



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX LAB SCHOOL

DBN (i.e. 01M001): 11x265

Principal: SARAH MARCY

Principal Email: SMARCY@SCHOOLS.NYC.ORG;
SARAH.MARCY@BRONXLABSCHOOL.ORG

Superintendent: CARRON STAPLE

Network Leader: CYNDI KERR

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
Sarah Marcy	*Principal or Designee	
Nilda Dontaine	*UFT Chapter Leader or Designee	
Ida White	*PA/PTA President or Designated Co-President	
Angela Contreras	DC 37 Representative, if applicable	
Albert Garcia, Marc Cuevas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Marie Beaudouin	Member/ PTA Vice President	
Edith Cuevas	Member/ SLT Secretary, Parent	
Orville Ingram	Member/ Assistant Principal	
Stacy Rogers	Member/ Teacher	
Janet Bailey	Member/ Parent	
Tollyne Dickerson	Member/ Dean of Students	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X265

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	476	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	12	# SETSS	44	# Integrated Collaborative Teaching	62
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	14	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	75.4%	% Attendance Rate		% Limited English Proficient	86.0%
% Free Lunch	100.0%	% Reduced Lunch		% Students with Disabilities	0.0%
% Limited English Proficient	6.3%	% Students with Disabilities			16.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American		% Asian or Native Hawaiian/Pacific Islander	38.4%
% Hispanic or Latino	56.4%	% Asian or Native Hawaiian/Pacific Islander		% Multi-Racial	2.7%
% White	1.7%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	3.35	# of Assistant Principals		# of Counselors/Social Workers	1
# of Deans	1	# of Counselors/Social Workers		% Teaching Out of Certification	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		Average Teacher Absences	N/A
% Teaching with Fewer Than 3 Years of Experience	8.8%	Average Teacher Absences			4.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4 (8th Grade)	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	76.3%	Mathematics Performance at levels 3 & 4			54.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		4 Year Graduation Rate	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			65.8%
6 Year Graduation Rate	78.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Limited English Proficient	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Economically Disadvantaged	N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
<p>Greater emphasis on clear structures: supervision, evaluation, instructional, inquiry. An attempt to address both instructional and cultural issues in the school. Direct connection between qualitative and quantitative indicators and goals moving forward for 2012-2013 school year. Many stakeholders involved in successful implementation of each goal: administrators, teacher leaders, teachers, support staff, parents.</p>				
Describe the areas for improvement in your school's 12-13 SCEP.				
<p>Needed greater cohesion: goals should be facets of one cohesive school vision, more clearly tied together. 100% Respect Campaign did not resonate with students or many staff, thus not fully effective. Improvement of school environment needs a more holistic approach.</p>				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
<p>Staff felt that they were being pulled in multiple, unrelated directions at once. Training around Kim Marshall evaluation rubric while DOE was choosing the Danielson framework. Unable to create whole-school buy-in around 100% Respect Campaign.</p>				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
<p>Strides were made to some degree on every single goal; this year we have built upon each area. Goal 1: Teachers developed SMART goals and were observed and evaluated more regularly. This year we asked teachers to develop individual goals, with at least one bridging between their own practice and Department and/or School-Wide instructional goals. Goal 2: In departments, teachers worked on developing Common Core aligned curricular units. This year the staff is continuing this work by focusing school-wide on further development and implementation of Writing for Argument and Evidence Based Claims. Additionally, the STAR team will help to track student progress in these areas, especially for most at-risk students. Goal 3: Teachers were trained in the Kim Marshall framework. Similar criteria apply this year with the Danielson framework. Goal 4: Outside consultant was brought in to create the 100% Respect Campaign at Bronx Lab, but many of the classroom and school-wide disciplinary problems persist. Goal 5: Strategies for greater parent outreach were implemented and parent participation numbers continue to increase. Our goal this year is continued expansion on parent outreach and involvement.</p>				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.				
Every goal was accomplished to some extent, if not completely. (See above for detail.)				
Did the identified activities receive the funding necessary to achieve the corresponding goals?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
<p>The largest barrier is easily the administrative turnover from last year to this year. (New on staff this year are the Principal, Assistant Principal, School Business Manager, Guidance Counselor, Social Worker, Dean of Students, and six teachers.) The first quarter of the year was spent getting to know the school, its strengths and struggles, available resources, implications of past decisions on current structures and policies, and various stakeholders. It's been difficult to decide upon and implement new strategies without immediate full knowledge of the school's history. With a new administration comes a shift in school vision; shifting the school's focus and vision is a challenge and prolongs the anticipated time it will take to implement this year's SCEP. To build on the school's strengths we are forming a revised school vision to improve coherency and rigor in curriculum by developing an instructional plan focused on Habits of Mind and using Evidence-Based Claims through our weekly Department Chair meetings; this compels school leaders, teachers, and our partners to work cohesively and with clear focus</p>				

List the 13-14 student academic achievement targets for the identified sub-groups.

The subgroups Bronx Lab was identified for are Black, Hispanic and economically disadvantaged student's performance on the ELA and Math Regents. Academic achievement targets for these groups are:
 75% of students in subgroup taking ELA Regents for the first time will score 75 or better.
 75% of students in subgroup taking a Math Regents for the first time will score 75 or better.
 75% of students in subgroup retaking ELA Regents will score 65 or better.
 75% of students in subgroup retaking a Math Regents will score 65 or better.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders communicate in various ways, including:
 Faculty Gathering Professional Development Meetings, 3x per month
 Through team leaders: Department Chairs (meet with admin 1x per week; meet with departments on ongoing basis during Faculty Gatherings), Advisory Team Leaders (meet with admin 2x per month; meet with advisory teams on ongoing basis during Faculty Gatherings), Grade Team Leaders (meet with admin 1-2x per month; meet with grade teams weekly), STAR Team (meets with admin 2x per month)
 Staff communicates daily via email using internal Bronx Lab School email group
 To parents and guardians: through letters and postcards home, via email, monthly PTA announcements, and automated phone system.
 To communicate with the community, the school holds grade level parent orientations in the fall, periodic mandatory parent meetings for specific subgroups of students (e.g. Promotion in Doubt, 12th grade, etc.), quarterly progress reports and regular mailings. The school also utilizes online grade book and email system Skedula to maintain communication. Finally, all students are assigned an Advisor who conferences with students individually once every week; regular phone communication is made between the Advisor and the families.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of our SCEP is to provide a more holistic and rigorous approach to the academic and social program. Teachers across all disciplines are working to develop a school-wide set of Habits of Mind that teach critical thinking skills in every course. These Habits of Mind will be taught and practiced in every course, with particular emphasis on the CCSS units around evidence-based claims and writing for argument. Through ongoing professional development around student-centered classes and inquiry, teachers are working to improve their practice. The success of these practices (Habits of Mind, writing for argument, student-centered inquiry) is being monitored based on students' academic progress in their classes each quarter. Involving parents through continual communication around their child's progress is fundamental to the success of the academic and social/emotional growth.

Describe the strategy for executing your theory of action in your school's SCEP.

Principal and Assistant Principal meet regularly (see above) with school leaders, who work with their teams (see below) to enact the theory of action. The overarching philosophy of the school is one of distributed leadership and working toward building capacity in every staff member. Administration has an open-door policy, wherein staff members can at any time approach administrators with questions, concerns, or ideas. Administrators work to support groups in establishing goals, meeting protocols, strategic plans, and timelines for implementation. Because all five goals of the SCEP work in tandem, administrators share the overarching vision and facilitate communication between groups.

List the key elements and other unique characteristics of your school's SCEP.

