

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input 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: 58
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: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: After School: Regents Preparation Classes are offered after school on Wednesdays and Thursdays from 2:30-3:30 to support the ELL population in preparing for the Regents and graduation. The rationale for the class is to focus on only U.S. History, Integrated Algebra, Living Environment, and Global History because the majority of students need to pass the above Regents exams to graduate. Data showed that ELLs were between 5 and 20 points away from passing the exams. Though we will be focusing on students with enough credits to graduate or are near graduation, the after-school program will be open to all ELLs preparing for the Regents in January or June who have met the criteria of being 5-20 points away from passing the Regents.

The language of instruction will be done in English with translation of materials as necessary. All teachers will use their class materials in addition to the Barron's Regents Preparation materials. The class schedule will be:

Wednesdays 2:30-3:30

Global History and U.S. History

Thursdays 2:30-3:30

Integrated Algebra and Living Environment

Wednesday & Thursday 2:30-3:30

Dates:

Dec. 3 & 4

Dec. 10 & 11

Dec. 17 & 18

Jan. 8 & 9

Jan. 15 & 16

Jan. 22 & 23

Apr. 1 & 2

Apr. 8 & 9

Apr. 15 & 16

Part B: Direct Instruction Supplemental Program Information

Apr. 22 & 23

Apr. 29 & 30

May 6 & 7

May 13 & 14

May 20 & 21

May 27 & 28

June 3 & 4

June 10 & 11

Wednesday/Thursday Instructors and # of Students:

- 1) Mr. Samuel Coolidge will teach Integrated Algebra (Certified in Math)
- 2) Mr. Korrel Pierson will teach US History and Global History (Certified in History)
- 3) Mr. Dean Konstandakopoulos will teach Living Environment (Certified in Living Environment)

Total # of Students Serviced Wednesday/Thursday: 54

The After-School Regents Preparation Classes will be smaller and address the more individual needs of each student. Teachers will use educational videos, hands-on learning experiences, and scaffolded texts. The rationale for allowing all ELLs to participate is because the classes act as review/preparation for the Regents exams and remediation in their current classes. The ELLs have expressed that they need to go over concepts a second time beyond class instruction.

English (Saturday Session) - Students will focus on identifying figurative language in a variety of texts including short stories and short pieces of fiction and non-fiction. Students will also focus on reading texts and strategies for answering multiple-choice questions. More importantly, students will practice writing for the three different kinds of prompts on the English Regents. The students will also be using Castle Learning to focus on their listening skills. The class does not require any additional materials.

Integrated Algebra - The teacher will use educational videos through Khan Academy and other free providers to see examples of problems and solutions. The students will focus on basic skills such as addition and subtraction especially of positive and negative numbers as well as basic multiplication and division. They will attack math word problems at each session and application of processes from every day life.

Living Environment - Students will learn through small lab experiments so that they can experience science in action. In addition to performing lab experiments, students will be watching videos and reviewing essential vocabulary to help them better understand the concepts.

US History - The class will watch educational videos to familiarize them with important leaders, concepts, and time periods. In addition to watching videos, students will focus on historical documents

Part B: Direct Instruction Supplemental Program Information

and political cartoons and strategies to understand the point of view and purpose of each document. Teachers have expressed that ELLs may understand the cause and effect of important events, but cannot make the connection to the documents and cartoons.

Saturday Academy: English/ESL Regents PREP classes will be offered during the following Saturdays from 9:00 AM-1:00 PM to assist our ELL students in preparation for the exam(s)

Saturday Instructor(s): Ms. Lee will teach ESL/English (ESL certified)

Total # of Students Served: 14

December 6, 13, 20

January 10, 17, 24

May 2, 9, 16, 29

June 6, 13

Saturday Academy on the following days will be utilized to expose students to multicultural field trip experiences that support their instructional programs and as an incentive.

One educational fieldtrip will be the Educational Theater of New York at the Clarion Theater at 309 East 26 St New York, N.Y. 10010. The theater offers plays made especially for ESL students based on literary pieces. The next trip is planned for February 7, 2015 and will be open to intermediate to advanced level ELLs from grades 9-12 and their parent chaperones.

On March 21, 2015, the students will take a trip to the American Museum of Natural History at Central Park W and 79 St New York, N.Y. 10024. This trip will be tied to what the ELL students are learning in Ecology, Living Environment, and Earth Science and will be the basis for a project for their ESL classes. This trip is open to beginning and intermediate level ELLs based on ways to save the environment. It will culminate in an argumentative essay based on the sciences.

On April 18, 2015, intermediate and advanced level ELL students will attend a trip to the Jewish Museum since they will be reading the autobiography, "Night" by Elie Wiesel. This trip will also culminate in an argumentative writing project about the Holocaust in relation to the book taking into account information culled from the fieldtrip.

** Since the cost of the program will exceed our allocated amount, the school will utilize other funding sources to supplement the cost of the Title III program activities**

Part C: Professional Development

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:

1) Every last Monday of each month from 2:20-3:40PM, we focus on connecting the school wide instructional focus (reading and writing instructional strategies across all subject areas) to the instructional needs of our Special Needs and ELLs population. We discuss strategies that all service providers can utilize in the classroom.

2) There will be 4 sessions this year. The session topics are:

December 2014 : Collaborative Strategic Reading: to increase ELL student reading comprehension.
Presenters: ELL Teacher(s) who attended citywide PD offered by DELLSS

February 2015: ELL content area literacy instructional strategies to use in the classroom: Strategies on differentiating instruction for ELLs using informational and non-fiction texts. Presenter(s): School Administration and Professional Development Team

March 2015: Writing Learning Objectives for ELLs in the Mathematics Classroom: provides guidelines in developing mathematics language objectives to assist ELLs in achieving academic language fluency .
Presenters: ELL Teacher(s) who attended citywide PD offered by DELLSS

April 2015: Developing Writing Skills for ELLs: Developing Common Core writing skills for Bilingual students across genres. Presenter(s): School Administration and Professional Development Team

3) Teachers are also given the opportunity to attend ongoing Professional Development offered by the DOE/DELLSS specifically pertaining to reading and writing initiatives (school wide instructional focus) and will turn key information with their colleagues who also teach ELLs:

Some examples of workshops are:

- Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension;
Event: November 13, 2014 from 9:00 AM – 3:00 PM

- Scaffolding Grade Appropriate Texts for High School ELLs Event: November 20 from 9:00 AM 3:00 PM; November 21 from 9:00 AM - 3:00 PM

4) Research Briefs and Webinars: The following link has been shared with all staff members to support the literacy development of the ELL student population. Teachers are invited to read the research briefs and to view the webinars to guide their instructional practice in support of our ELL students.

