



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**11X265**

**School Name:**

**BRONX LAB SCHOOL**

**Principal:**

**SARAH MARCY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Lab School School Number (DBN): 11X265  
School Level: High School Grades Served: 9-12  
School Address: 800 E Gunhill Road, Bronx, NY 10467  
Phone Number: 718-696-3700 Fax: 718-696-3730  
School Contact Person: Sarah Marcy Email Address: [smarcy@schools.nyc.gov](mailto:smarcy@schools.nyc.gov)  
Principal: Sarah Marcy  
UFT Chapter Leader: Nilda Dontaine  
Parents' Association President: Solange Arroyo  
School Leadership Team  
Chairperson: Sarah Marcy  
Student Representative(s): Marc Cuevas, Taariq Hurley

**District Information**

District: 11 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718 741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 106 Network Leader: Vivian Orlen

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarah Marcy	*Principal or Designee	
Nilda Dontaine	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Angela Contreras	DC 37 Representative, if applicable	
Marc Cuevas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Llesenis Soto	CBO Representative, if applicable	
Orville Ingram	Member/ AP	
Tollyne Dickerson	Member/ Dean	
Stacy Rogers	Member/ Teacher	
Mirabelle Rodriguez	Member/ Parent	
Taariq Hurley	Member/ Student	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

To prepare for college and life, Bronx Lab School students engage in meaningful and contextual academic work, participate in a nurturing community, explore their passions, and learn to value effort as a means to success. BLS is now a part of the NY Performance Standards Consortium an elite group of NYC schools that believe that learning cannot be sufficiently demonstrated within the confines of standardized tests. This means students will be spending much less time preparing for Regents state exams, and much more time doing and presenting original, college-level work. The curriculum and Gateway projects teach our students to be critical thinkers, writers, and problem-solvers. Bronx Lab's teachers make sure that every child is engaged in inquiry and student-centered classrooms. Our teachers expect students to think deeply, ask big questions and explore to find the answers. All students are learning to communicate their ideas in writing and aloud by presenting their new understandings and findings. All of this learning is framed by our Bronx Lab Habits of Mind: Analyzing Evidence, Multiple Viewpoints, Intellectual Curiosity, Taking Creative Risks, and Metacognition.

In collaboration with our CBO, FECS, Bronx Lab is also committed to giving our students enrichment experiences outside the classroom. This year, 9th and 10th grade students will be using electronic tablets in their English classes, while 11th and 12th graders have the chance to attend multiple college trips and take College Now courses for college credit. Seniors also have the chance to participate in a full-time Internship during Spring semester. Bronx Lab offers swimming, biking, theatre, music, tech, skateboard building, activist groups, and more during after school extra-curriculars. Every student builds relationships within our community during our fall and spring Advisory Days, and our 3-day Explore Week service learning experience in April. Additionally, 9th grade students are mentored by a pair of trained Senior students through Peer Group Connection (PGC).

The challenge for Bronx Lab School this year, and in the next few years, is solidifying the significant instructional and school culture shifts we're making as a community. As 1 of only 60 PROSE schools, BLS is implementing a staff-wide Intervisitation system to support teacher best practices and professional growth. This structured system for developing school-wide practices is fundamental to supporting the shifts we're making across the school. Our new schedule this year enables teachers to meet weekly in team leader meetings, advisory teams, grade teams, department teams, co-planning teams, and as a whole staff on Wednesdays. These collaborative structures enable teacher teams to share, design, and build new curricular models, instructional practices, tools for classroom culture, and supports for school-wide advisory practices.

During 2013-2014, Bronx Lab School made tremendous progress on DTSDE Tenet 3 by reestablishing a student-centered instructional model focused on critical thinking and Habits of Mind. During 2014-2015, we are continuing to further develop our work on Tenet 3, and adding increased focus on Tenets 1 and 5 through our work on the teacher intervisitation system and implementation of restorative practices to ground our school community and culture.

## 11X265 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	476	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	6	# Drama	1
# Foreign Language	7	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.4%	% Attendance Rate		81.8%	
% Free Lunch	71.0%	% Reduced Lunch		0.6%	
% Limited English Proficient	7.4%	% Students with Disabilities		19.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		39.9%	
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander		2.7%	
% White	1.5%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.18	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4		61.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits		58.5%	
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate		69.4%	
6 Year Graduation Rate	69.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

1.2: The school engaged in a re-norming of school wide beliefs of how students learn best, aligned to the instructional foci for this year, resulting in high levels of student thinking and participation across classrooms (PFQR Recommendations, 2013-2014).

1.1: Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards (PFQR Recommendations, 2013-2014).

**Needs:**

2.2: Develop school wide common rubrics and assessment practices as a means to determine student progress, inform their instructional practice, and provide actionable feedback to students (PFQR Recommendations, 2013-2014).

2.2: Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decision at the team level and classroom levels (PFQR Recommendations, 2013-2014).

3.2: Refine curriculum using student work, as well as summative and formative assessments to ensure access and extensions for all students, and alignment to Common Core Learning Standards and New York State content standards (PFQR Recommendations, 2013-2014).

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have engaged with department and grade teams to further refine the practice of using student work and data to develop coherent and rigorous curriculum and assessments that ensure access and extensions for all students and are aligned to the New York Performance Standards Consortium rubrics across all grades and core disciplines as evidenced by at least one (1) revised Gateway project with alignment to Consortium rubrics.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Teacher collaboration within and across grades and subjects to design Gateway and PBAT projects aligned to Consortium Rubrics</li> <li>• Teacher “field trips” to other schools within the NY Performance Consortium to learn/share best practices</li> <li>• Increase department/grade team meeting time to review data</li> </ul>	Teachers	September - June	Department Teams and Grade Teams
<ul style="list-style-type: none"> <li>• All GW and PBAT projects have student choice, scaffolding, differentiation and extensions built in to accommodate all learners</li> </ul>	All faculty members	September-June	Learning Support teachers
<ul style="list-style-type: none"> <li>• Parents are informed about curricular shifts during Curriculum Night, PTA meetings, and Parent-Teacher Conferences</li> <li>• Parents are invited to sit on Panels and Roundtables as evaluators</li> </ul>	Parents	September-June	Principal, PBAT teams
<ul style="list-style-type: none"> <li>• All decisions are made collaboratively in an ongoing process</li> <li>• Staff, students, and parents have an opportunity to review and debrief after Fall semester presentations</li> </ul>	Staff, students, parents	September-June	Principal, PBAT teams

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Department chairs, grade team leaders, lead teachers

Instructional Resources: Understanding by Design framework, Consortium Rubrics, PBAT materials from Consortium schools

Schedule Adjustments: Regents weeks will be used to hold panels

Other: N/A

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Focus Funds:

Per session for Grade Team Leaders = 4 people, 18 hours each

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- a. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- b. Specify a timeframe for mid-point progress monitoring activities.