Habits of Mind
 Student-centered, inquiry-based instruction
 Performance-based assessments
 Holistic approach to academic and social/emotional student growth
 Qualitative and quantitative tracking of student progress
 Community-wide support of students (advisors, teachers, counselors, administrators, and parents)

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have leadership teams built into the school's structure to support our ongoing programs and goals.
 Goal 1: Principal and Assistant Principal observe teachers, give feedback based on the Danielson framework, meet with teachers for 1:1 conferencing and individualized professional growth plans.
 Goal 2: Department Chairs work with their departments to help teachers create and implement CCSS units. STAR Team collaborates with Grade Level Teams to track students' academic process in these curricular units.
 Goal 3: STAR Team collaborates with Grade Level Teams to track student academic progress and develop and monitor intervention strategies.
 Goal 4: Guidance team helps to train Advisory Team Leaders, who work with their Advisory Teams to implement restorative justice practices across the grade level through advisory curriculum.
 Goal 5: Parent Coordinator and Guidance team outreach and provide support to parents through monthly PTA meetings, parent-teacher conferences, family workshop nights, etc.
 Each of these teams is supported and overseen by Principal and/or Assistant Principal

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Strengthen the cycles of observations conducted, and sharpen the process for measuring pedagogical improvement to ensure all teachers meet the school's expectations for effective pedagogy (AFI: 4.1)							
Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, 100% of teachers will have participated in 8 professional development sessions related to domains 1 and 3 of the Charlotte Danielson Framework for Effective Teaching. 100% of teachers will demonstrate improvements in these domains as evidenced in feedback from classroom observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 1. Principal and Assistant will facilitate PD around the Measure of Teacher Practice (MOTP) to help teachers understand how they will be observed and rated using the Charlotte Danielson Framework for Teaching to help teachers understand how students’ assessment will be used as a part of their rating; teachers will familiarize themselves with the options for MOTP, they will be informed of IPCs and of evaluation system timelines. 2. Talent coach and network/cluster instructional coach will support Principal and Assistant Principal in norming and developing a coherent system for observing and rating teachers. Talent coach will visit three times for the school year while on-going support will come from the network. 3. During our Wednesday Faculty Gathering, Principal and Assistant Principal will go through the norming process with teachers so that they can get familiar with the rating rubric.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Department Chairs and department members 2. Department Chairs and department members 3. Department Chairs and department members 4. Department Chairs and department members 5. Principal, Assistant Principal, Department Chairs and Lead teacher 6. Principal, Assistant Principal, Department Chairs and teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Use Collaborative Assessment Conference Protocol to discuss & process the Gateway and give feedback; 100% of these Gateways will include CCSS skills of writing for argument / constructing viable arguments. 2. Use Collaborative Assessment Conference Protocol to discuss & process the Unit Plan and give feedback; 100% of these Gateways will include CCSS skills of writing for argument / constructing viable arguments. 3. Use Tuning Protocol to look at Student Work around the CCSS tasks, specifically writing for an argument; teachers will revise Gateways and rubrics based on LASW protocol and process to more fully align to CCSS. 4. Shared lessons and gateways across the subject/grade. 100% of teachers will include CCSS argument skills in each of the 2 units. 5. Each teacher will know which domains she/he is Effective in and which areas of the domains she/he needs improvement in. Teachers will peer review with goal of 75% of teachers rating E or HE in Domain 1 by June 2014. 6. Develop the core BLS Habits of Mind and how to be deliberate in incorporating them in our classes. 100% of teachers will begin to incorporate BLS Habits of Mind into 5 or more lesson plans.
4. Timeline for implementation and completion including start and end dates

1. One project a quarter (end of Quarter dates: 11/8, 1/24, 4/8, and 6/16)
2. Every Quarter (end of Quarter dates: 11/8, 1/24, 4/8, and 6/16)
3. 1x in Fall and 1x in Spring
4. Weekly
5. Ongoing
6. Target Professional Development Dates throughout the year , Ongoing

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

1. Two coaches from the Institute of Student Achievement (ISA) will work with the assistant principal and Principal in bi-weekly visit to classrooms to provide feedback centered to maximize student learning.
2. Departments will continue to create and develop a scope and sequence. Teacher per session will be provided for 6 Department Chairs to meet for a maximum of 29 hours.
3. There will be 4-8 CCSS themed Department Meetings and PDs throughout the year where teachers will look at student work and develop a CCSS rubric.
4. Teachers meet monthly in department teams to develop / refine units, lessons, tasks, and rubrics to assess the use of evidence to support a claim in all content areas with the exception of Mathematics. The Math Department team meets monthly to develop/refine units, lessons, tasks, and rubrics to incorporate using expression and equations via modeling in Algebra, and using congruence via modeling in Geometry.
5. IPC meetings, meetings with Lead teacher, Advance tools provided to teachers by DOE.
6. Faculty Gathering meetings, Habits of Mind resources developed by other schools and educational institutions.

Budget and Resource Alignment

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

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

Title I Priority/Focus

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teams of teachers consistently gather and analyze a variety of data in order to improve their practice and student learning outcomes. (4.2)

Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	X
		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, every student will experience 8 Common Core aligned units of study (2 in Math, 2 in ELA, 2 in Social Studies, and 2 in Science). All ELA, Science, and Social Studies teachers will also develop two Common Core aligned Gateway Assessments that incorporate "writing for argument" using evidence-based claims. All Algebra and Geometry teachers will develop two Common Core aligned Gateway Assessments that incorporate "reasoning abstractly and quantitatively" and "constructing viable arguments".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 4 Gateway Projects will be aligned to Common Core State Standards (CCSS) in ELA, Math, Science, and Social Studies. Teachers create 2 Unit Plans per discipline from UbD Template to use as basis for developing their curriculum maps for next year which develop purposeful student groupings, appropriate leveled challenges and scaffold questioning that extends thinking. Analysis of Student Work in Department Meetings around CCSS Tasks to evaluate and design appropriate leveled challenges for students. Teachers meet with their planning partners to design Curriculum maps, Units and student centered lessons in order to develop questioning that maximizes learning through Gateways; teachers will focus on building in skills around developing a claim and using evidence to support it. Develop a normed understanding of Danielson rubric, Domain #1. Use this shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth and understand good teaching practices. Develop a normed understanding of Habits of Mind.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Department Chairs and department members Principal, Assistant Principal, Department Chairs and Lead teacher Principal, Assistant Principal, Department Chairs and teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Use Collaborative Assessment Conference Protocol to discuss & process the Gateway and give feedback; 100% of these Gateways will include CCSS skills of writing for argument / constructing viable arguments. Use Collaborative Assessment Conference Protocol to discuss & process the Unit Plan and give feedback; 100% of these Gateways will include CCSS skills of writing for argument / constructing viable arguments. Use Tuning Protocol to look at Student Work around the CCSS tasks, specifically writing for an argument; teachers will revise Gateways and rubrics based on LASW protocol and process to more fully align to CCSS. Shared lessons and gateways across the subject/grade. 100% of teachers will include CCSS argument skills in each of the 2 units. Each teacher will know which domains she/he is Effective in and which areas of the domains she/he needs improvement in. Teachers will peer review with goal of 75% of teachers rating E or HE in Domain 1 by June 2014. Develop the core BLS Habits of Mind and how to be deliberate in incorporating them in our classes. 100% of teachers will begin to incorporate BLS Habits of Mind into 5 or more lesson plans.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> One project a quarter (end of Quarter dates: 11/8, 1/24, 4/8, and 6/16) Every Quarter (end of Quarter dates: 11/8, 1/24, 4/8, and 6/16) 1x in Fall and 1x in Spring Weekly Ongoing Target Professional Development Dates throughout the year , Ongoing
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Two coaches from the Institute of Student Achievement (ISA) will work with the assistant principal and Principal in bi-weekly visit to classrooms to provide feedback centered to maximize student learning. Departments will continue to create and develop a scope and sequence. Teacher per session will be provided for 6 Department Chairs to meet for a maximum of 29 hours. There will be 4-8 CCSS themed Department Meetings and PDs throughout the year where teachers will look at student work and develop a CCSS rubric. Teachers meet monthly in department teams to develop / refine units, lessons, tasks, and rubrics to assess the use of evidence to support a claim in all content areas with the exception of Mathematics. The Math Department team meets monthly to develop/refine units, lessons, tasks, and rubrics to incorporate using expression and equations via modeling in Algebra, and using congruence via modeling in Geometry. IPC meetings, meetings with Lead teacher, Advance tools provided to teachers by DOE.
<ol style="list-style-type: none"> 6. Faculty Gathering meetings, Habits of Mind resources developed by other schools and educational institutions