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Supporting+ELLs+Literacy+Development.htm>
uSupporting ELLs' Literacy Development

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:

1)Parent Teacher Conferences (4x/year) , translators are provided in the family’s home language if requested and/or needed

2) PTA Meetings- Parents are invited once a month to attend PTA meetings. Translators are provided to address the translation needs of parents. Meetings are held 2nd Tuesdays of the month (6:00 PM-8:00PM)

3) Parent Workshops are administered once a month 3rd Tuesday of the Month) (2:20-3:35)

Scheduled Topics of Discussion include:

November : Study Skills for ELLS

December: Preparing ELLS for State Exams

January: Common Core for ELLS

February: Promoting Literacy Skills (Reading) at Home

March: Credit Accumulation and Progress for Graduation

April: College and Financial Aid for ELLs

May: I ntervention and Next Steps for ELLs Not Passing State Exams

June: Graduation for ELLS

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: BROOKLYN LAB SCHOOL

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

Principal: RENEL PITON

Principal Email: RPITON@SCHOOLS.NYC.GOV

Superintendent: DONALD CONYERS

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Renel Piton	*Principal or Designee	
Samantha Goldberg	*UFT Chapter Leader or Designee	
Calygna Charles	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Chumani Charles Dharmee Dhanraj	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Watson Mareus	Member/ Assistant Principal	
Kay Hyde	Member/ Teacher	
Simone Hartley	Member/ Teacher	
Gloria Morera	Member/ Parent	

Elizabeth Soler	Member/ Parent	
Bernard Archange	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, all teachers will receive a minimum of six observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching. Teacher teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice. 75% of teachers will receive an *Effective* or *Highly Effective* rating within components 3B, 3C and 3D. These components will be addressed through monthly professional development and individualized support

Comprehensive Needs Assessment

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

- An analysis of the 2013-2014 Learning Environment Survey showed that 38% of teachers disagree with the statement “School leaders give me regular and helpful feedback about my teaching”.
- An analysis of the 2013-2014 Learning Environment Survey showed that 35% of teachers disagree with the statement “Overall, my professional development experiences this school year have provided me with content support in my subject area.”
- An analysis of the 2013-2014 Learning Environment Survey showed that 42% of teachers disagree with the statement “My professional development experiences this school year been sustained and focused, rather than short term and unrelated.”
- An analysis of The Measures of Teacher Practice as of December 2014 indicate that the overall component average within components 3B, 3C and 3D are as follows respectively; 2.47/4.0; 2.70/4.0; 2.34/4.0
- Research suggests that quick and focused feedback to teachers, help to strengthen student achievement.

Instructional Strategies/Activities

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

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

1. Goal Setting
2. Professional Development
3. Informal and Formal Observations / Advance Score Tracker to track individual teacher progress
4. Inter-visitation/Learning Walks
- 5.

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

1. Principal, Teachers, Assistant Principals
2. Principal, Teachers, Assistant Principals, Grade Team Leaders
3. Principal, Teachers, Assistant Principals, Secretaries, Advance
4. Principal, Teachers, Assistant Principals
5. Principal, Teachers, Assistant Principals

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

1. Data Binder
2. Professional Development Binder
3. Observation Binder, ADVANCE Score Tracker
4. Grade Team Leaders Binders (Inquiry Meetings) Agendas and Minutes
5. Inter-visitation Logs/Feedback Forms

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

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. Teacher conduct Inter-visitations 3x a year within their Learning Walk triad

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

1. Teachers will create yearly goals around the results of their assessment on the Charlotte Danielson's Framework for Teaching and based on the school's goals and instructional focus. All of our teachers engage in the goal setting process. Goals were created individually and submitted to administration. Goals are re-visited during coaching sessions and scholarship meetings at the end of each marking period. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and passing all applicable Regent examinations. All sessions are documented and kept in their College Readiness Assessment Portfolio.
2. Provide weekly professional development around the instructional focus of reading and writing across all content areas as well as incorporating effective and highly effective teaching practices within components 3B, 3C, and 3D. The Professional Development Team, A.P. Young along with the four Grade Team Leaders, use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2014-2015 school year. Administration also analyzes data from informal and formal observations and scholarship meetings to revise the Professional Learning Plan as per the needs of our staff and students. Teachers who attend outside Professional Development aligned to our professional learning plan, share what they have learned from their outside professional development experience with their colleagues. Together, the Professional Development Team and administration ensures full alignment of our instructional focus with our professional development plan by sharing classroom implementation strategies, scheduling and reviewing feedback from peer observations and by engaging in the looking at student work protocol during Grade Team meetings/Common Planning Time. Administration connects scholarship meetings and informal and formal observation feedback to the instructional focus and professional development plan as well.
3. Conduct daily 15-20 minutes informal-observations to give quick feedback to teachers. Our goal for the 2014-2015 school year is to do a minimum of 6

informal observations for each teacher. We use the Advance Website to document our evaluations and to track growth within each domain and applicable competency. During our pre and post observations we use student work to measure student learning as well as a Pre and Post Observation Conference Form, which provide teachers an opportunity for self-reflection and growth, as points of discussion. Administration trained staff on the utilization of Danielson Framework to improve instructional practices. Data from observations will assess differentiation and implementation of interventions as well as development in teacher growth areas

4. Brooklyn Lab School, currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, student mentoring, student celebrations, looking at student work, College Readiness, and most important curriculum alignment to the Common Core Learning Standards and our instructional focus. Our Grade Team Leaders and Administration use Common Planning Time as their time and space to meet with the rest of the teachers in order to ensure the above takes place and to allow teachers to plan collaboratively with their co-teachers. (Tuesdays –Fridays). To address the specific needs of our departments, Administration also meets with the teachers during Common Planning Time once a week (Mondays) within academic departments.