By February 2015:

- All seniors and sophomores will have participated in at least one panel or roundtable; 100% of staff will have participated

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>▪ Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:  
 5.3: Through weekly advisory meetings, Peer Group Connection, (PGC), and Restorative Practice professional development we have implemented systems to improve school culture to best effect student achievement and social emotional growth.

Needs:  
 5.4: School environment needs improvement in order for all school constituents to be able to articulate how the community is safe and for teacher to want to recommend the school to parent.  
 5.5: Effectively use time and resources to develop structures and programs that support college and career readiness for state identified sub groups (PFQR Recommendations, 2013-2014).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of advisors will have trained their advisees in our community principles and at least 50% of the staff will have engaged in at least one community-building circle with their students or advisees using these principles.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Monthly professional development on Restorative Practices</li> <li>At least two staff members will receive training in Tier 2 Restorative Justice Practices and turn-key for Restorative Justice Team</li> <li>Partnered with Morningside Center for Teaching Social Responsibility, Teachers Unite and PGC to acquire professional development and mentoring in the implementation of Restorative Practices and building student leadership</li> </ul>	All Advisors	9/2014-6/2015	Advisory Team Leaders, Restorative Justice Team, Nilda Dontaine and Serena Paredes
<ul style="list-style-type: none"> <li>Advisors will use community-building CIRCLES at least once per week, focus on inclusion and support of all students</li> </ul>	All Advisors	7/2014-6/2015	Restorative Justice Team
<ul style="list-style-type: none"> <li>Community-building circles will be used as part of PTA and SLT meetings</li> </ul>	Parents	2/2015-6/2015	Restorative Justice Team
<ul style="list-style-type: none"> <li>Advisors will use community-building CIRCLES at least once per week</li> </ul>	All students	9/2014-6/2015	Nilda Dontaine

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Partnerships with Morningside Center for Teaching Social Responsibility, Teachers Unite, and PGC.

Instructional Resources: Morningside Center for Teaching Social Responsibility’s building-community CIRCLES curriculum.

Schedule Adjustments: N/A

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Focus Funds:  
 Per session for Advisory Team Leaders = 4 people, 18 hours each  
 TL Safe School Funds:  
 Morningside Coaching contract

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

By February 2015:

All Advisors have taught at least three lessons on BLS community principles and are beginning weekly CIRCL E practices

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>▪ Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

1.1: Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards (PFQR Recommendations, 2013-2014).  
 4.4: Through the development and implementation of Habits of Mind, Advisory (Circles), and the BLS Five, teachers conduct instructional sessions that cater to each student's culture, opinion, and individual educational needs. Advisory, a course that meets at least two times a week, plays a significant role in creating a safe environment that is responsive to student's varied experiences

**Needs:**

4.3 Develop common rubrics and assessments across contents that are aligned to ELA Common Core Learning Standard (CCLS) Writing for Argument.  
 4.5: Develop common rubrics and assessments to generate data that will be used by teacher teams to inform instructional decisions and provide students with clear next steps in their progress (PFQR Recommendations, 2013-2014).

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have used common rubrics to generate data that is used by the Student Tracking Academic Response (STAR) team and teacher teams to inform instructional decisions and provide students with interventions, supports, and clear next steps in their progress that will result in 70% of identified students reporting that

they understand what steps to take next.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Protocols, data tracking systems, and inquiry teams, set forth by each Grade Level Team (GLT), are specifically set up to conduct academic and behavioral student interventions.</p>	<p>10 students across each grade who fall into the rising third category or are on the cusp of making significant academic and behavioral changes pushing them over the 65% passing marker.</p>	<p>Completion of initial intervention protocols: December, 2014; Ongoing assessment, data tracking, intervention, trouble shooting, student advising: January 2015 – June 2015.</p>	<p>Student Tracking Academic Response Team Members; Guidance; Grade Level Team Members.</p>
<p>Through the use of diagnostic testing and data analysis, 9<sup>th</sup> and 10<sup>th</sup> Grade Level Teams recommend and mandate after-school (Twilight) initiative, directed and instructed by ESL coordinator / instructor, set forth by the STARS team, for students who are in need of ESL / Language emersion – reading &amp; writing ramp up instruction in order to meet specific target literacy goals.</p>	<p>Twenty – Five students across 9<sup>th</sup> and 10<sup>th</sup> grades.</p>	<p>Initial Selection of Students: October 2014; Twilight intervention Round 1: October 2014 – January 2015; Twilight Intervention Round 2: February 2015 – June 2015.</p>	<p>STAR Team Leader / Data Specialist and 9<sup>th</sup> and 10<sup>th</sup> GLT Members, ESL Coordinator / Instructor.</p>
<p>STAR Team / GLT Team consistently reach out to parents of selected students for intervention inviting them to take part in the intervention process through various modes of</p>	<p>100% of parents with students</p>	<p>Tri-Semester progress reports:</p>	<p>STAR Team, GLT Leaders and Members,</p>

communication: letters home, calls home, and email.	selected for intervention.	October 2014, December 2014, January 2015, March 2015, May 2015, & June 2015; Bi-Monthly communication with parents of select students	Guidance.
GLT interventions utilize advising strategies such as circles on a consistent basis in order to build trust between students, teachers, parents, and administration. Transparent and consistent dialogue and communication between team members, parents, and students.	100% of students selected for intervention; 100% of GLT & STAR team members.	Completion of initial intervention protocols: December, 2014; Ongoing assessment, data tracking, intervention, trouble shooting, student advising: January 2015 – June 2015.	STAR Team, GLT Leaders and Members, Guidance.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Selected GLT / STAR Team leaders (1 Data Coordinator, 4 teachers, 2 Guidance, 1 Administration); Team Members (Instructional Staff)