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I Priority/Focus, Title I											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		X		PF Common Core		
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments				PF Parent Engagement		
	PF Positive Behavioral Management Programs				PF RTI				PF Supporting Great Teachers & Leaders		

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Teams of teachers consistently gather and analyze a variety of data in order to improve their practice and student learning outcomes. (4.2)											
Review Type:	QR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Effective				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 75% of teachers engage in conversations with the STAR (Student Tracking Academic Response) team about academic support interventions, including support strategies to be used and implementation. 75% of teachers will conduct Grade Team Level academic / behavioral interventions for a total of 20 at risk students in the 9 th , 10 th , 11 th , and 12 th grade (5 per grade). Intervention strategies will be based on data generated by the STAR team											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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											
<ol style="list-style-type: none"> Grade Teams will select students based upon collected data from progress reports, report cards, transcripts, teacher anecdotal, classroom observations, student interviews, and student work. Students selected are cross-referenced with the rising third in each grade level. Minority students with low SES and IEPs will also be identified in this process Teachers will conduct Grade Team Level academic / behavioral interventions for a total of 20 at risk students in the 9th, 10th, 11th, and 12th grade. Initial interventions will consist of the creating of a collective high expectations and realistic timeline (HEART) action plan. Students' progress toward their HEART plan will be monitored and strategies will be reassessed at least quarterly. Strategies for students to improvement academically or behaviorally include: attending daily AIS office hours for tutoring; attending weekly counseling sessions set by service providers; academic counseling through online databases (Skedula); bi-weekly GTL conferencing. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> Grade Team Level Personnel and STAR Team Grade Team Level Personnel and selected students Grade Team Teachers; Advisors; Service Providers (when applicable); Peer Mentors (when applicable); Administration 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ol style="list-style-type: none"> Teams of teachers gather and analyze a variety of data in order to improve student academic and behavioral outcomes; Grade teams and STAR team meet on a bi-weekly basis. Initial intervention conferences will take place during the 1st semester; Grade and STAR team consistently gather data and conference with participating intervention students on a weekly basis. Students on list will know that they have been selected and are being monitored for support. Team meetings held weekly to evaluate progress, effectiveness, and impact of strategy. Utilize grade data and teacher anecdotal quarterly to gauge and measure 											

student growth and achievement. 75% of teachers will give targeted interventions to selected students. Students' grades will improve from Q1 to Q4 in at least one academic class.

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

6. November 2013: GTL / STAR select 20 students. December 2013: GTL / STARS team create HEART (High Expectations and Realistic Timeline) action plan.
7. January 2014: GTL / STARS team conducts initial intervention with identified students.
8. February Quarter 2 grade results released / April Quarter 3 grade results released analyzed – seeking academic movement based on goals set forth in initial intervention action plan; June 2014 final transcript grades released and analyzed.

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

1. Weekly Grade Team meetings 4 teachers, 71 teachers per session hours
2. Bi-weekly STAR meetings 2 teachers, 104 teachers per session hours
3. AIS / Office Hours provide one-on-one instruction / private tutoring in specific academics identified as at risk on identified student's action plan; Instructional staff / advisors utilize Skedula, an online-grade and behavior tracking system to keep participating students current with progress and deficiencies; FECS / Mental Health Support Staff / School Psychologists provide weekly support groups and one-on-one counseling for addressing behaviors identified on action plan. Twilight 1 guidance counselor, 53 guidance counselor per session hours; 1 supervisor, 54 supervisor per session hours; 12 teachers, 457 teachers per session hours; Regents prep 18 teachers, 542 teacher per session hours

Budget and Resource Alignment

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

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

Title I Priority/Focus, Title I

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- "Most students at my school treat each other with respect." 52% of students disagree or strongly disagree with this statement. (score of 4.8 out of 10)
- "Most students at my school treat adults with respect." 52% of students disagree or strongly disagree with this statement. (score of 4.8 out of 10)
- "At my school students harass or bully other students." 72% of students say this is true some, most, or all of the time. (score of 6.5 out of 10)
- "At my school students get into physical fights." 87% of students say this is true some, most, or all of the time. (score of 5.8 out of 10)

Review Type:	NYC School Survey Report	Year:	2012-2013	Page Number:	11	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June of 2014, 50% of the staff will have engaged in some kind of restorative justice practice for their students and 80% of advisors will have trained their advisees in our community principles, such as mutual accountability, peaceful conflict resolution, and respect for the community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. Administration will tap into the skills of staff who are trained in mediation, restorative practices, conflict resolution, respect for all, etc. to form a fairness committee to to develop a plan to support students' social-emotional growth, build community, and to engage students in extra-curricular activities that will strengthen their participation in our community principals of respect and restorative justice.
2. Fairness team will work with Advisory Team Leaders to develop advisory activities around conflict resolution, bullying, and peer support.
3. One teacher will participate in the New York University Technical Assistance Center on Disproportionality (TACD) project

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

1. Social Worker, Guidance Counselor, COSA Personnel, and Advisory Team Leaders
2. Fairness team, Advisory Team Leaders, Social Workers.
3. Tac-D teacher participant

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

6. Creation of a fairness committee that is functional, meeting bi-weekly to address established and emerging school culture issues.
7. Fairness team will meet with Advisory Team Leaders to solidify activities for advisories.
8. Selected students meet with Tac-D trainee on a weekly basis to address mitigating issues around engagement, reengagement, and suspensions.

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

1. Fall 2013 is an inspirational target date to plan and create fairness committee to address issues around restorative practices, conflict resolution, etc
2. By end of Quarter 3 Fairness team has met with ATs; 3+ activities implemented in 100% of advisories by June 2014.
3. Four sessions of Tac-D training will take place during the following dates. During that time, Tac-D trainee will begin meeting with students afterschool school once a week from January until the end of school year.
 - Session #1 - January 14th, 2014 from 9:00am – 3:00pm
 - Session #2 - February 13th, 2014 from 9:00am – 3:00pm
 - Session #3 - March 20th, 2014 from 9:00am – 3:00pm
 - Session #4 - TBD

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

1. Educational Consultants - Federation Employment Guidance Services (FEGS)- Social Workers; Council for Unity.
2. Bi-weekly Advisory Team Leader meeting. 4 teachers, 119 teachers per session hours
3. Teacher attends Tac-D trainings during the school day.