5. Triad of teachers conduct Learning Walks within the Inter-visitation cycle 3 times a year. Prior to implementation, Administration provided professional development on how to record low-inference notes/data and aligning the data to the Danielson Rubric. The triad of teachers visit their peers' classrooms , then meet to discuss the outcome and identify areas of strength and growth as they pertain to Danielson components 3b,3c and 3d using the Danielson Rubric and a feedback form. The teachers present their findings to their peers to support their professional growth. Post-conference conversations will 1. Review observed (low inference) data from observation to document areas for teacher growth based on Danielson Framework. 2. Review various forms of student data to pinpoint areas for student growth (Common Core Tasks, in-class assessments, state tests, etc.) and to develop best instructional practices, differentiation and intervention strategies for varying students.

Strategies to Increase Parental Involvement

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

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- At the SLT and PTA meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Language Access Coordinator(Assistant Principal St. Louis) to assist families with their language access needs and services
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students'

academic skill needs and what parents can do to help;

- Coordinate school wide events (Field Day, Family luncheons etc.) to foster collaboration between the school and families
- Backpack the school goals, instructional focus and objectives to parents
- Provide materials and training to help parents work with their children to improve their achievement levels in ELA and Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks);
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments; Updated Special Education regulations
- Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
- Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Provide professional development opportunities for Parents about Academic Intervention Services: Saturday Academy, Tutoring, Regents Prep
- Plan monthly Very Important Parent (V.I.P) and Principal breakfast meeting
- Mail school compact to parents in Spanish and English
- Plan 2 Parent Learning Walks

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

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

Through our Teacher-Student mentoring program, 75% of our students will have at least six one-to-one meeting with their teacher mentor to discuss and track their academic and social emotional development and progress toward meeting benchmarks for college and career readiness

Comprehensive Needs Assessment

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

- An analysis of the 2013-2014 Quality Snapshot shows that 63% of students earned enough credits in 9th grade to be on track for high school graduation, which is 20% lower than city average.
- An analysis of the 2013-2014 Quality Snapshot shows that 57% of students earned enough credits in 10th grade to be on track for high school graduation, which is 21% lower than city average.
- An analysis of the 2013-2014 Quality Snapshot showed that our four year graduation rate is 53% as compared to the average value of 68% among city schools.
- The 2014-2015 Citywide Instructional Expectations put an emphasis on knowledge of students to ensure that systems and structures are in place so that each student is known well by at least one staff member.
- Student survey question “Most adults at my school help keep me on track for college or career” shows that 21% of students disagree or strongly disagree.
- Student survey question “There is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.) shows that 27% of students disagree or strongly disagree.
- Student survey question “At my school there is an adult who I trust and can go to for help with a problem” shows that 22% of students disagree or strongly disagree.

Instructional Strategies/Activities

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

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

2. Strategy: Every student will be assigned a mentor.

3. Strategy: Teacher mentors will meet with their mentees at least once per marking period. During these meetings they will discuss the students’ academic

and social emotional development and progress toward meeting benchmarks for college and career readiness.

4. Strategy: Teachers will collaborate with the Student Success Center (SSC) to ensure that students are tracking student progress toward meeting benchmarks for college and career readiness.
5. Strategy: Teacher mentors of 9th grade students will discuss students' progress in the curriculum of Peer Group Connection (PGC) program.
6. Strategy: Center for Supportive Schools program will be providing professional development to train teachers on how to be effective mentors.
7. Strategy: Grade wide events will occur to promote strong relationships between teacher mentors and their mentees.
8. Strategy: Survey students at least four times throughout the year to gauge the strength and effectiveness of their mentor-mentee relationship.

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

1. Principal, Guidance Counselor, Programmer
2. Teacher mentors, Grade Team Leaders
3. Teacher mentors, Grade Team Leaders, Student Success Center (SSC) personnel
4. Peer Group Connection (PGC) Advisors; Peer Group Connection (PGC) Stakeholders; Teacher-Mentors of 9th Grade Students
5. Principal, Teacher-Mentors, Center For Supportive Schools (CSS) training staff
6. Principal, Grade Team Leaders, Teacher Mentors
7. Principal, Assistant Principals, Teachers

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

1. 100% of students will be programmed into a mentoring section.
2. Teacher mentors log meetings with their mentees into Skedula. Grade Team Leaders will check once per marking period to track completion of mentor meetings.
3. Student Success Center (SSC) is meeting with the principal quarterly to discuss the progress of all students towards college and career readiness. Grade Team Leaders meet with the Student Success Center (SSC) to discuss outreaches for each grade level.
4. During the 6 one-to-one meetings throughout the year, 9th grade teacher-mentors will discuss the progress of the students in the Peer Group Connection (PGC) curriculum.
5. Hold a student survey quarterly to determine the increased effectiveness of the mentoring program.
6. Events are held at least once per marking period that allows teacher mentors and their mentees to build relationships (such as luncheons, field trips, field days, etc.).
7. Analyze responses from surveys to determine mentor-mentee effectiveness from student perspective.

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

1. September 2014 – all students are assigned a mentor; as students are enrolled to the school, they will be assigned a mentor.
2. Beginning October 2014 and ending in June 2015, teachers will meet with their mentees once per marking period. Grade Team Leaders will check the tracking of mentor meetings to ensure completion at least six times throughout the year.
3. September 2014 through June 2015 principals from each school will meet with the Student Success Center (SSC) staff to discuss student progress towards career and college readiness.
4. October 2014 through June 2015 teacher mentors will be discussing with students their progress in the Peer Group Connection (PGC) curriculum.
5. Beginning in December 2014, the principal will begin meeting with the Center For Supportive Schools (CSS) staff to implement training of teachers to become successful mentors. Training will continue through June 2015.
6. Beginning October 2014 and ending in June 2015, grade teams and school committees will plan and execute at least one mentor-mentee function per marking period.
7. Beginning in September 2014 and ending in June 2015, execute at least four surveys to students.