Instructional Resources: Twilight Intervention Instructor / ESL Coordinator

Schedule Adjustments: Weekly STAR Team Meetings; Weekly GLT Meetings / Interventions

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Focus Funds:

Per session for Data Coordinator to lead STAR team = 1 person, 36 hours

Per session for Twilight program teachers = 5 people, 34 sessions, 3.5 hours/session;

Per session for Twilight program Guidance Counselor = 1 person, 34 sessions, 3.5 hours/session;

Per session for Twilight program Administrator = 1 person, 34 sessions, 3.5 hours/session

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point progress monitoring will be conducted on a bi-semester basis: October 2014 / December 2014; February 2015 / June 2015.

Mid-point benchmarks related to student intervention processes and improvement in student academic achievement will be indicated through specific increases in academic scores for each student selected for intervention. Data analysis of content scores as well as data analysis from specific diagnostics will indicate academic movement and achievement.

**Part 6b. Complete in February 2015.**

▪ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**  
 4.1: Developed an internal school system of cycles observation and mentoring that ensures all teachers have the opportunity to attend multiple professional development sessions aligned to their goals and Instructional foci (PFQR Recommendations, 2013-2014).

**Needs:**  
 2.4: Use available observation and student data to provide actionable feedback to teachers and further align schools goals and on-going targeted professional development to staff (PFQR Recommendations, 2013-2014).

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will have participated in classroom intervisitations; observation data from teachers and administrators will result in actionable feedback and on-going targeted professional development for staff. 80% of teachers will include a practice learned from a colleague in their classroom at least once.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>a. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>b. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>c. Strategies to increase parent involvement and engagement</li> <li>d. Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will participate in four rounds of Intervisitations during the school year. All teachers will engage in Peer feedback discussions. All teachers will participate in Reflective Practice Round Tables where they will discuss areas of growth and improvements each Semester.	Teachers	11/14-6/15	Jacob Prairie and Christine Bernard
Students will benefit from Teacher Intervisitations through sharing best practices around student centeredness, questioning and inquiry.	Teachers & students	11/14-6/15	Jacob Prairie, Christine Bernard, Learning Support Department
Parents are informed of school's status as a PROSE school and invited to give feedback.	Parents	1/15 & 6/15	Principal
Intervisitations and Teacher Reflective Roundtables create an environment of trust among the staff.	Teachers	11/14-6/15	Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: All teachers, Admin guidance
Instructional Resources: Teachers' goals connected to School's Instructional goals, lesson plans with Habit of Mind focus
Schedule Adjustments: Use of eight Faculty Gathering Professional Development meetings
Other: N/A

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												
Title I Focus Funds: Per session for Department Chairs = 7 people, 36 hours each Title I SWP Funds: ISA coaches contract												

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
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By February 2015:

All teachers have participated in 2 Intervisitations and 1 Teacher Reflective Roundtable in the Fall Semester

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:  
93% of parents are satisfied with the education that their child has received (School Quality Snapshot, 2013-2014).

Needs:  
6.2: Communicate high expectations to all students and members of the school community that will continue to move more students towards college and career readiness benchmarks upon graduation (PFQR Recommendations, 2013-2014).  
41% of students graduated from HS and enrolled in a college or other postsecondary program within 6 months (School Quality Snapshot, 2013-2014).

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the guidance team, through their ratio of 150 students to each counselor, will have directly interacted with 75% of students and supported parent engagement with 65% of families to communicate high expectations and to continue to move more students towards college and career readiness benchmarks upon graduation, as evidenced by the school report card and Learning Environment Survey results. Family communications will be translated as needed.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Partnership with NYU College Advising Corps: dedicated College Advisor Intern to increase college readiness</li> <li>• Restructured Guidance department to increase collaboration and cohesiveness</li> <li>• Guidance Team collaborating to teach College Readiness course to Seniors</li> <li>• Creation of “College and Career Readiness” curriculum by Guidance Team; shared with Advisors and taught to students grades 9-12 through advisory program</li> </ul>	Students in grades 9-12	Sept. 2014 – June 2015	Guidance Team, Advisors, Administrators
<ul style="list-style-type: none"> <li>• One Guidance Team member dedicated to SWDs and ELLs</li> <li>• Social Work intern through our CBO (FEGS) to support students with greater social-emotional needs</li> <li>• Partnership with WilmerHale and VOLS to train staff on supporting students with possible immigration issues and other high needs students</li> </ul>	SWDs, ELLs, students with greater risk of social-emotional needs	Sept. 2014 – June 2015	Social Workers, Learning Support and ESL Teams, Administrators
<ul style="list-style-type: none"> <li>• Financial Aid Nights for Juniors and Seniors</li> <li>• College Fair Informational Events for parents</li> <li>• Guidance Team collaborates with Advisors to communicate with parents regularly</li> </ul>	11 <sup>th</sup> and 12 <sup>th</sup> grade students & all students grades 9-12	College events focused Spring Semester	Guidance Team, Advisors, Administrators
<ul style="list-style-type: none"> <li>• Ongoing communication with parents around academic and social-emotional needs of students, led by Guidance Team, builds trust between students, staff, and parents</li> <li>• Guidance Office also works as liaison with parents for additional resources beyond what the school is able to provide directly</li> </ul>	Students in grades 9-12	Sept. 2014 – June 2015	Guidance Team, Administrators