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I Priority/Focus											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

My Child's School...keeps me informed about my child's academic progress. (score of 8.9 out of 10). Keeps me informed about what my child is learning. (score of 8.3 out of 10). Keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (score of 8.4 out of 10) communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school. (score of 8.5 out of 10). Communicates with me in a language that I can understand. (score of 8.8 out of 10)

Review Type:	Learning Environment	Year:	2012-2013	Page Number:	4-6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June of 2014, 100% of teachers will be using our online grading system to share student progress data with families. At least 25% of families will have logged in at least 1 time to check on their child's data and 90% of students will have checked in at least twice by June 2014 to check their own progress.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Bronx Lab School will take the necessary steps to engage, reengage, and support parents' involvement and students' academics by providing workshops, training, clinics, and other support by utilizing our community partners. For example, Bronx Lab School will conduct:

- Curriculum Night: On September 26, 2013, Bronx Lab School held its Curriculum Night for parents. Parents got a chance to meet their child's teacher and hear about what their child will be learning for the year in their classes
- Skedula Training/workshop: During our November PTA meeting, the school conducted a workshop for parents to understand and use our school/teacher communication tool. The program features include, but not limited to:
 - Empower teachers to instantly provide parents with homework, grades, progress reports, handouts and upcoming events.
 - Full online grade book with course preference options, file attachments and graphing components.
 - Foster community with an internal messaging system for students, parents, teachers and administrators and group discussion area.
 - Easily insert and track individual student learning goals.
 - Instantly call up attendance by student, course, teacher and more.
 - Anecdotal Log Reporting including dean's records, phone log, parent communication and more.
 - Workshops will be conducted in English and Spanish
- Students will meet with their Advisors weekly to log in to Skedula and check their academic progress.

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

- Teachers and BLS Staff
- BLS staff, ESL and special educator
- Advisors

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

- Increase parents understanding of the BLS curriculum
- Increase in the number of parents logged on to Skedula;
- Increase in the number of students familiar with Skedula

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

- October 2013
- November 2013
- Spring of 2014
- Throughout the school year, from September 2013 to June 2014.

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

- Support Staff Overtime (mailing translations, translations during all parent meetings) 2 school aides, 241 overtime hours; 1 supervisor school aide, 237 overtime hours
- Incentives will be purchased (non-contractual services/parental involvement otps line) to increase attendance at our monthly Parent Workshops. Incentives are key chains, annual school carnival, canvas bags.
- Once a month overtime for Family Worker to translate for parents or as needed. 1 family worker, 216 overtime hours

Budget and Resource Alignment

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

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

Title I Priority/Focus, Title I Translation Funds, Title I

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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>	<ul style="list-style-type: none"> • Office hours – Academic Intervention Services: tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities – afterschool enrichment and skill-building courses that are credit-bearing • Saturday Regents Prep - morning sessions in the five core subject exams to prepare students who have not yet passed Regents exams • Twilight Academy – evening courses and targeted counseling support for undercredited 11th and 12th grade students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support • Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular 	<p>Office hours – Small group & one-on-one tutoring and Academic Intervention Support</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Saturday Regents Prep – Small groups</p> <p>Twilight Academy – Small classes of 15-20 students</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the ELA Department meetings.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula(on-line grading system) updates.</p>	<p>Office hours – 4 days per week (M, T, Th, F) either Period 0 or 8, and Wed after classes.</p> <p>Credit Recovery-afterschool support, 4 days either Period 0 or 8 per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Saturday Regents Prep – Saturday mornings, December-January and May-June</p> <p>Twilight Academy – Spring semester, two evenings per week, 5-8pm.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>

	updates on their students' assignments, performance, and important upcoming events.		
Mathematics	<ul style="list-style-type: none"> • Office hours – Academic Intervention Services: tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities – afterschool enrichment and skill-building courses that are credit-bearing • Saturday Regents Prep - morning sessions in the five core subject exams to prepare students who have not yet passed Regents exams • Twilight Academy – evening courses and targeted counseling support for undercredited 11th and 12th grade students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support <p>Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events</p>	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Saturday Regents Prep – Small groups</p> <p>Twilight Academy – Small classes of 15-20 students</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the Math Department meetings.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula(on-line grading system) updates.</p>	<p>Office hours – 4 days per week (M, T, Th, F) either Period 0 or 8, and Wed after classes.</p> <p>Credit Recovery-afterschool support, 4 days either Period 0 or 8 per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Saturday Regents Prep – Saturday mornings, December-January and May-June</p> <p>Twilight Academy – Spring semester, two evenings per week, 5-8pm.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>
Science	<ul style="list-style-type: none"> • Office hours – Academic Intervention Services: tutoring services after and before school for targeted students 	<p>Office hours – Small group & one-on-one tutoring</p>	<p>Office hours – 4 days per week (M, T, Th, F) either Period 0 or 8, and Wed after classes.</p> <p>Credit Recovery-afterschool support, 4</p>

	<ul style="list-style-type: none"> • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities – afterschool enrichment and skill-building courses that are credit-bearing • Saturday Regents Prep - morning sessions in the five core subject exams to prepare students who have not yet passed Regents exams • Twilight Academy – evening courses and targeted counseling support for undercredited 11th and 12th grade students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support <p>Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events</p>	<p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities - Small groups</p> <p>Saturday Regents Prep – Small groups</p> <p>Twilight Academy – Small classes of 15-20 students</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the Science Department meetings.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula(on-line grading system) updates.</p>	<p>days either Period 0 or 8 per class</p> <p>F-Block activities - Mondays and Thursdays after school.</p> <p>Saturday Regents Prep – Saturday mornings, December-January and May-June</p> <p>Twilight Academy – Spring semester, two evenings per week, 5-8pm.</p> <p>Differentiated programming: daily throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> • Office hours – Academic Intervention Services: tutoring services after and before school for targeted students • Credit Recovery-afterschool support to help students earn credit by meeting required seat time and doing appropriate work. • F-Block activities – afterschool enrichment and skill-building courses that are credit-bearing • Saturday Regents Prep - 	<p>Office hours – Small group & one-on-one tutoring</p> <p>Credit Recovery- Small group & one-on-one tutoring</p> <p>F-Block activities: Small groups</p> <p>Saturday Regents Prep – Small groups</p> <p>Twilight Academy – Small classes of</p>	<p>Office hours – 4 days per week (M, T, Th, F) either Period 0 or 8, and Wed after classes.</p> <p>Credit Recovery-afterschool support, 4 days either Period 0 or 8 per class</p> <p>F-Block activities: Mondays and Thursdays after school.</p> <p>Saturday Regents Prep – Saturday mornings, December-January and May-June</p> <p>Twilight Academy – Spring semester, two evenings per week, 5-8pm.</p> <p>Differentiated programming: daily</p>

	<p>morning sessions in the five core subject exams to prepare students who have not yet passed Regents exams</p> <ul style="list-style-type: none"> • Twilight Academy – evening courses and targeted counseling support for undercredited 11th and 12th grade students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Professional development with staff that trains educators and teaching teams around student support <p>Frequent, high-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events</p>	<p>15-20 students</p> <p>Differentiated programming: Throughout a lesson in a class.</p> <p>Collaborative Team Teaching model: Throughout a lesson in class.</p> <p>Professional development: Teachers in the History Department meetings.</p> <p>Frequent, high-value contact with parents: Via telephone, email, and Skedula (on-line grading system) updates.</p>	<p>throughout a lesson.</p> <p>Collaborative Team Teaching model: daily throughout a lesson.</p> <p>Professional development: Every Wednesday after school.</p> <p>Frequent, high-value contact with parents: Calls, emails, and Skedula updates happen weekly. Parent Teacher Conferences happen in October and March.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Advisory: Academic support via advisory and one-on-one parent/guidance meetings • Office of College Placement (OCP): OCP supports students over four years in their college application process through pull-out and push-in services to advisory to build awareness of academic standing • Grade Team Meetings: Information gathering and sharing with staff around high risk students and their needs • STARS Team: Inquiry team work that identifies academically at-risk students on each grade level and facilitates grade-wide interventions 	<ul style="list-style-type: none"> • Advisory: Small groups. • Office of College Placement: Small groups and one-on-one • Grade Team Meetings: One-on-one interventions; small groups. • STARS Team: Small group • SBST: Team meeting. • Attendance Team: Team meeting; one-on-one interventions with students. • Student-run peer mediation program: Small group • 9th Grade Orientation: Small groups of incoming students who have underperformed (academically, attendance, targeted special needs groups) prior to admission • 11th and 12th Grade Fire Side 	<ul style="list-style-type: none"> • Advisory: Four days a week (Monday, Tuesday, Thursday, and Friday). • Office of College Placement: One-on-one pull out meetings with all seniors in fall; G11 students as needed; School Wide push happens in March with school wide College March Madness that focuses on the college admission process. • Grade Team Meetings: Weekly meetings focusing on student work and at-risk students • STARS Team: Weekly. • SBST: Weekly • Attendance Team: Weekly meetings; • home visits as needed • Student-run peer mediation program: As needed.