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

1. STARS programming
2. Assigning mentor-mentee meeting space; use of Skedula to track the meetings
3. Student Success Center (SSC) staff scheduling for meetings; meeting time for Grade Team Leaders to meet with Student Success Center (SSC) staff; meeting time for Grade Team Leaders to meet with teacher teams; career and college readiness tracker with benchmarks
4. Implementation of the Peer Group Connection curriculum; continued professional development for the program teacher-advisors; time to meet with 9th grade teacher-mentors to discuss goals and implementation of Peer Group Connection curriculum
5. Professional Development time to train teachers on how to be a mentor; meeting time between the principal and the Center For Supportive Schools (CSS) staff regarding needs of our school
6. Monetary support to hold luncheons, field trips, activities, etc.
7. Survey creations

Strategies to Increase Parental Involvement

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

Mentors are reaching out to the parents of their mentees in order to discuss their students' academic and social emotional development and progress toward meeting benchmarks for college and career readiness. Parent Teacher Conferences are conducted with the teacher mentor before other content teachers. Parents have accessed to Pupil Path to see the meeting dates and goals set by the students and mentors.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

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

Through the implementation of a clear instructional focus and ongoing professional development, teachers will improve their practice resulting in 75% of all students earning 10 credits.

Comprehensive Needs Assessment

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

Our 2013-2014 High School Quality Snapshot revealed that we are not performing at the level of the city or borough averages in student progress. Furthermore, credit accumulation has a direct correlation to the percent of students who graduate in 4 years.

Credit Accumulation	2013-14	Goal 2014-15:
% Earning 10+ 1 st year	63%	75%
% Earning 10+ 1 st year (Lowest Third)	50%	75%
% Earning 10+ 2 nd year	57%	75%
% Earning 10+ 2 nd year (Lowest Third)	28.6%	75%
% Earning 10+ 3 rd year	56.3%	75%
% Earning 10+ 3 rd year (Lowest Third)	36.7%	75%

Instructional Strategies/Activities

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

1. **Strategies/activities that encompass the needs of identified subgroups**
2. Brooklyn Lab School Cabinet: Administration, Grade Team Leaders, Instructional Student Support Lead Teacher
3. School wide Common Planning Time
4. Instructional focus for the year is the impact rigorous reading has on high quality writing
5. Scheduled Teacher Inter-visitation
6. Department Unit/Lesson Plan Peer-Review
7. Teacher Professional Learning Opportunities
8. Brooklyn Lab School Calendars
9. Student Mentoring System
10. Assessment Folder Tracking

11. College Writing Intensive
12. Scholarship Meetings
13. Progress Reports
14. Brooklyn Lab School iLearn Program

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

1. Grade Team Leader Binders, agendas and minutes are recorded for all meetings held and posted on our site
2. Common Planning Time agendas and plans are structured for the year with systematic protocols / Grade Team Binders
3. School wide instructional practices: Graphic Organizers and Rubrics/ Looking at Student Work Protocol during Common Planning Time; Strategies of the Week
4. Teacher Inter-visitation documentation
5. Teacher revised lesson and unit plan documentation
6. Professional Development Binder and Calendar
7. Google Calendar
8. Skedula / Pupilpath
9. Student Assessment Folders
10. Scholarship Intervention Binder
11. iLearn Google docs and student folders.

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

1. Grade Team Leader Binders, agendas and minutes are recorded for all meetings held and posted on our site
2. Common Planning Time agendas and plans are structured for the year with systematic protocols / Grade Team Binders
3. School wide Instructional Practice: Graphic Organizers and Rubrics/ Looking at Student Work Protocol during Common Planning Time
4. Teacher Inter-visitation documentation
5. Teacher revised lesson and unit plan documentation
6. Professional Development Binder and Calendar
7. Google Calendar
8. Skedula / Pupilpath
9. Student Assessment Folders
10. Scholarship Intervention Binder
11. iLearn Google docs and student folders.

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

12. . June 2014 – June 2015
13. September 2014 – June 2015
14. September 2014 – June 2015
15. September 2014 – June 2015

16. September 2014 – June 2015
17. September 2014 – June 2015
18. September 2014 – June 2015
19. September 2014 – June 2015
20. End of each Marking Period
21. End of each Marking Period
22. End of each Marking Period
23. In the middle of each Marking Period
1. July 2014 – August 2015

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

1. BLS currently has four Grade Team Leaders (GTL) that oversee a specific grade team. Our Grade Team Leaders are members of the Cabinet and work side by side with the administration to ensure that the following takes place effectively with all stake holders: communication, data analysis, school wide incentives, Inquiry Study, interventions, parental outreach, celebrations, looking at student work, College Readiness, and most important alignment.
2. Our Grade Team Leaders use Common Planning Time (CPT) as their time and space to meet with the rest of the teachers in order to ensure the above takes place.
3. Our instructional focus for the year is the impact of rigorous reading on high quality writing, which aligns to all six of the instructional shifts in ELA: Balanced Information & Literary Texts, Knowledge in the Discipline, Staircase of Complexity, Text Based Answers, Writing from Sources and Academic Vocabulary.
4. In consultation with the Danielson Group we have implemented an Inter-visitation Peer Mentoring model. Inter-visitation is a teacher facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills. During opportunities for inter-visitation visiting teachers seek evidence from what students did (i.e., their work, questions, and conversations) to reflect upon his/her practice using the Framework for Teaching and identified professional learning goals. The Visiting Teacher uses evidence aligned to the Framework to confirm the host teacher's reflection and/or bring to light additional areas of strength and potential areas of growth.
5. Our Administration uses Common Planning Time (CPT) to facilitate Peer Unit/Lesson Plan reviews by department employing a critical friends protocol that encourages teachers to reflect and revise unit and/or lesson plans for greater student achievement.
6. We have formed a Professional Learning Team Assistant Principal Young along with the four Grade Team Leaders, use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2014-2015 school year. Our Professional Development Team also counts on the support of Instructional Coaches from our Children First Network. Together, the Professional Development Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback.
7. Our cabinet has put together a series of calendars of when items are due for review and feedback: Assessments, Curricula, Unit Plans, Performance Tasks, and Goals. In addition, all teachers complete and submit end of unit assessments for feedback from Administration. The data is reviewed and discussed during Common Planning Time when looking at and analyzing student work.
8. Our Mentorship Program was re-structured this year to better support our students' needs and allow our Mentors to have the time necessary to meet with their Mentees. All students have a mentor at BLS and are scheduled to meet with their mentor during period 6 a minimum of 6 times during the school

year. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation. All sessions are documented and kept in Skedula our online grading system.