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Human Resources: Guidance Team, made up of Guidance Counselor, Social Worker, Social Work Intern, and College Advisor</p> <p>Instructional Resources: Creation of “College and Career Readiness” Advisory curriculum; various external curricula used as resources</p> <p>Schedule Adjustments: None beyond Guidance Team’s schedule to teach College Readiness courses</p>

Other: N/A

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Focus Funds:  
 Per session for translation services  
 NYU College Corps educational consultant contract

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015:

Determine whether all advisory sections have implemented “College and Career Readiness” curriculum (Goal: at least 60%)

Assess percentage of families who have been contacted by phone, letter, email, and in person meetings through Guidance Team (Goal: at least 75% of families)

Assess number/percentage of families who have attended Parent-Teacher conferences, meetings with advisors and teachers, meetings with Guidance team, and/or Parent Events (Goal: at least 40% of families)

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>Incoming 9<sup>th</sup> graders who scored a 1 on the Grade 8 NYS ELA exam</li> <li>Returning students who failed one or more terms of English in the previous academic year.</li> <li>11<sup>th</sup> and 12<sup>th</sup> graders who did not fulfill state exam requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 9 Writing Intensive course</li> <li>Double-period English seminars</li> <li><b>Office hours</b> – tutoring services after and before school for targeted students</li> <li><b>Saturday Regents Prep</b> - ELA morning sessions for students who have not yet passed Regents exams</li> <li><b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li><b>Collaborative Team Teaching model</b></li> <li><b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li><b>Twilight Academy</b> – evening courses and targeted counseling support for undercredited 11<sup>th</sup> and 12<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Small group &amp; one-on-one tutoring and Academic Intervention Support</li> <li><b>Saturday Regents Prep</b> – Small groups</li> <li><b>Differentiated programming:</b> Throughout a lesson in a class.</li> <li><b>Collaborative Team Teaching model:</b> Throughout a lesson in class.</li> <li><b>Professional development:</b> Teachers in the ELA Department meetings.</li> <li><b>Twilight Academy</b> – Small classes of 15-20 students</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> Before or after classes Monday, Tuesday, Thursday, Friday</li> <li><b>Saturday Regents Prep</b> – Saturday mornings, December-January and May-June</li> <li><b>Differentiated programming:</b> daily throughout a lesson.</li> <li><b>Collaborative Team Teaching model:</b> daily throughout a lesson.</li> <li><b>Professional development:</b> Every Wednesday after school; Tuesday 6<sup>th</sup> period.</li> <li><b>Twilight Academy</b> – Fall and Spring semester, two evenings per week, 5-8pm, for ten weeks.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Incoming 9<sup>th</sup> graders who scored a 1 on the Grade 8 NYS Math exam</li> <li>Returning students who failed one or more</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Tutoring services after and before school for targeted students</li> <li><b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li><b>Collaborative</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Small group &amp; one-on-one tutoring and Academic Intervention Support</li> <li><b>F-Block activities:</b> Small groups</li> <li><b>Saturday Regents Prep</b> –</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> Before or after classes Monday, Tuesday, Thursday, Friday</li> <li><b>Differentiated programming:</b> daily throughout a lesson.</li> <li><b>Collaborative Team Teaching</b></li> </ul>

	<p>terms of math in previous academic year.</p> <ul style="list-style-type: none"> <li>11<sup>th</sup> and 12<sup>th</sup> graders who did not fulfill state exam requirements.</li> </ul>	<p><b>Team Teaching model</b></p> <ul style="list-style-type: none"> <li><b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li><b>Twilight Academy</b> – evening courses and targeted counseling support for undercredited 11<sup>th</sup> and 12<sup>th</sup> grade students</li> </ul>	<p>Small groups</p> <ul style="list-style-type: none"> <li><b>Differentiated programming:</b> Throughout a lesson in a class.</li> <li><b>Collaborative Team Teaching model:</b> Throughout a lesson in class.</li> <li><b>Professional development:</b> Teachers in the Math Department meetings.</li> <li><b>Twilight Academy</b> – Small classes of 15-20 students</li> </ul>	<p><b>model:</b> daily throughout a lesson.</p> <ul style="list-style-type: none"> <li><b>Professional development:</b> Every Wednesday after school</li> <li><b>Twilight Academy</b> – Fall and Spring semester, two evenings per week, 5-8pm, for ten weeks.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Returning students who failed one or more terms of Science the previous academic year.</li> <li>11<sup>th</sup> and 12<sup>th</sup> graders who did not fulfill state exam requirements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Academic Intervention Services: tutoring services after and before school for targeted students</li> <li><b>Differentiated programming</b> with attention to special classes for under-performing students</li> <li><b>Collaborative Team Teaching model</b></li> <li><b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li><b>Twilight Academy</b> – evening courses and targeted counseling support for undercredited 11<sup>th</sup> and 12<sup>th</sup> grade students</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Small group &amp; one-on-one tutoring and Academic Intervention Support</li> <li><b>Differentiated programming:</b> Throughout a lesson in a class.</li> <li><b>Collaborative Team Teaching model:</b> Throughout a lesson in class.</li> <li><b>Professional development:</b> Teachers in the ELA Department meetings.</li> <li><b>Twilight Academy</b> – Small classes of 15-20 students</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> Before or after classes Monday-Friday</li> <li><b>Differentiated programming:</b> daily throughout a lesson.</li> <li><b>Collaborative Team Teaching model:</b> daily throughout a lesson.</li> <li><b>Professional development:</b> Every Wednesday after school</li> <li><b>Twilight Academy</b> – Fall and Spring semester, two evenings per week, 5-8pm, for ten weeks.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Incoming 9<sup>th</sup> graders who scored a 1 on the Grade 8 NYS ELA exam .</li> <li>Returning students who failed one or more</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Academic Intervention Services: tutoring services after and before school for targeted students</li> <li><b>Differentiated programming</b> with attention to special classes for under-performing students</li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> – Small group &amp; one-on-one tutoring and Academic Intervention Support</li> <li><b>Differentiated programming:</b> Throughout a lesson in a class.</li> <li><b>Collaborative Team Teaching</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Office hours</b> Before or after classes Monday, Tuesday, Thursday, Friday</li> <li><b>Differentiated programming:</b> daily throughout a lesson.</li> <li><b>Collaborative Team Teaching</b></li> </ul>

