional plan for newcomers:

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

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

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

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

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

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

Our instructional plan for our 8 ELL- SWDs involves:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
 - Collaboration between the ESL teacher and IEP contact person.
 - Monitoring newcomer and SIFE students for possible special needs status.
- Grade appropriate instructional support materials - Compass Learning, Empower3000, ELMO projectors, computers and laptops in order to provide access to films and documentaries. They are offered modified texts and assessment based on level and group activities; time extension.

To ensure that flexible programming is used to maximize time spent with non-SWD peers we offer ESL services

At the beginning of the school year, Ms. Lee sent a letter to all staff notifying them of all the ELL students in their classrooms. Included were the former ELLs and an emphasis that they are allowed to have time and a half on all assessments even though they had tested as proficient on the NYSESLAT and no longer receive ELL services. This email will be resent towards the middle of the marking period so that all the names have been updated. In addition, Ms. Lee sent an email that she can accommodate ELLs and former ELLs that need and deserve extra time on assessments during fifth period. Currently, she has offered this to several teachers who have already taken advantage of the valuable time.

7. 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?

Paste response to question here: Our teachers use a variety of resources that range from graphic organizers to online courses that allow students to learn at their own pace. Some of the online programs such as Empower 3000 are high-interest, age-appropriate and grade-appropriate in terms of topics and can adjust to the level of the student.

Instructional strategies that teachers use to provide access and accelerate academic content knowledge include ELMO projectors, internet software and websites such as Newsela.com, access to films and documentaries, modified texts based on levels and group activities. To reiterate about the push for station teaching in increasingly more and more classrooms, teachers provide information in different modalities to foster learning and retention of materials. Also, teachers provide small group tutoring both after-school and during lunch.

These are rather new initiatives and will be monitored to see their effectiveness. In the meantime, teachers are evaluating the students' learning through feedback, software tracking, and instructional strategies. In general, students are enthusiastic about using technology in the classroom. Teachers are able to track their success and progress either by software tracking and by paper-and-pencil assessments. The materials listed above are Common-Core aligned and provide an assessment on how students would perform in the content areas.

In terms of programming and ensuring ELLs with IEPs receive adequate services, teachers and administrators review their programs carefully to monitor their specifications. Through collaboration between the IEP contact person and Ms. Lee, they are able to communicate each individual student's needs. All teachers keep a data binder that highlights all the ELL and SWD students in each of their classrooms. Teachers are encouraged to access the information about their IEPs and work according to their mandates.

In addition to data binders, teachers meet during CPT time each week and discuss one ELL student twice a week as part of inquiry and evaluate student work to judge how successfully teachers are modifying instruction and materials to build content-area knowledge.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: We offer an ICT ESL class to meet the needs of our students, in addition we offer courses during their lunch periods and after school to further support our students. In addition, our blended learning model allows students to complete coursework at their own pace and outside the walls of our building.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

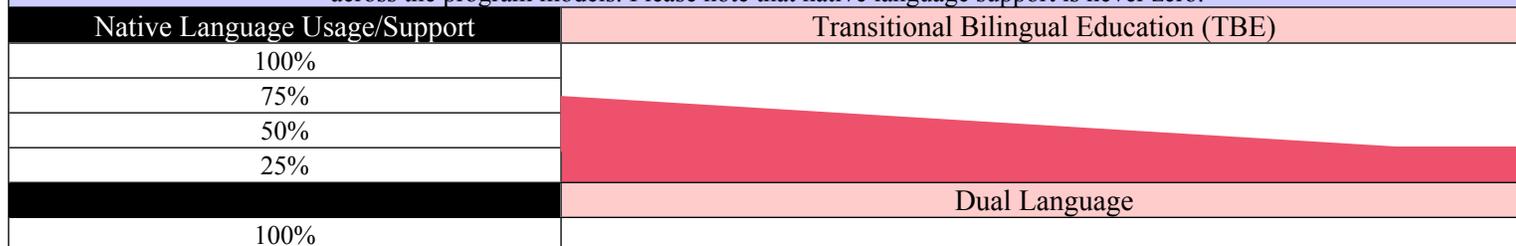
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here: BLS ensures that our ELL students sit in an ICT classroom to benefit from the knowledge and assistance of two teachers. Our ICT classrooms reflect differentiation with a specific focus on targeted instruction.