9. All teachers provide assessment folders for all their students in which they house samples of student work that is reviewed periodically by the cabinet. The cabinet looks for progress and trends across grades and subjects to make adjustment to curricula. The folders are updated at the end of each marking period.
10. Our College Writing Intensive occurs period one for all students. We use baseline Measures Of Student Learning (MOSL) assessment conducted in early fall: Comparing MOSL Baseline to 2014 state exams. Data gathered will generate changes in instruction and student groupings: targeting gaps in student performance for improvement. On-going cycle of targeted skill assessment and interventions, including assessment of teacher practices via informal observation. Teachers also discuss student work in their inquiring meetings.
11. Administration holds scholarship meetings for teachers who demonstrate the lowest passing % at the end of each marking period.
12. Students and parents receive Progress Reports in between Report Cards to show progress.
13. Students at Brooklyn Lab School (BLS) who are under credited or who are excessively absent are enrolled in the BLS iLearn Program. The iLearn Program affords students an opportunity to engage in online learning with a curriculum that is self-paced and individualized for students based on their deficiencies. Students complete the coursework outside of school hours and during school. Students meet individually with Ms. Ramu, the iLearn Coordinator, to develop an action plan and track their progress. Credit is awarded at the completion of the course. The iLearn Committee meets to evaluate the effectiveness of the program and student achievement, as well as to award the credit. The iLearn committee is comprised of administration, teachers and guidance counselor.

Strategies to Increase Parental Involvement

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

- All information is turn keyed to our parent leaders during our School leadership Team (SLT) meetings. Our parent leaders then inform the rest of the community through workshops and events. Our Parent Coordinator prints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- At the SLT and Parent/Teacher Association (PTA) meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help;
- Backpack the school goals and objectives to parents
- Provide materials and training to help parents work with their children to improve their achievement levels in English and Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks);

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
- Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Provide professional development opportunities for Parents about Academic Intervention Services: Saturday Academy, Tutoring, Regents Prep
- Plan monthly Very Important Parent (V.I.P) and Principal breakfast meeting
- Mail school compact to parents in Spanish and English
- Plan 2 Parent Learning Walks

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, we will increase our graduation percentage by 8%.

Comprehensive Needs Assessment

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

As per the 2013-2014 Progress Report we were approaching target in the Student Performance section based on our 52.8% graduation percentage, while our peer schools achieved an average of 58.4%. By increasing our graduation percentage by 8%, we project that for the 2014-2015 Progress Report, we will be Meeting Target within our peer group.

Instructional Strategies/Activities

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

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

Strategy: Brooklyn Lab School (BLS) will create and develop interventions that will increase our graduation percentage by 8%.

2. Activity-Students will be enrolled in the iLearn Lab for credit accumulation. ,
3. Activity-Students will be monitored through the student Assessment Folders/Mentoring System. By December 2014 students will partake in the “Moving-Up” Ceremony.
4. Activity-Scholarship meetings will be held with all teachers at the end of every marking period.
5. Activity-Our Guidance Counselor, Grade Team Leaders, and or administrator will hold parent meetings to create a Senior Graduation Plan for each 12thGrade student. Students will be accurately program
6. Activity- From September 2014-June 2015 all students will have daily access to our Student Success Center and Tutoring, during and after school. Provide graduation requirements and on the importance of passing all classes and regents to graduate.
7. Activity-We will expand our course catalog by offering five Advance Placement courses.
8. Activity-All students and parents will receive progress reports and report cards every 6 weeks

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

1. iLearn Committee: iLearn Coordinator, administrator, guidance counselor and subject teachers
2. Grade Team Leaders (GTL) and Mentors
3. Administration
4. 12th Grade GTL, administration and 12th graders
5. Student Success Center (SSC) staff, Brooklyn Lab School (BLS) administration, and teachers
6. Advance Placement (AP) Coordinator, Advance Placement (AP) Teachers, and Administration
7. Teachers, Grade Team Leaders, Administration, and Parent Coordinator.

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

1. By September 2014, an iLearn Google docs spreadsheet will be created to highlight students at-risk for not meeting graduation requirements by June 2015.

2. Student Assessment folders will be created for all BLS students by the end of the first marking period. These folders will be reviewed and updated at the end of each marking period
3. Scholarship meetings will be held by administration at the end of each marking period. Teacher and student data, as well as reflection will be documented in our scholarship binder at the end of every marking period.
4. By the third week in February 2015, every 12th grade student will have a senior graduation plan.
5. By March 2015, all of our 12th graders will have created a post-secondary plan.
6. By September 2014, BLS will have an active Advance Placement (AP) enrollment list. 70% of our Advance Placement (AP) students will sit for the Advance Placement (AP) exam in May.
7. Teachers will maintain accurate and updated records of student progress via Skedula/Pupilpath. Brooklyn Lab School (BLS) will use the PADS portal to merge student grades into STARS every two months, at the end of each marking period.

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

1. July 2014 – August 2015)
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015
6. September 2014-June 2015
7. September 2014-June 2015

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

1. Students at Brooklyn Lab School (BLS) who are under credited or who are excessively absent are enrolled in the BLS iLearn Program. The iLearn Program affords students an opportunity to engage in online learning with a curriculum that is self paced and individualized for students based on their deficiencies. Students complete the coursework outside of school hours and during school. Students meet individually with Ms. Ramu, the iLearn Coordinator, to develop an action plan and track their progress. Credit is awarded at the completion of the course. The iLearn Committee meets to evaluate the effectiveness of the program and student achievement, as well as to award the credit. The iLearn Committee is comprised of administration, teachers and guidance counselor.
2. All Grade Team Leaders have a white folder for each student in their cohort that is labeled a sticker color: Green (On Track), Yellow (Almost on Track) and Red (Off Track). The data inside each folder is submitted by each student’s Mentor. The folders are updated at the end of every marking period. The Grade Team Leaders bring to our cabinet meetings a tally of how many students are green, yellow and red, and together we set goals for the next marking period. Our College Readiness Program was re-structured this year to better support our Mentoring Program and allow our Mentors to have the time necessary to meet with their Mentees. All students have a mentor at Brooklyn Lab School. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation and regents passing. All sessions are documented and kept in their College Readiness Assessment Portfolio. Senior “Moving Up” Ceremony celebrates our 12th graders who are on track. They got up on a ladder and signed their name on our Senior Wall. Students who are off track picked a senior student who was on track to be their mentor. The mentor holds up the ladder while the mentee climbs to sign his/her name.
3. Administration holds scholarship meetings for teachers who demonstrate the lowest passing % at the end of each marking period.