	<p>terms of Social Studies in the previous academic year.</p> <p>11<sup>th</sup> and 12<sup>th</sup> graders who did not fulfill state exam requirements.</p>	<ul style="list-style-type: none"> <li>• <b>Collaborative Team Teaching model</b></li> <li>• <b>Professional development</b> with staff that trains educators and teaching teams around student support</li> <li>• <b>Twilight Academy</b> – evening courses and targeted counseling support for undercredited 11<sup>th</sup> and 12<sup>th</sup> grade students</li> </ul>	<p><b>model:</b></p> <p>Throughout a lesson in class.</p> <ul style="list-style-type: none"> <li>• <b>Professional development:</b> Teachers in the ELA Department meetings.</li> <li>• <b>Twilight Academy</b> – Small classes of 15-20 students</li> </ul>	<p><b>model:</b></p> <p>daily throughout a lesson.</p> <ul style="list-style-type: none"> <li>• <b>Professional development:</b> Every Wednesday after school</li> <li>• <b>Twilight Academy</b> – Fall and Spring semester, two evenings per week, 5-8pm, for ten weeks.</li> </ul>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Students with IEPs.</li> <li>• Students with low attendance as determined by School Attendance Team.</li> <li>• Under credited students as defined by the School STAR team</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Academic support via advisory and one-on-one parent/guidance meetings</li> <li>• <b>Office of College Placement (OCP):</b> OCP supports students over four years in their college application process through pullout and push-in services to advisory to build awareness of academic standing</li> <li>• <b>Grade Team Meetings:</b> Information gathering and sharing with staff around high risk students and their needs</li> <li>• <b>STAR Team:</b> Inquiry team work that identifies academically at-risk students on each grade level and facilitates grade-wide interventions</li> <li>• <b>SBST:</b> Regular school based support team meetings to plan for neediest students</li> <li>• <b>Attendance Team:</b> Monitors student attendance and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Small groups.</li> <li>• <b>Office of College Placement:</b> Small groups and one-on-one</li> <li>• <b>Grade Summits:</b> One-on-one.</li> <li>• <b>SBST:</b> Team meeting.</li> <li>• <b>Student-run peer mediation program:</b> Small group.</li> <li>• <b>9th Grade Fire Side Chats:</b> Small group.</li> <li>• <b>11th Grade Fire Side Chats:</b> Small group.</li> <li>• <b>Grade on-track, off- track, and slightly off-track meetings:</b> Small group and one-on-one.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Two days a week</li> <li>• <b>Office of College Placement:</b> 1x a month grades 9 to 11th. School Wide push happens in March with school wide College March Madness that focuses on the college admission process. 12<sup>th</sup> grade has course 1x a week during Fall semester.</li> <li>• <b>Grade Summits:</b> Three times a year (usually mid term)</li> <li>• <b>Grade Team Meetings:</b> 1x a week.</li> <li>• <b>SBST:</b> Weekly.</li> <li>• <b>Student-run peer mediation program:</b> As needed.</li> <li>• <b>9th Grade Fire Side Chats:</b> In December.</li> <li>• <b>11th Grade Fire Side Chats:</b> In February.</li> <li>• <b>Grade on-track, off-track</b></li> </ul>

		<p>does home visits for LTA students.</p> <ul style="list-style-type: none"> <li>• <b>Student-run peer mediation program</b></li> <li>• <b>9<sup>th</sup> Grade Orientation</b></li> <li>• <b>11<sup>th</sup> and 12<sup>th</sup> Grade Fire Side</b></li> </ul> <p><b>Chats</b></p> <ul style="list-style-type: none"> <li>• <b>12<sup>th</sup> Grade on-track, off-track, and slightly off-track meetings</b></li> <li>• <b>Boys Group – psychotherapeutic</b></li> </ul> <p>groups for select boys with severe academic and social underachievement</p> <p><b>Council for Unity</b></p> <ul style="list-style-type: none"> <li>• <b>FEGS Counseling Services</b></li> <li>• <b>Mandated Counseling –</b></li> </ul> <p>counseling provided by social worker for IEP students with mandated counseling</p>		
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## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
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% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
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% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	476      SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9      # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6      # Drama
# Foreign Language	7	# Dance	1      # CTE
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
% Hispanic or Latino	55.0%	% Asian or Native Hawaiian/Pacific Islander	2.7%
% White	1.5%	% Multi-Racial	0.2%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	4.18
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## 11X265 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	476
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9
		# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	6
# Foreign Language	7	# Dance	1
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	75.4%	% Attendance Rate	81.8%
% Free Lunch	71.0%	% Reduced Lunch	0.6%
% Limited English Proficient	7.4%	% Students with Disabilities	19.1%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	39.9%
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Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.0%
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Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	68.1%	Mathematics Performance at levels 3 & 4	61.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits	58.5%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate	69.4%
6 Year Graduation Rate	69.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: Bronx Lab School has a four-phase hiring process to ensure that we recruit highly qualified teachers.</p> <p>Phase I: Read through resumes and screen for candidates whose experience match the goals of our mission and instructional philosophy.</p> <p>Phase II: Candidate(s) participate in a screening interview with teachers of perspective department where they get to participating in a discussion about their teaching philosophy, instructional strategies, and supporting Bronx Lab School' instructional mission.</p> <p>Phase III: Selected candidates are invited back to lesson plan/demo lesson session in perspective teaching class. Admin and department teachers observe lesson then debrief with candidate(s).</p> <p>Phase IV: In the final state of the selection procession, only candidates who demonstrate skills that are aligned to the Bronx Lab School philosophy are invited to a formal interview with department heads and administration.</p> <p>Retention and Support:</p> <p>We retain our teachers through ongoing supportive professional experience and development.</p> <p>First- and Second-Year Teachers and teachers new to Bronx Lab: Paired with a formal mentor who meets with them on an ongoing basis for curricular planning help, observations, feedback, classroom management support, and acculturation into Bronx Lab.</p> <p>All Teachers: Professional support through Lead Teacher, who observes 2+ times per semester, provides feedback and guidance. Supports from administration who provide ongoing support through observation, reflective feedback and guidance. Teachers receive ongoing professional development through Faculty Gathering meetings, including whole-staff, department meetings, grade and advisory team meetings. Additionally, all teachers have opportunities to participate in external PDs and workshops, including leadership, mentoring training, discipline-specific, classroom management, and curricular design, etc.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>As a small school, staff collaboration has been a foundational practice of Bronx Lab since its inception. Departments, grade teams and advisory teams are all given time for weekly or bi-weekly meetings while grade level teaching teams meet to plan and develop curriculum.</p> <p>Department Chair meetings to determine staff-wide PD around state standards (including instructional strategies, Habits of Mind development, Evidence-Based Claims curricular development). Department meetings to further develop CCSS units. Teacher-Lead Teacher observations and meetings to support implementation of CCSS units</p> <p>External PDs on CCSS-aligned practices</p>