	<ul style="list-style-type: none"> • SBST: Regular school based support team meetings to plan for neediest student • Attendance Team: Monitors student attendance and does home visits for LTA students. • Student-run peer mediation program • 9th Grade Orientation • 11th and 12th Grade Fire Side Chats • 12th Grade on-track, off-track, and slightly off-track meetings • Boys Group – psycho-therapeutic groups for select boys with severe academic and social underachievement • Council for Unity • FEGS Counseling Services <p>Mandated Counseling – counseling provided by social worker for IEP students with mandated counseling</p>	<p>Chats: Small group.</p> <ul style="list-style-type: none"> • Grade on-track, off-track, and slightly off-track meetings: Small group. • Boys Group: Small group • Council for Unity: Small group • FEGS Counseling Services: One-on-one counseling <p>Mandated Counseling: One-on-one counseling.</p>	<ul style="list-style-type: none"> • 9th Grade Orientation: Evening and day meetings in late August • 11th and 12th Grade Fire Side Chats: Evenings in December, February, and May. • 12th Grade on-track, off-track, and slightly off-track meetings: Two times a year, during Advisory • Boys Group: Weekly • Council of Unity: Weekly, during Advisory • FEGS Counseling Services: Weekly sessions <p>Mandated Counseling: Weekly or semi-weekly sessions, as mandated by IEP.</p>
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.
<p>Recruitment Bronx Lab School has a four phase hiring process to ensure that we recruit highly qualified teachers. Phase I: Read through resumes and screen for candidates whose experience match the goals of our mission statement. Phase II: Candidates must answer three questions in writing:</p> <ul style="list-style-type: none"> • Why do you want to work at a small school? • Why do you want to work at Bronx Lab School? • What is your philosophy with respect to the following: i. Planning? ii. Assessments? iii. Delivering <p>Instruction Phase III: Candidates must submit a project-based assessment that includes the following:</p> <ul style="list-style-type: none"> • Calendar/timeline • Explanation of how the assessment is differentiated • Answers to the following questions: (limit 100 words each) <ul style="list-style-type: none"> ◦ What are the key cognitive skills developed in this assessment? ◦ What are the content skills addressed in this assessment? ◦ As a teacher, how would/do you assess student mastery in this assessment? <p>Phase IV: Demo-lesson and formal interview</p> <p>Retention and Support We retain our teachers through ongoing supportive professional experience and development. First- and Second-Year Teachers and teachers new to Bronx Lab: Paired with a formal mentor who meets with them on an ongoing basis for curricular planning help, observations, feedback, classroom management support, and acculturation into Bronx Lab. All Teachers: Professional support through Lead Teacher, who observes 2+ times per semester, provides feedback and guidance. Support through administration who observe 2+ times per semester, provides feedback and guidance. All Teachers: Ongoing professional development through 3x per month Faculty Gathering meetings, including whole-staff, department meetings, and advisory team meetings. All Teachers: Opportunities for external PD, including leadership, mentoring training, discipline-specific, classroom management and curricular design, etc.</p>

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).
<p>Department Chair meetings to determine staff-wide PD around CCSS (including instructional strategies, Habits of Mind development, Evidence-Based Claims curricular development)</p> <p>Department meetings to further develop CCSS units</p> <p>Teacher-Lead Teacher observations and meetings to support implementation of CCSS units</p> <p>External PDs on CCSS-aligned practices</p>

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Title I funding has been allocated to support students' academic success toward graduation. For example: Enrichment activities such as F-Block, Step, and Cheer, and Senior Activities create higher student engagement in school and the academic program. Skedula, our online grading system, allows teachers, students, and parents to track student progress in real-time in their courses.</p>

The guidance counselor provides academic and social-emotional support for students.
ISA Coaches provide Administration and Department Chairs with instructional coaching and guidance to increase the rigor and coherency of the academic program.
School supplies are used to create curricular materials and engaging, enriched classrooms.

Title III funding has been allocated to support ELL students' academic success. For example:
Per session for Saturday programs promoting college for ELL students.
Enrichment activities for ELL students and their parents.
Subscriptions to multi-lingual instructional materials, magazines, and current events periodical subscriptions.

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.

In June 2013, a committee was selected to review and select the State and Local Assessments that would be used for evaluation and improvement of instruction purposes. The committee, comprised of both teachers and administrators (selected by the principal and UFT representative), met twice during the summer and once at the start of the school year to discuss which measures were to be used.

Multiple professional development opportunities have been offered to teachers around these measures and how to use them to improve instruction:

- September 11, 2013 – Introduction to staff of Measures of Student Learning and Teacher Practice and how the measures will be used to inform instruction. Initial Planning Conferences (IPCs) scheduled
- September 30, 2013 – Individual Planning Conferences completed and Goals submitted to principal
 - Decision made by individual teachers on observation schedule that will best help them inform and improve their instruction
- November 5, 2013 – Analysis by teachers of the school wide Local Assessment, specifically identifying key skills/concepts that students need improvement on and ways to address said skills/concepts throughout lessons.
 - Implemented a school wide focus on Evidenced Based Claims

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).



Bronx Lab School

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Parent Involvement Policy (PIP)

Bronx Lab School makes the necessary efforts to provide parents with more information about the school, its goals and their students' learning. We have developed rigorous communication with parents to maintain their engagement with the school and their child's achievements. The school provides information to parents through mailings, PTA meetings, workshop, notices, email phone contact, information circulars, Phonemaster calls, school website and through our Parent Outreach Committee and Attendance Team.

Bronx Lab School agrees to implement the following statutory requirements:

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

- This policy will be reviewed in May of every school year. The PTA will decide evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.

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

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

1. Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Active SLT that reviews student performance data and assesses needs and direction of school.
2. Bronx Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Bronx Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.
4. Bronx Lab School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - ✕ the State's academic content standards
 - ✕✕ the State's student academic achievement standards
 - ✕✕✕ the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - ✕ Parenting workshops via our CBO, FECS
 - ✕✕ Frequent outreach and interaction between students and advisors
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - ✕ Organizing active parent outreach via Bronx Lab School parent coordinator and staff
 - ✕✕ Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- ✕ Parent programming via FECS, our CBO community partner
 - ✕✕ Active outreach by Director of College Placement to parents to build awareness of college application process
 - ✕✕✕ Active SLT programming and outreach
 - ✕❖ Active programming and outreach by parent coordinator and family paraprofessional
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- ✕ Regular parent meetings
 - ✕✕ Regular SLT meetings
 - ✕✕✕ Letters and newsletters sent home to parents
 - ✕❖ Frequent phone calls from teachers and school administrators to parents, via Bronx Lab School's distributive counseling model

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

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

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



Bronx Lab School

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

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

This school-parent compact is in effect during school year 2013-2014.