4. Our Guidance Counselor and 12th grade Grade Team Leader will use the scholarship data from the 2nd Marking Period Report Card to determine which seniors are on track for June, August or January 2015 graduation. Our Guidance Counselor schedules individual meetings with each senior and his/her parent/ guardian to develop a Graduation Plan, which may include extra tutoring, college application, iLearn, Regents Prep etc. The plan follows the goal setting format that is timely and measurable.
5. The Student Success Center provides our seniors with the support necessary during the College Application Process, in addition to offering College Now Courses and City University of New York (CUNY) at home program to help our students achieve higher regents scores in order to meet proficiency levels for CUNY schools. Brooklyn Lab School (BLS) Teachers hold office hours every Wednesday during student’s lunch time. This is an opportunity for students to meet with their content teacher for extra help or supplemental work.
6. Advanced Placement (AP) Courses keep our seniors motivated and challenged. We have expanded our AP course selection from 2 to 5 courses: AP Statistics, AP Biology, AP US History, AP English, and AP Spanish.
7. Students and parents receive Progress Reports in between Report Cards to show progress.

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Through the implementation of our attendance plan and ongoing school wide incentives programs, our overall school wide attendance will improve to 85% .

Comprehensive Needs Assessment

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

Our 2013-2014 High School Quality Snapshot revealed that we are below the level of the city or borough averages in student attendance. We believe that regular attendance, in school promotes academic achievement. Therefore, we aim to identify students' needs and provide assistance and support to our students and their families. This means monitoring daily attendance, providing family and community outreach, and offering awards and incentives for improving attendance.

Instructional Strategies/Activities

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

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

1. Brooklyn Lab School's (BLS) attendance team: Administration, Grade Team Leaders, guidance counselor weekly meeting to discuss attendance concerns
2. School wide Positive Behavioral Interventions and Supports (PBIS) and incentives program
3. The RCUA (ATS Code) is used to continually identify those who have patterns of non-attendance. Referrals are made to the principal, guidance counselor, parent coordinator and appropriate agencies, if necessary, for individual or family outreach.
4. Parents are contacted through frequent home-school communications and are encouraged to become involved on the School Leadership Team (SLT) and the Parent/Teacher Association (PTA). Parents are also informed about workshops and other parent education programs.
5. Academic intervention and other student support services are prescribed to the student in order to prevent recurring attendance problems and to provide students who are returning to school with assistance and support.
6. The Secretary is responsible for ILOG entries documenting outreach efforts on 407's for absentee students.
7. Scheduled home visits with attendance teacher
8. BLS Incentives Party
9. BLS Bucks distribution for arriving by 8:15 AM
10. Raffle tickets and award ceremony
11. Attendance Trip Incentives
12. Parent Meeting with Guidance counselor to discuss alternative option and credit recovery

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

1. Attendance Teacher, Grade Team Leaders, Guidance Counselor, School Aide Pupil Personnel Secretary

2. Administration, Grade Team Leaders & Teachers
3. Pupil Personnel Secretary and School Aide
4. Grade Team Leaders, Teachers, Mentors, administration. Guidance counselor and Pupil Personnel Secretary
5. Guidance Counselor and Administration
6. Pupil Personnel Secretary
7. Pupil Personnel Secretary, Attendance Team Committee
8. Attendance Team Committee and Teachers
9. Administration, Grade Team Leaders, Teachers and Students
10. Administration, Guidance Counselor, Pupil Personnel Secretary, School Aid
11. Pupil Secretary, Guidance Counselor, Administration, Teachers
iLearn Coordinator, Guidance Counselor, Administration and Subject Teachers

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

1. Attendance Minutes and Binders
2. Classroom teachers log the names of all late students each period. Students who are late are recorded late for that period. The log of late students is submitted to the Secretary for daily review and attendance updates
3. The secretary, under the direction of the Principal, develops a list of students who are frequently late.
4. After three (3) consecutive lateness, the student's mentor calls the parents to inform them of the pattern of lateness.
5. When students are cutting class, the teacher or mentor will make outreach to parent and schedule a conference to address student's attendance/academic performance. The grade team/mentor will follow up by contacting the parents. The Mentor, Grade Team Leader, Guidance Counselor, Assistant Principal and/or the Principal will then meet with students and parents to resolve the issue.
6. When superintendent suspensions occur, the secretary calls the suspension site or monitor ATS every day to record students' attendance.

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

1. June 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. September 2014 – June 2015
7. September 2014 – June 2015
8. September 2014 – June 2015
9. June 2014 – June 2015
10. September 2014 – June 2015
11. September 2014 – June 2015
12. September 2014 – June 2015

13.