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

#### **4a. 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.).

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

In May 2014, Bronx Lab School became a Consortium school, which provides us the opportunity to teach students fundamental skills that will prepare them for college, career, and life. Skills such as critical thinking, habits of mind, and life-long skills of high level reading, writing, research, and problem solving. To achieve this, staff collaboration has been a fundamental part of how Bronx Lab school makes decisions regarding the use and selection of assessments for our students. And, as we make the shift to a Consortium school, the school-wide use of Consortium rubrics, our initial steps to create departmental vertical alignment by making sure that all grade levels design diagnostics, Gateway2 and Gateway4 around the Consortium rubric. To improve students outcomes, develop teacher instructional practices, and to create a sustainable instructional framework, it's important that:

- Bronx Lab staff meets every Wednesday for Faculty Gathering. These weekly, 90 minute meetings have included professional development on unit writing, assessment as well as staff to staff presentations to share best practices.
- Departments, grade teams and advisory teams are all given time for weekly or bi-weekly meetings while grade level teaching teams meet to plan and develop curriculum.
- Teachers collaboratively design and implement Performance Based Assessment Tasks (PBAT) projects and panels in 11th and 12th grade core classes. These which are being designed by all teachers (in department teams, mostly, but with support from Learning Support—special educators--and Grade Teams). These projects assess students school-wide on critical thinking skills and HOM, as evidenced by original student work products.
- Analysis by teachers of the school wide Local Assessment, specifically identifying key skills/concepts that students need improvement on and ways to address said skills/concepts throughout lessons.
- Teachers regularly participate in professional developments, workshops, and conferences to build on their

understanding and assessment of Habits of Mind, critical thinking, building on Evidence Based Claims, and student-centered inquiry.

- Within departments, teachers collectively decide on observation schedule to conduct inter-visitation participate in inter-visitation and
- Decision made by individual teachers on observation schedule that will best help them inform and improve their instruction.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11200	X	
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

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

**Bronx Lab School agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
- that the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Bronx Lab School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - e. Parent Association meetings are held each month, on the third Thursdays, on an ongoing basis. In addition, an executive committee of the Parent Association meets frequently to discuss all school matters. This executive committee serves as the School Leadership Team for Bronx Lab School, and includes parent, student, staff and CBO representation.
- Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Active SLT that reviews student performance data and assesses needs and direction of school.

Bronx Lab School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

Bronx Lab School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- c. SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.

Bronx Lab School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State’s academic content standards
- the State’s student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parenting workshops via our CBO, Wilmer Hale Law Firm, and FECS
- Frequent outreach and interaction between students and advisors

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Organizing active parent outreach via Bronx Lab School parent coordinator and staff

- Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent programming via FEGS, our CBO community partner
- Active outreach by Director of College Placement to parents to build awareness of college application process
- Active SLT programming and outreach
- Active programming and outreach by parent coordinator and family paraprofessional

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Regular parent meetings
- Regular SLT meetings
- Letters and newsletters sent home to parents
- Frequent phone calls from teachers and school administrators to parents, via Bronx Lab School’s distributive counseling model

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

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

**School-Parent Compact (SPC) Template**

**Bronx Lab 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**

**The Bronx Lab School will:**

1. Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State’s student academic achievement standards and matriculate into college.

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

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

### **Parents will:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- come to school prepared with the materials necessary to learn
- complete his/her homework and submit all assignments on time;
- follow the school rules and be responsible for his/her actions;
- show respect for self, other people and property;
- make efforts to resolve disagreements or conflicts peacefully;
- seek support from school during periods of conflict, crisis, personal needs;
- always try his/her best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>265</b>
School Name <b>Bronx Lab High School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	476	Total number of ELLs	35	ELLs as share of total student population (%)	7.35%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	4	1	5	0	2	16	0	10	35

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		
<b>Total</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>35</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**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: 0 Asian: 0 Hispanic/Latino: 0  
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										8	0	1	1	10
Advanced (A)										6	2	1	0	9
Total	<b>0</b>	<b>15</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>20</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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.  
Scantron Performance Series
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOC tool](#))  
**The state did not report the Spring 2013 NYSESLAT scores in combined modalities.**
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?
- Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
**Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**Paste response to question here:**
7. For dual language programs, answer the following:
- 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:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Paste response to question here:**

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
**The families of new admits to the NYCDOE fill out the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a multilingual staff member who speaks their native language in both their native language and then in English. These students then take the LAB-R within ten days of admission.**

The people responsible for this are:

Screening Instrument	Name	Qualifications
HLIS	Bibi F. Hussain-Santana	Licensed ESL Teacher
HLIS	Angela Contreras	Family Worker
LAB-R	Bibi F. Hussain-Santana	Licensed ESL teacher

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. Instruction at BLS is delivered collaboratively by teams of two to three teachers who plan instruction and create entry points for each lesson. In addition, ESL students are placed in free-standing ESL classes for the mandated minutes of instruction with a licensed ESL teachers who supports the Regents curriculum.
    - 1b. ELLs are provided sheltered instruction in non-fiction literacy to support their Regents classes. They also take the full spectrum of high school courses in heterogeneous groups to meet their diploma requirements. Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on academic language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provide oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with Beginners getting a minimum of 540 minutes of ESL per week, Intermediates 360 minutes of ESL per week, and Advanced students 180 minutes of ESL and 180 minutes of English per week. In addition, the content area teachers are trained in language development and ESL methodologies.
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.