School Responsibilities

The Bronx Lab School will:

1. Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State's student academic achievement standards and matriculate into college.
2. Communicate regularly with parents regarding student achievements, progress and concerns.
3. Inform parents of students' academic progress on a regular basis by:
4. Disseminating progress reports in October, December, February, and May.
5. Holding parent-teacher conferences in October and March.
6. Providing an annual report of students' progress toward graduation.
7. Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Jazz Concerts, Internship Presentations, Talent Shows, Awards Assemblies and Grade-wide Celebrations).
8. Inform parents of school-wide events, parent events, and PA meetings through email, phone calls, newsletters, and personal outreach. All communication from the school will be in an understandable and uniform format, including alternative languages and formats, to the extent possible.
9. Involve parents in the planning, review, and improvement of school-wide programs.
10. Hold an annual parent meeting to inform and explain the school's participation in Title I, Part A program. The meeting will include information about the requirements for participation in the Title I, Part A program. The school will convene the meeting at a convenient time, and will offer a flexible number of additional parental involvement meetings to include as many parents as possible.
11. Provide parents with reasonable access to staff through email, phone and face-to-face meetings.
12. Offer parents opportunities to volunteer, observe, and participate in classroom activities.
13. Promote a culture of respect among students and staff by upholding norms for appropriate behavior and dress.
14. Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.

Parent Responsibilities

Parents will:

1. Ensure his/her child's timeliness and daily attendance.
2. Inform the school of any planned absences, tardiness, or changes in phone number and address.

3. Ensure his/her child comes to school prepared with the materials necessary to learn.
4. Check in with his/her child regularly regarding assignments and preparation for exams.
5. Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.
6. Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.
7. Encourage his/her child's participation in enrichment programs.
8. Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly reading or listening to all school communication

**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 11	Borough Bronx	School Number 265
School Name Bronx Lab High 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 Sarah Marcy	Assistant Principal Orville Ingram
Coach Christine Bernard	Coach Inst for Student Achievement
ESL Teacher Bibi F. Hussain-Santana	Guidance Counselor Lisa Pietrangolare
Teacher/Subject Area Nilda Dontaine, Special Ed	Parent
Teacher/Subject Area type here	Parent Coordinator Angela Contreras
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Neil Somerfield	Other type here

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	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	476	Total number of ELLs	35	ELLs as share of total student population (%)	7.35%
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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	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										3	3	2	2	10
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	3	2	2	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	13
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	16

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	4	1	5	0	2	16	0	10	35
Total	14	4	1	5	0	2	16	0	10	35

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	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: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)										1	0	0	0	1

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)										8	0	1	1	10
Advanced (A)										6	2	1	0	9
Total	0	0	0	0	0	0	0	0	0	15	2	2	1	20

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.
Scantron Performance Series
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
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](#))
The state did not report the Spring 2013 NYSESLAT scores in combined modalities.
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?
 Paste response to questions here:
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:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)
The families of new admits to the NYCDOE fill out the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a multilingual staff member who speaks their native language in both their native language and then in English. These students then take the LAB-R within ten days of admission.

The people responsible for this are:	Name	Qualifications
Screening Instrument	Bibi F. Hussain-Santana	Licensed ESL Teacher
HLIS	Angela Contreras	Family Worker
HLIS	Bibi F. Hussain-Santana	Licensed ESL Teacher
LAB-R	Bibi F. Hussain-Santana	Licensed ESL teacher

Formal initial assessment in Reading, Language Arts and Math is done using Performance Series, a web-based diagnostic test created by Scantron. This is administered by Bibi F. Hussain-Santana, the ESL teacher and shared with the Learning Support Department and the Chairs of the Math and English Departments as well as the Programmer. Based on their performance students are programmed accordingly.

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

2. 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.

After Bibi F. Hussain, Licensed ESL Teacher, has administered the LAB-R and, if appropriate, the Spanish LAB and determined the student is entitled to ESL services, there is a Parent Orientation to ESL. The video is played to highlight the three program options, in the appropriate native language. An instructor who speaks the family's native language explains the three options (Transitional Bilingual Education, Dual Language, Freestanding ESL). If necessary, support from the NYCDOE Translation and Interpretation Unit is used. Our guidance counselor also answers parents' questions and addresses any concerns they have.

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](#)].)

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

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

4. 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.

Our school uses a Free-standing ESL program where students take all their classes in English and receive the mandated minutes of ESL class instruction according to their NYSESLAT scores. Our parents have opted for a free standing ESL instructional program, which is classified as an appropriate option by the DOE.

Our school hires personnel – professional, para-professional, and clerical – who speak the high frequency languages of our student population. If the licensed pedagogue does not speak the parent's native language, a professional translator is utilized via the Translation Unit. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

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.
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.  The parents of our current ELLs have chosen the Free Standing ESL program at Bronx Lab. The three instructional models were explained and we shared where the other models were located in the city. Parents were given the opportunity to make informed decisions based on programs and locations. Personnel were available to answer parents' questions and address their concerns in their native language. The program model at our school is aligned with parents' requests and meets all the mandates of the federal, state and city language acquisition programs

Part 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])?
- 1a. Instruction at BLS is delivered collaboratively by teams of two to three teachers who plan instruction and create entry points for each lesson. In addition, ESL students are placed in free-standing ESL classes for the mandated minutes of instruction with a licensed ESL teachers who supports the Regents curriculum.
- 1b. ELLs are provided sheltered instruction in non-fiction literacy to support their Regents classes. They also take the full spectrum of high school courses in heterogeneous groups to meet their diploma requirements. Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on academic language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provide oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).

a. Interventions for SIFE students include daily ESL instruction. During ESL class students are focused on spelling, word study, phonics, vocabulary building, reading comprehension, and independent writing. During vocabulary building, ESL teachers are focused on words that ELLs need for everyday speech, challenging words needed to access cognitively-demanding content, discipline- specific

academic words for social studies, science and math concepts. In ELA daily teaching and assessment include phonemic awareness and phonics, explicit vocabulary instruction and practice, content-area reading for fluency and comprehension, writing and ongoing assessment. In all classes, teachers emphasize metacognitive strategies such as making connections from one content area to another. Math and science are taught as an integrated course as applied mathematics utilizing Physics to apply math concepts. Across the curriculum teachers use methods that help students determine importance of materials presented (what to attend to; how to prioritize information), help students practice inference and use graphic aids as a way to help students synthesize material. Technology is used in English and ESL as a way to help students edit and review their writing.

All students participate in Saturday academic programs in math or English in preparation for the Regents exams. Students study visual arts or music that allow students creative expression in English. All students participate in Advisory each day for character development, social emotional support and academic counseling. In Advisory, students review their transcripts to analyze academic performance by calculating their GPA and ensuring that they have taken all required classes needed for graduation. Students engage in Sustained Silent Reading for one hour a week, as well as preparation for college through a College Awareness curriculum that focuses on financial, academic and social-emotional components of the college experience.

b. ELLs with less than three years in US schools are enrolled in ESL classes according to their results of the LABR or the NYSESLAT. All students are enrolled in core courses with speakers of the target language to facilitate acquisition through immersion. The Advisory system and smaller ESL classes provide support as newcomers acclimate to BLS and New York. Read 180 has been purchased in order to integrate a research based literacy intervention program into the ESL curriculum. In addition to Read 180, the ESL teacher provides support in all core subjects in the high frequency, native language of Spanish.

c. Students receiving services four to six years are enrolled in full mainstream courses in addition to a sheltered instruction class in content literacy with the ESL teacher. Read 180 will be utilized with this ELL sub-population as well. Students are also receiving academic counseling from the Guidance Counselor and their Advisors, while content area teachers offer Office Hours to provide additional support.

d. Students who are long-term ELLs take all the core content classes in addition to a sheltered instruction class in content literacy with the ESL teacher. Read 180 will be utilized with this ELL sub-population as well. Students are also receiving academic counseling from the Guidance Counselor and their Advisors, while content area teachers offer Office Hours to provide additional support.