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

1. When the ATS system generates a 407 (after 10 consecutive days or 20 aggregate days), an investigation begins. Calls are made to parents/guardians and conferences are held with teachers to check for absentee notes and other documentation to see why the student has been absent.
2. The Secretary reviews attendance by running the RCUA report (ATS report) to find students with long-term absence. When the student returns to school, appropriate contacts are made for the student.
3. The Secretary, using comment and resolution codes, closes a 407 and enters ILOG comments documenting findings from investigations.
4. The R4RR report (ATS report) is generated daily to check if any 407's were close on the District Level and therefore can then be closed on the school level.
5. If a student's absence from school begins to form a suspicious pattern of unexcused absences, the secretary refers the case to the guidance counselor, principal or assistant principal. They will investigate and refer the case of appropriate agencies.
6. The guidance counselor works closely with the school base organization and school psychologist to plan strategies for prevention/intervention services. If a family is referred to an agency for investigation, the counselors will follow-up by providing counseling and other related services to the student.
7. Our Mentorship Program was re-structured this year to better support our students' needs and to allow our mentors to have the time necessary to meet with their mentees. All students have a mentor at BLS and are scheduled to meet with their mentor during period 6, a minimum of 6 times during the school year. All students have developed goals that are constantly being re-visited. Students developed short term and long term goals that focus on credit accumulation. All sessions are documented and kept in Skedula our online grading system.
8. Administration and guidance counselor conduct intervention meetings for students who demonstrate the lowest attendance rate at the end of each marking period.
9. Students and parents receive progress reports in between report cards each marking period, to show progress toward attendance goals.
10. Students at BLS who are under credited or who are excessively absent are enrolled in the BLS iLearn Program. The iLearn Program affords students an opportunity to engage in online learning with a curriculum that is self-paced and individualized for students based on their deficiencies. Students complete the coursework outside of school hours and during school. Students meet individually with Ms. Ramu, the iLearn Coordinator, to develop an action plan and track their progress. Credit is awarded at the completion of the course. The iLearn Committee meets to evaluate the effectiveness of the program and student achievement, as well as to award the credit. The iLearn Committee is comprised of administration, teachers and guidance counselor.

Strategies to Increase Parental Involvement

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

- All information is turn keyed to our parent leaders during our School Leadership Team (SLT) meetings. Our parent leaders then inform the rest of the community through workshops and events. Our Parent Coordinator prints and mails home progress reports and report cards as well as creates a monthly newsletter for the entire BLS community.
- Parent Coordinator, conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home

- At the SLT and PTA meeting, share information about the teaching effectiveness process and content and other initiatives of the Chancellor and allow parents to provide suggestions
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
- Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Plan monthly Very Important Parent (V.I.P) and Principal breakfast meeting

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

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.)
ELA	<ul style="list-style-type: none"> • All students receive an Intensive Writing Course • Saturday morning regents preparation • Daily after school tutoring program. • Extended Day iLearn program gives students the opportunity to re-take previously failed Classes • 	Whole Group	Period 1 During the school day, Before and After school
Mathematics	<ul style="list-style-type: none"> • Double Period Math • Saturday morning regents preparation • Daily after school tutoring program. • Extended Day iLearn program gives students the opportunity to re-take previously failed Classes • 	Whole Group	During School Day Before and After school
Science	In addition to the State mandated periods of science instruction students will receive an additional 47 minute period of AIS instruction in	Small Group One-to-One	During School Day Before and After school

	<p>science per week.</p> <p>Grade and Department Teams provide intervention in science</p> <ul style="list-style-type: none"> - Saturday morning regents preparation - Daily after school tutoring program. - Extended Day iLearn program gives students the opportunity to re-take previously failed Classes 		
<p>Social Studies</p>	<p>The Grade and Department Teams will refer students to social studies intervention</p> <ul style="list-style-type: none"> - Saturday morning regents preparation - Daily after school tutoring program. - Extended Day iLearn program gives students the opportunity to re-take previously failed Classes 	<p>Small Group One-to-One</p>	<p>During School Day Before and After school</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselor will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students. Students are assisted in learning how to deal with various</p>	<p>Small Group One-to-One</p>	<p>Afterschool During School</p>

	personal issues including school, friends, family, current events, etc.		
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

High Quality and Ongoing Professional Development

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

To address the specific needs of our departments, our network assigned us an additional Assistant Principal to support in the humanities content area. In addition we have formed a Professional Development (PD) Team. Assistant Principal Young along with the four Grade Team Leaders use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2014-2015

school year. Our PD Team also counts on the support of our Instructional Coach from our CFN 404. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback. Our cabinet plans and conducts Learning Walks as a team. The Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2014-2015 school year: How rigorous reading leads to high quality writing. The Team then presents its findings and next steps with the rest of the school for feedback and evaluation. The teaching staff incorporates strategies shared during our professional development sessions within their lessons to address our instructional focus. The teachers also create their assessments within the form of performance tasks to further enforce reading and writing. Administration uses Advance to measure teacher growth in different domains. Our PD Team uses this data to inform our PD calendar of activities when deciding over school wide and targeted small group PD sessions. In addition, our Instructional Student Support (ISS) Lead Teacher holds workshops for our ISS teachers and paraprofessionals during common planning time and after school. Furthermore, all new teachers have a mentor. BLS teachers are encouraged to seek PD opportunities and seminars that would be beneficial to their learning, for which they are granted permission to attend during school days.

Principal & Assistant Principals:

The administration attends a variety of PD sessions and workshops offered through our Children First Network (CFN) on a monthly basis. Our CFN coach also provides ongoing support by visiting our school and better guide us in our work as it pertains to data and the citywide instructional shifts. In addition to the PD opportunities provided by our CFN, the Principal and Assistant Principals also will attend the ASCD and AVID Conferences, which provides an extensive menu of full day workshops that range from the Common Core Standards and Teacher Development to Personal Leadership and Team Building.

Support Staff:

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

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

At the beginning of the school year, a committee is formed regarding our Measures of Student Learning (MOSL). The members include Administration, our 4 Grade Team Leaders and our Union Representative teacher . Our committee decides upon which assessment to administer to our students. We also discuss which periodic assessments to utilize.

During Professional Development sessions, teachers work in department and grade teams to develop performance tasks at the end of each marking term, that are aligned with our instructional focus, curriculum and Common Core Learning Standards.

Data from the MOS, Periodic Assessments and Performance Tasks are analyzed within Grade Team Meetings during Common Planning Time on Thursdays and Fridays. The Grade Team Leaders are trained on how to utilize SchoolNet- the database for the MOSL Assessments and Periodic Assessments and train their grade teams for data analysis.