All students take math, science, social studies, and ESL and/or English every year. The medium of instruction is English, but the students are encouraged to use their native language to access content. Materials such as bilingual dictionaries and resource are available in students' native languages. Students complete two Gateways each quarter, one is project based and the other is a Regents aligned assessment, to ensure that students have attained mastery in content and skill. Teachers use clearly defined learning objectives for each lesson which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on content literacy in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provides oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

Paste response to question here:

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

Paste response to question here:

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

### Courses Taught in Languages Other than English

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

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

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

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

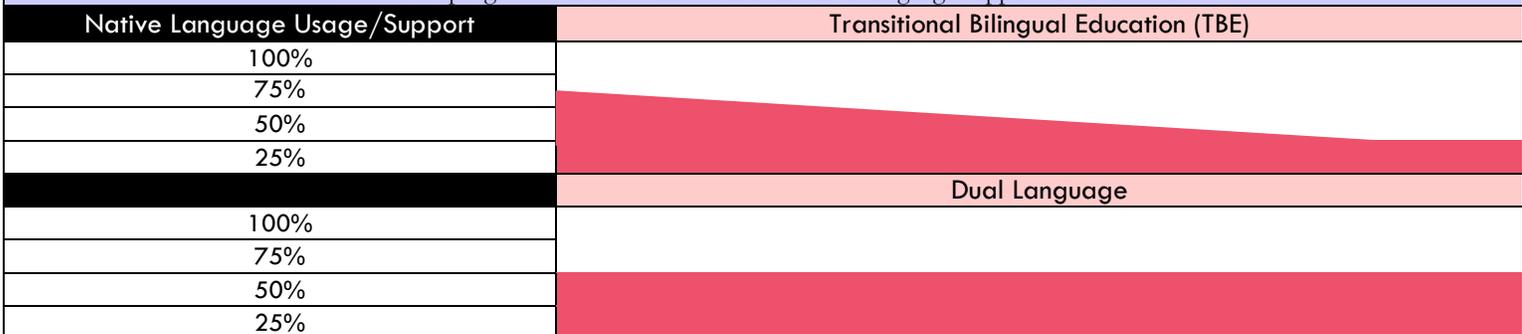
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Spanish Language Arts is made available to students.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

Paste response to questions here:

### D. Parental Involvement

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

Paste response to questions here:

### E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 11X265 School Name: BRONX LAB SCHOOL

Cluster: 01 Network: 106

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: Bronx Lab School	DBN: 11x265
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
Total # of ELLs to be served: 34
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: During the regular school day, ELLs are programmed for heterogeneous, freestanding ESOL classes to better accommodate ELLs course programming for NYS graduation requirements. The ESOL courses provide sheltered instruction in non-fiction literacy and expository writing in themes which align to their History and English Language Arts courses. Native Language Support is offered to all ELLs at a ratio of 25% NL to 75% Target Language - English. The Title III Instructional Programs focus on two overarching themes: World Cultures and Academic Literacy Enrichment. Ms. Bibi F. Hussain-Santana, a NYS certified TESOL teacher, runs the various programs after school and on Saturdays. The language of instruction is English with students using native language to support understanding and promote communication.

Instructional Activity #1: After School Program in World Cultures & Academic Literacy Enrichment  
November 2014 - May 2015 1

teacher x 1 hour a week x 20 weeks = 20 hrs

Friday 3:30pm-4:30pm

Instructor: Bibi F. Hussain-Santana, ESOL Teacher

Language of Instruction: English

The program is aligned to support students in their History courses. The 2013-2014 data showed 90% of BLS ELLs struggled to earn credits in History courses and pass the History Regents. Once a week, 34 ELLs in grades 9-12 will explore foreign films, short stories, music and visual art from a variety of world cultures. During the hour long session, students will discuss cultural differences and similarities as seen in the artifacts they will explore. ELLs will keep a journal to sketch, generate questions, and write reflective passages. ELLs will be taught to use library and online resources. Students will consider the role religious beliefs, cultural values, and personal biases play in causing conflicts and various ways the conflicts were resolved. These discussions assist ELLs in their acculturation process in addition to introducing them to conflict resolution techniques. Sample literature and films include: Vivah, Dil Se, Mission Kashmir, Before We Were Free, Lady and a Tiger, and Mayan legends.

Instructional Activity #2 Teacher per session for Saturday Instructional Program: Fieldwork in Different Cultural Museums Throughout NYC Four Saturday Trips 10am-2pm

1 ESOL Teacher x 4 hours x 4 trips = 16 hours

Instructor: Bibi F. Hussain, ESOL Teacher

Language of Instruction: English

Saturday, 1/24/15 10am-2pm Queens Museum of the Arts: Analyzing World Cultures Through Art

**Part B: Direct Instruction Supplemental Program Information**

Saturday, 3/28/15 10am-2pm The Metropolitan Museum of Art, Cloisters: Life in Medieval Times  
Saturday, 4/25/15 10am-2pm National Museum of the American Indian: Pre-Columbian Cultures in North America  
Saturday, 5/30/15 10am-2pm Tenement Museum and El Museo del Barrio: Immigration in New York City

Instructional Activity #1 includes, in addition to the exploration of literature and films, four Saturday trips to museums whose exhibits are dedicated to the understanding and preservation of the cultural heritage of different ethnic groups in New York City. Students will explore cultural identity through the museums' collections, exhibitions, and related educational programs. Through art and artifacts, students will explore shared human values for people of various religious and cultural backgrounds. Students will learn to analyze the museums' primary and secondary sources and make inferences about the societies' histories, values, and rituals based on these sources. Students will use their guided travel journals to generate questions and note observations. Museums to be visited include: Queens Museum of the Arts, National Museum of the American Indian and El Museo del Barrio, Cloisters and the Tenement Museum.