ELA

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during lessons through group discussions, journals, and etc.
- Ensure that teachers analyze students' data to identify strengths and weaknesses to use findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs
- Implement a print-rich environment with dictionaries and glossaries

Mathematics

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Provide opportunities for student to negotiate meaning with mathematical academic terminology through reading and solving word problems and interactive word walls
- Incorporating writing as a component of the mathematics lesson per the Common Core Initiative
- Provide opportunities to convey to others how they utilized problem-solving strategies and justified their answers
- Ensure identification and analysis of students' strengths and weaknesses to drive and differentiate instruction
- Collaboration between content-area and ESL teachers to map out specific student needs

Social Studies

- Monitor the understanding of linguistically challenging materials and use of variety of phrasing techniques and synonyms to clarify meaning
- Scaffold instruction with visual aids, maps, atlases, glossaries, and dictionaries to increase comprehension
- Provide our Spanish-speaking ELLs with a Spanish version of texts

Science

- Provide Spanish-speaking ELLs with a Spanish version of texts
- Ensure that teachers modify assignments, classwork, and assessments using online translation tools
- Ensure teachers are informed about videos available online to illustrate processes and concepts

Intervention services are offered every Wednesday during lunch. Students are especially encouraged to attend and take advantage of small group tutoring and homework help in the content areas. Ms. Lee is available every day during lunch period in which students are scheduled to work on Achieve 3000 and iLearn software for credit recovery.

In addition, students are offered CUNY At-Home Programs for math and English. These are students that have passed Regents exams, but did not qualify for CUNY acceptance due to a score under 75 that would qualify them for CUNY colleges. Also, Saturday Regents prep is offered on the Saturdays leading up to the January and June Regents exams and help students prepare for any Regents.

During CPT which meets four days a week for one period each, teachers discuss ELLs and ELLs with IEPs twice a week to assess their progress.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: While we have made progress moving our students forward with language acquisition, we still need to work on providing them with the required support to meet the standards of their content area. As mentioned, we are using our ICT model, which has shown great success with our SWDs, as an outlet to reach out to our ELLs. Across the curriculum, there has been a school-wide push to provide literacy and language building in each content area. Students will be preparing and taking performance tasks in all classes that focus on argumentative writing and in-depth reading in order to utilize materials learned to make a claim and write an essay. This focus especially heightens the awareness of all teachers that they do not only teach a content area, but they are in fact literacy or ELL teachers. During weekly PD sessions, all teachers have been meeting to work on rubrics for the performance tasks and reviewing student work in different content areas such as ELA and AP Biology. Data is reviewed, generally, on a weekly basis. Teachers are working to unpack performance tasks about argumentative writing in math, science, social studies, ELA, and foreign language.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: ICT ESL classrooms and standalone ELA class taught by dual certified ESL and ELA teacher.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: All students are encouraged and welcomed to participate in our programs. Currently 25% of our AP students are ELLs. Students also create their own clubs and organizations. Our students are currently working on developing an ASPIRA group. All announcements in newsletters are translated in two languages to publicize clubs. During College Readiness which takes place four days a week, students go from class to class advertising new groups. Currently, the groups that ELLs are partaking in are step dancing, cooking and nutrition, and iLearn which is a academic program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: Smartboards, Elmos, Online coursework: Compass, Powerspeak, Achieve 3000, iPads, and APEX. All of the software above is for academic purposes to build literacy and math literacy. Compass and APEX are two programs whose focus is on remediation and credit recovery. The software is very interactive and prompts students to learn material through videos, reading texts, writing prompts, and podcasts. They are used for translation purposes. PowerSpeak is a language learning software for foreign languages. Beginning, intermediate, and advanced level students take iLearn courses via Compass Learning and allow them to relearn and make up material that they missed due to absence.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: BLS has made a conscious effort to use their native language to support delivery and acquisition of content and skills. This is done so by translating articles, offering recordings in their own language, use of dictionaries and developing language objectives.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: BEGINNERS:

PERIOD 6 --> 4 DAYS A WEEK --> (50 MIN) = 200 MIN TOTAL

PERIOD 7--> 5 DAYS A WEEK --> (50 MIN) = 250

PERIOD 5 --> 2 DAYS A WEEK --> (45 MIN) = 90

TOTAL MINUTES = 540

INTERMEDIATES:

PERIOD 3 --> 5 DAYS A WEEK --> (50 MIN) = 250

PERIOD 5 --> 3 DAYS A WEEK --> (45 MIN) = 135

TOTAL MINUTES = 385

ADVANCED:

PERIOD 1 --> 5 DAYS A WEEK --> (50 MIN) = 250

The classes consist of mixed age and grade levels, but are categorized by ESL level. All materials are meant for young adults and adolescents rather than presenting ESL material for beginners using early primary-age materials. The students learn about relevant topics in the ESL class including finding jobs, community resources, healthcare, and learning about the education system in the United States. Students are exposed to topics that they face on a daily basis. They also utilize the material to learn critical thinking skills.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: Newly enrolled ELLs meet with our ESL teacher Ms. Lee and our guidance counselor Ms. Eid. Our students engage in an orientation and develop goals for the year that pertain to language acquisition, social interactions and scholarship.

18. What language electives are offered to ELLs?

Paste response to question here: AP Spanish

19. For schools with dual language programs:

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

Paste response to questions here: n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

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

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

We are planning on collaborating with our Student Success Center to provide a series of classes on GED and ESL for both parents and students.

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

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

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K639 School Name: Brooklyn Lab School

Cluster: 4 Network: CFN 404

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.

BLS has an active PTA that is also a part of our School Leadership Team. Our PTA is comprised of diverse members that represent our student body population - specifically parents that do not speak English. Our PTA strategically chose to have 2 co-presidents: Queen Makkada (English speaking parent) and Gloria Morera (Spanish speaking parent). The remaining two parents Teresa Peralta and Dolores Molina (non English speaking parents) hold the secretary and treasurer positions. Our PTA uses the assistance and support of our Parent Coordinator, Angel Suarez (bi-lingual) to disseminate information in both English and in Spanish. Mr. Suarez, ensures that our monthly newsletters, progress reports, surveys, and flyers are mailed home in both English and in Spanish.

Our diverse PTA ensures that our SLT meetings are held in both English and Spanish and that all documents and minutes are also kept in both languages. Our parent leaders conduct monthly workshops to educate our parents and keep them up to date with school wide initiatives and progress. Currently, BLS uses parent surveys and parent participation in school events and meetings to measure our progress and needs.

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.

Our findings reveal that while we have taken significant steps towards disseminating information to our parent community in their native language, there is a need for greater consistency and more importantly established systems and routines for feedback in terms of connecting our pedagogical staff with our community. This finding will be shared during our SLT meeting, November 20, 2013.

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.

Monthly newsletters are drafted and mailed home on the 15th of every month in English and in Spanish. Our Parent Coordinator receives information from our SLT, PTA, and Grade Team Leaders and includes it in our newsletter. Our PC prints and translates all documents that are mailed home ranging from: report cards, progress reports, flyers, newsletters, invitations etc.

Furthermore, our school relies on the support of our bi-lingual school aides and Assistant Principal.

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.

Translated services will be provided in house by our Parent Coordinator, School Aides and Administration. Furthermore, we will seek external services when translating major documents such as the CEP and by-laws.

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>.

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2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

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

09/27/12: Achieve 3000

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

11/16/12: Achieve 3000

12/18/12: Compass Learning

12/19/12: ELL iLearn Lab Goal Setting

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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