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:

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:

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
Native Language Arts:	1
Social Studies:	0
Math:	0

Class/Content Area	Language(s) of Instruction

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

Science:	0			

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.



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.
- Our targeted intervention programs are focused on improving the literacy skills and Regents performance of all students, ELLs are a priority sub-population given the challenge of acquiring content knowledge in the target language. Services are offered in English during the day, imbedded into students' individual programs. After school homework and project assistance is provided in Spanish with the ESL teacher and in English with the Learning Support Team and content area teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of academic language development. Students are offered transitional services in the form of tutoring sessions after school with the ESL teacher and content literacy classes. In addition, all Bronx Lab staff use instructional practices that promote academic language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- In March 2011, BLS secured grant funding to purchase technology to provide reading intervention program with a comprehensive system of curriculum, instruction, assessment, and professional development. High interest, relevant nonfiction engages ELLs and reinforces academic vocabulary and taps into prior knowledge required for academic success. Visual entry points help students build background knowledge and develop mental models to support the abstract concepts and text. Technology such as: Khan Academy, Duolingo, Pearson Video Tutor, Side by Side; provide opportunities for repeated oral reading practice. Oral language development and academic language strategies are integrated into the teaching materials and engage students with response tasks. Multi-cultural content makes the program relevant to students from diverse backgrounds. Audiobooks allow students to read along with examples of modeled fluent reading.
12. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Twilight (PM School) and Saturday Regents Preparation Program run from November through June. Teachers work in teams, the content area specialist and the Learning Support specialist, the ESL teacher is in the latter category, to provide direct instruction to small groups. Many students enrolled in the Twilight Program have previously failed the course and are now given the opportunity earn credit towards graduation. Many ELLs enrolled in the Saturday Program have not yet passed the English and/or History Regents exams. The classes cover content, literacy strategies, test as a genre, test-taking strategies and writing skills. The focus of the classes are on writing literary essays and reading historical documents. An internal analysis of the Regents scores show that our ELLs have the most difficulty passing these exams which might prevent them from graduating.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Wednesday After-school Literacy Program is run from September through June. The ESL teacher works with approximately 19 students in grades 9-12. Students receive additional support in their academic reading and writing skills in the Humanities. Students will be using the text *The Multicultural Reader*, previously funded by Title III, Khan Academy, Duolingo, Audiobooks, and other resources to develop their reading and writing skills in the core content areas. Students work in small groups with the direct assistance of an ESL teacher. This program was created to address the literacy needs ELLs in order to facilitate academic language acquisition and successful performance on the Regents exams.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In 2010, we have begun Spanish language classes. The majority of our ELL population is native Spanish speaking and research shows that acquisition of English is enhanced by the development of native language skills. Students will continue to get support and development of their first language through an elective Spanish class. Students take a native language class not only as a requirement but to help them develop reading and writing skills in their native language, which leads to stronger acquisition of English. In content area classes, students are encouraged to use their native language and use the bilingual materials, such as dictionaries and glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All courses, interventions and after school enrichment programs are age and grade appropriate. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large

variety of non-text, hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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.

We have new student orientation both in June and late August. New students attend a two day bridge class to familiarize themselves with school rules and customs. In addition we also have Advisory classes which provide students more personalized academic and social emotional support. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. Elective classes are offered to all students on a first come, first served basis. ELLs at BLS have access to all programs in the school. They have the choice of selecting their after school clubs and programs. Below are the extracurricular programs that we offer at BLS: Jewelry Making, Theatre, Modern/Hip Hop Dance, SAT Preparation Course, Ladders Academic Support, Mountain Club/Outdoor Exploration, Swim Club, Go Girl Empowerment Group, Yearbook, Biking/Cycling Program, and Technology Support Club.

18. What language electives are offered to ELLs?

Spanish Language Arts is made available to students.

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:

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:

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:

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: 11X265 School Name: BRONX LAB SCHOOL

Cluster: 01 Network: 106

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

Part A: Needs Assessment Findings

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

Bronx Lab has all families complete a survey asking their preferred language of both oral and written communication. As per ATS in November 2013, the majority of our school population is English dominant and 35% of our families have a home language of Spanish. The main office's administrative support staff and the family worker are all bilingual – English and Spanish. A portion of the \$1,632 allocated to the school has been set aside to pay them per session to translate emails, letters, and flyers for Spanish speaking families. The translated Bill of Parents Rights and Responsibilities is also provided in Spanish. A portion of the funds is also being used to provide translation services during Parent Association meetings, School Leadership Team meetings, and Parent Workshops. Signs are posted and brochures are readily available in the two dominant languages. For low frequency languages, we use the services from the Translation and Interpretation Unit, including for the translated Bill of Parents Rights and Responsibilities. To ensure parents get translated information in a timely manner, phone translators are utilized to distribute information until paperwork can be translated.

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.

Given the fact that the majority of families are English dominant and the second most frequently spoken language is Spanish, an effort is made to ensure there are bilingual faculty and staff. As standard operating procedure, all letters, emails and phone messages are issued in English and Spanish. During Faculty Meetings, members of the school community self identify and offer to provide translation services. Flyers for parent conferences, workshops and other events advertise translation services are available. The school community is also given the information for the Translation Unit. Advisors are the primary point of contact for families; they are provided biographical information for their students at the beginning of each semester.

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.

Upon registration, families are asked to complete a survey to determine their dominant language of communication. A portion of the \$1,632 allocated to the school has been set aside to pay per session to translate emails, letters and flyers for Spanish speaking families by our Administrative Support Staff. Teachers and the Administrative Support Staff are also paid to provide translation services during evening parent meetings and conferences. For low frequency languages, we use the services from the Translation and Interpretation Unit.

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.

Our Administrative Support Staff, ESL Teacher, IEP Coordinator and Foreign Language teacher are fluent in Spanish and are able to provide immediate translation to any parent. A portion of the allocated funds is also being used to provide translation services during Parent Association meetings, School Leadership Team meetings, and Parent Workshops. For low frequency languages, we use the services from the Translation and Interpretation Unit.

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

We have the sign found at the above link posted at various locations throughout the building. Notices are also created at our Parent Welcoming Table for our Parent Teacher Conferences and Curriculum Night.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Bronx Lab School	DBN: 11x265
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: During the regular school day, ELLs are programmed for heterogeneous, free standing ESL classes to better accommodate ELLs course programming for NYS graduation requirements. The ESL courses provide sheltered instruction in non-fiction literacy and expository writing in themes which align to their History Regents courses. During zero period Academic Intervention Services (AIS) students are provided native language support in mathematics, foundational skills and Algebra.

The Title III Instructional Programs focus on two overarching themes: World Cultures and College Prep. Ms. Bibi F. Hussain-Santana, a NYS certified TESOL teacher, runs the various programs after school and on Saturdays. The language of instruction is English with students being allowed to use native language to support understanding and promote communication.