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).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 19K639

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$266,227.83	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,891,092.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of

achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with

limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	28	4		16		2	19	0	8	63

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	28	4	0	16	0	2	19	0	8	63
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9				9
Intermediate(I)										16	1	1	1	19
Advanced (A)										18		3	3	24
Total	0	43	1	4	4	52								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: We use the NYSESLAT of previous years to identify trends and student needs. In addition we use Achieve 3000 to measure and monitor student reading levels and NYC ELL periodic exams. Utilizing the ELL periodic exams from fall 2012 and spring 2013, we noticed a trend in that the majority of the students test at the intermediate-level 20/25 and 19/27,

respectively. Also the majority of students performed at the same ESL levels from one test to another. We will use TCWRP to accurately measure the students' reading fluency levels and their comprehension levels in the spring.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here: During the 2012-2013 school year, 20% of our Intermediate students moved to Advanced level and from beginner to intermediate. Data based on the LAB-R this current school year for new enrollees showed that 2/3 students tested at the intermediate -level, due to their reading skills. In contrast, their listening, speaking and writing skills were far lower than their reading skills. After speaking to the students and reviewing the student data, the students were placed in the beginning level class because it provided the most scaffolding and allowed entry points into the language in an immersive and supportive environment. They have been flourishing in their ESL classes which means that it was the appropriate setting for them.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

Paste response to question here: n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: Through discussion and planning for best practices and appropriate scaffolding. Our school wide lesson plans and unit plans require teachers to think and plan specifically for our ELL and SWD population. Teachers use techniques and strategies to differentiate instruction for ELLs. They allow students to write in their native language as well as read texts in their language to build content knowledge. For example, the students use the translated texts in both social studies and math and have built their vocabularies through cognates, visuals, and videos.
In addition, teachers ensure ELL students are given extra time on assignments and tests. In regards to building English literacy, teachers use graphic organizers, visuals, and sentence starters to organize material and scaffold instruction so that ELLs have an entry point to the material. Ms. Lee, the ESL teacher, provided information to all teachers to inform them of the levels of all the ELL students in the school. This was distributed to all teachers in order to help teachers understand the literacy levels.

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

Paste response to questions here: n/a

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Paste response to question here: There is a strong collaboration between our articulation personnel and our certified ESL teacher Jassica Lee to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment.

Subsequently, an Entitlement Letter together with the Parent Survey and the Program Selection Form are provided to parents to inform them about their child's identification within ten days of their enrollment. Parents/guardians of newly admitted ELLs are notified over the phone by Jassica Lee in the appropriate language about the ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at BLS. They are also shown the video where program placement options are presented with clarity and objectivity in the appropriate language. The policy to inform parents of options to enroll in a TBD/DL program and they are sent additional information and contacted by Ms. Lee via phone about the next steps in finding an appropriate setting of their choice.

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

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

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

additional paperwork and requested to contact the school for further instruction in their native language in order to learn more information or fill out missing items on the forms. All copies are stored securely in the ESL classroom.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here: . The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services and in-house translations conducted by our bilingual staff (Available through the office of translation service within the DOE). The parents/ guardians are told to read the survey, make their selection and return signed documents.
The ELPC data entry is done in collaboration with Ms. Roberts and Ms. Lee in order to complete the ATS form within 20 days of the students enrollment in the school. Parent choice is given to all parents to learn about the TBE, DL and ESL programs. The Freestanding ESL program is not the only option presented with such a variety of programs. All letters for non-entitlement, continued entitlement, and placement, program enrollment are sent early in the fall of the school year to all the families notifying them of the children's placement.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Paste response to question here: For the past few years, the trend in program choices that parents have requested are consistent with what we offer our students. The previous ELL Compliance binder was reviewed by Ms. Lee. Ms. Lee found that parents were unanimously choosing freestanding ESL as their first choice. This means that the program model offered at the school is aligned to the parents' requests. Since the trend has been for the Freestanding ESL program, we will encourage parents to be knowledgeable and advocates for their children if they choose another type of program that may not be offered at this particular school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning

Standards.

Paste response to questions here:

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

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

Our instructional plan for newcomers:

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

- An informal student orientation
- Encourage student to participate in the After School activities.
- Home school communication.

- Additional support in listening skills, including increased use of technology activities in the classroom.

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

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

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

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

Our instructional plan for our 8 ELL- SWDs involves:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration between the ESL teacher and IEP contact person.

- Monitoring newcomer and SIFE students for possible special needs status.

Grade appropriate instructional support materials - Compass Learning, Empower3000, ELMO projectors, computers and laptops in order to provide access to films and documentaries. They are offered modified texts and assessment based on level and group activities; time extension.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

In terms of programming and ensuring ELLs with IEPs receive adequate services, teachers and administrators review their programs carefully to monitor their specifications. Through collaboration between the IEP contact person and Ms. Lee, they are able to communicate each individual student's needs. All teachers keep a data binder that highlights all the ELL and SWD students in each of their classrooms. Teachers are encouraged to access the information about their IEPs and work according to their mandates. In addition to data binders, teachers meet during CPT time each week and discuss one ELL student twice a week as part of inquiry and evaluate student work to judge how successfully teachers are modifying instruction and materials to build content-area knowledge.

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

ELA

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

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

Mathematics

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

Social Studies

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

Science

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

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

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

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

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

Paste response to question here: While we have made progress moving our students forward with language acquisition, we still need to work on providing them with the required support to meet the standards of their content area. As mentioned, we are using our ICT model, which has shown great success with our SWDs, as an outlet to reach out to our ELLs.

Across the curriculum, there has been a school-wide push to provide literacy and language building in each content area. Students will be preparing and taking performance tasks in all classes that focus on argumentative writing and in-depth reading in order to utilize materials learned to make a claim and write an essay. This focus especially heightens the awareness of all teachers that they do not only teach a content area, but they are in fact literacy or ELL teachers. During weekly PD sessions, all teachers have been meeting to work on rubrics for the performance tasks and reviewing student work in different content areas such as ELA and AP Biology. Data is reviewed, generally, on a weekly basis. Teachers are working to unpack performance tasks about argumentative writing in math, science, social studies, ELA, and foreign language.

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

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

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

Paste response to question here: n/a

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

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

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

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

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

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

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

Paste response to question here: BEGINNERS:

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

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

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

TOTAL MINUTES = 540

INTERMEDIATES:

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

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

TOTAL MINUTES = 385

ADVANCED:

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

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

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

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

18. What language electives are offered to ELLs?

Paste response to question here: AP Spanish

19. For schools with dual language programs:

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

Paste response to questions here: n/a

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **CFN 404**

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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