Instructional Activity #1: After School Program in Language and Literacy Enrichment

1 teacher x 2 hours/week x 20 weeks = 40 hrs

On Tuesdays from 3:15 – 5:15pm 30 ELLs in grades 9th-12th will explore foreign films, short stories various authors. During instructional session, students discuss cultural differences and similarities as seen in the films, written works, and they write journals, essays, and conduct research online. Students consider the role religious beliefs, cultural values, and personal biases play in causing conflicts and various options to resolve the conflict. These discussions assist ELLs in their acculturation process in addition to introducing them to conflict resolution techniques. Sample literature and films include: Vivah, Dil Se, Mission Kashmir, Before We Were Free, Lady and a Tiger, and Mayan legends. this class is taught in English by a certified ESL teacher.

Instructional Activity #2 Teacher per session for Saturday Instructional Program: Fieldwork in Different Cultural Museums Throughout NYC

1 ESL Teacher x 6 hours x 4 trips = 24 hours

Instructional Activity #1 includes in addition to the exploration of Literature and Films, four Saturday trips to museums whose exhibits are dedicated to the understanding and preservation of the cultural heritage of different ethnic groups in New York City. Students will explore people's cultural identity through the museums' collections, exhibitions, and related education programs. Through art and artifacts students will explore shared human values for people of various religious and cultural

Part B: Direct Instruction Supplemental Program Information

backgrounds. Students will learn to analyze the museums' primary and secondary sources and make inferences about the societies' history, values, and rituals based on these resources. Students will use their guided travel journals to generate questions and note observations. Museums to be visited include: Center for Jewish History, Museum of Contemporary African Diasporan Arts, and China Institute.

Instructional Activity #3 College Preparatory Instructional Program

1 ESL Teacher x 4 hours x 5 sessions = 20 hours

1 Guidance Counselor x 4 hours x 5 sessions=20 hours

The ESL teacher will teach series of college prep classes to 20 ELLs for four hours for five Saturdays. Students will review college planning items, such finance aid application, online college reaserch, career planning, college essay writing, review resources for college placement exams (such as ACT, SAT, ect). ESL teacher will work with school guidance counselor to review college GPA requirements and conduct transcript evaluations. The ESL teacher will discuss various college options with ELLs. Many students will be the first in their families to attempt to navigate the college application process. They will need information specific to their citizenship status and academic needs to be successful in college. Ms. Hussain has an extensive background in higher education administration with a focus on supporting traditionally underrepresented students which makes her uniquely qualified to advise ELLs with their college planning. College Prep classes will take place between March and April, 2014 on Saturdays from 9am-1pm.

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: There are ongoing opportunities for staff development for teachers working with English Language Learners (ELLs). Our ESL teacher, Bibi F. Hussain, collaborates with and mentors classroom teachers to provide training in reading and writing strategies, planning and implementing units of study and assessments, as well as providing professional resources for teachers of ELLs. All teachers have biweekly professional development sessions in planning lessons with various entry points, creating assessents, discussing 16 Habits of Mind, and are also invited to all appropriate professional development opportunities provided by OELL.

There will be a study group led by Frank McCaughey, the History Department Chair, which will meet on Mondays from 4-5pm from January to April 2014. This group will include five teachers--one ESL, one

Part C: Professional Development

History teacher, three ELA teachers. This group will focus on designing curriculum and creating entry points for ELLs in mainstream classrooms and in the free standing ESL courses. There will be opportunities to focus on professional text excerpts from Scaffolding Reading Experiences for ELL by Fitzgerald and Graves 2004 and When Kids Can't Read, by Kylee Beers. Critical Friends tuning protocols and informal discussions around experiences of success and struggles, as well as other professional texts will also be significant. Participants will include our ESL teacher, our History Department Chair, and content-area teachers who volunteer to participate. Applying what teachers learn in their sessions, teachers will develop lesson plans in various subject areas that scaffold content and academic reading for English Language Learners.

These professional texts were selected because research tells us that when students have the academic language scaffold for them, there are dramatic increases in learning. (Jim Cummins, University of Toronto) As a professional study group we will explore the kinds of instruction that will fully promote English Language Students linguistic and academic potential. Another reason we selected this focus is to help teachers construct creative links between theory and practice while providing the opportunity to discuss what works and what does not with colleagues.

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: Parents of our ELLs will be invited to participate in at least four workshops this year on the third Thursday of December, January, February, and March from 6-7pm. Two will be offered in the fall semester and two in the spring, each lasting 2-3 hours. Many of our ELLs will be the first in their families to graduate high school in New York City and the first to attend college. For this reason, our ESL teacher, Bibi F. Hussain, and college advisor, Edsel Batucan, will offer sessions such as: Parent Orientation to High School/High School Graduation Requirements; Resources to Support High School Students/Online Grading System; College and Career Options; Opportunities for the Summer. They will learn strategies and have access to resources for helping support their children at home from sessions such as: free legal consultation from Wilmer Hale law firm; Financial Aid Workshops; and accessing the online grading program. Yeslan Hernandez, a certified Spanish teacher who has completed the Options training program to service as a college advisor, will support our ESL teacher and Family Worker, Angela Contreras, in providing translation in Spanish for families as necessary. The Translation Unit will be utilized to provide translators for low frequency languages as needed. Parents will also be encouraged to attend the Saturday college tours and college fairs, described in the Direct Instruction Supplemental Section, with their children and the ESL teacher. Parents' travel costs for the Trailways bus tickets and Metro North tickets will be covered by the Title III grant monies. Flyers, emails and School Messenger calls and texts will be broadcast in Spanish and English to advertise these events. The ESL Teacher and Advisors will also explain the events to their advisees and provide reminders.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p>\$9952.16</p>	<p>Instructional Activity #1 Teacher per session for after school program:</p> <p>1 teacher x 2 hours/week x 20 weeks = 40 hrs</p> <p>40 hrs @ \$50.41/hour = \$2016.40</p> <p>Instructional Activity #2 Teacher per session for Saturday Instructional Program: Fieldwork in Different Cultural Museums Throughout NYC</p> <p>1 teachers x 6 hours x 4 trips = 24 hours</p> <p>18 hours @ \$50.41=\$1209.84</p> <p>Instructional Activity #3 Teacher per session for Wednesday Instructional Program: Fieldwork in Different Cultural Communities Throughout NYC</p> <p>1 teacher x 4 hours x 5 trips = 20 hours</p> <p>20 hours @ \$50.41/hour = \$1008.20</p> <p>Instructional Activity #4 College Preparatory Instructional Program</p> <p>1 teacher x 4 hours x 5 sessions = 20 hours</p> <p>20 hours @ \$50.41/hour = \$1008.20</p> <p>1 Guidance Counselor x 4 hours x 5 sessions=20 hours</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>20 hours @\$54.00/hr=\$1080.00</p> <p>Professional Development Activity #1 Teacher Study Group</p> <p>5 teachers x 1 hour x 8 weeks = 40 hours</p> <p>40 hours @ \$50.41/hour = \$ 2016.40</p> <p>Parental Involvement Activity Teacher per session for parental involvement activity</p> <p>4 teachers x 2 hours x 4 Events = 32 hours</p> <p>32 hours @ \$50.41/hour = \$1613.12</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1300.00	<p>Instructional Activity #1 Teacher per session for after school program</p> <p>Audio books, Video Library, ELL Newspaper Subscription with online access = \$600</p> <p>Instructional Activity #2 Teacher per session for Saturday Instructional Program: Fieldwork in Different Cultural Museums Throughout NYC</p> <p>20 Guided Travel Journals x \$11.00 =</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		\$220.00 Instructional Activity #3 College Preparatory Instructional Program 20 College Planning Guide x \$15.00 = \$300.00 Professional Development Activity #1 Teacher Study Group 5 copies of "When Children Can't" Read x \$36.00 = \$180.00
Educational Software (Object Code 199)		
Travel	?	
Other	N/A	N/A
TOTAL	\$11,200.00	\$11,200.00