Instructional Activity #3 Academic Math Enrichment Program From November 2014 - May 2015  
Monday 3:30-5pm 1 ESOL

Teacher x 1.5 hour a week x 20 weeks = 30 hours 1  
Content Teacher x 1.5 hour a week x 20 weeks = 30 hours  
The program is open to all 34 ELLs in grades 9-12.

The Bibi F. Hussain-Santana, the ESOL teacher, and Cesar Rey, the Physics teacher who is fluent in Spanish will co-teach a Math Enrichment course for one 90-minute session a week for 20 weeks. All ELLs are invited to participate in the program. All 9<sup>th</sup> and 10<sup>th</sup> grade ELLs are scheduled for the program because the data from 2013-2014 showed 80% of ELLs failed at least 2 marking periods of math. Mr. Rey will teach Math in Spanish and Ms. Hussain-Santana will provide Target Language support and Math Literacy to access word problems. The program will address skill gaps and foundational arithmetic skills to help ELLs access increasingly difficult algebraic content and the word problems. Essential Skills Math Teaching and Practice Software was previously purchased by the school. Essential Skills is only used in the afterschool, non-credit Title III Program.

Instructional Activity #4 Academic Literacy Enrichment Program From November 2014 - May 2015  
Tuesday 3:30-5pm 1 ESOL  
Teacher x 1.5 hour a week x 24 weeks = 36 hours Program is open  
to all 34 ELLs at BLS in Grades 9-12.

Bibi F. Hussain-Santana, the ESOL teacher, will teach a Literacy Enrichment course open to all BLS ELLs but targeted for: ELLs with IEPs (40% of the BLS ELL Population) and SIFE (12% of the BLS ELL Population). Each ELL sits for a Reading Diagnostic three times a year. All ELLs who demonstrate a reading level below the 5<sup>th</sup> grade are strongly encouraged to participate in the Literacy Enrichment Program. This year 20 of ELLs in grades 9-12 will attend one session 90-minute a week for Literacy Enrichment. The program will provide enrichment opportunities to practice reading comprehension strategies through various learning modalities, the Wilson Just Words and Read 180 programs. Read 180 was previously purchased by the school using a grant to address literacy skills for Latino students. Read

### Part B: Direct Instruction Supplemental Program Information

180 is only used in the afterschool Title III Program. Wilson Just Words Reading Program is a literacy program which incorporates tactile and kinesthetic strategies to enhance reading skills for students with learning disabilities. Studies conducted at the Center for Cognitive Brain Imaging at Carnegie Mellon University, used MRI to gauge the effect of direct literacy instruction on the brain. The study found that, with direct instruction, the brain of a struggling reader could be permanently rewired to function similarly to the brain of a proficient reader. The 2008 Carnegie Mellon study found the Wilson Reading System was one of the programs selected to be used to provide the direct instruction which affect neuroplasticity and reading proficiency. It will be used solely in the Title III afterschool Literacy Enrichment Program for ELLs who have IEPs, have been classified as SIFE, and demonstrate a 1<sup>st</sup> - 5<sup>th</sup> grade reading level.

### 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: Study Group Total = 12 hours

1 Administrator x 1 hour x 3 sessions = 3 hours

1 TESOL Teacher x 1 hour x 3 sessions = 3 hours

1 Special Education Teacher x 1 hour x 3 sessions = 3 hours

1 History Teacher x 1 hour x 3 sessions = 3 hours

Wednesday, 1/14/15 3-4pm Identifying and Creating Visual Entry Points for ELLs in History Classes

Wednesday, 3/18/15 3-4pm Creating Inclusive Classrooms Through Cooperative Learning for ELLs

Wednesday, 5/20/15 3-4pm Generating Tiered Questions & Determining Wait Time for ELLs of All Proficiencies

Facilitator: Orville Ingram, the Assistant Principal at Bronx Lab is the Supervisor for the Special Education and ESOL Depts. He holds a BA in Communications from the Florida International University; an MA from Pace University in Special Education and an MA in Educational Leadership from Bank Street College. Before coming to Bronx Lab, Mr. Ingram was the Instructional Coach for Special Education and ESOL at NYCDOE Network #408.

Bibi F. Hussain-Santana, ESOL teacher, collaborates with Special Education and content teachers to collaborate on: acquiring resources, developing scaffolding strategies, planning and implementing entry points and generating differentiated assessments for ELLs. Sarah Frese (9th Grade Humanities) of the Special Education Department, and Rachel Apple (9th Grade Global) of the History Department will participate in a professional learning team discussing various entry points, reviewing methods of differentiated informal assessments, and scaffolding content for ELLs in an inclusive setting. The Study

### Part C: Professional Development

Group will meet one Wednesday a month from 3-4pm from February 2015 to April 2015. This group will include three teachers - one ESOL, one Special Education teacher, and one History teacher. Teachers are asked to use the time between the sessions to implement the strategies developed in the study group, conduct intervisitations and share findings with the group members via email. The primary text for the Study Group will be Classroom Instruction That Works with English Language Learners by Jane Hill and Kathleen Flynn with its accompanying Facilitator's Guide. There will be opportunities to focus on professional text excerpts from: The Skillful Teacher: Building Your Teaching Skills by Jon Saphier and Mary Ann Haley-Speca; Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College by Doug Lemov and Norman Atkins; Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own by Doug Lemov; Scaffolding Reading Experiences for ELLs by Fitzgerald and Graves 2004; and When Kids Can't Read, by Kylee Beers. Critical Friends tuning protocols and informal discussions around experiences of success and struggles will be a significant component of the Study Group. These professional texts were selected because research tells us that when students have the academic language scaffolded for them, there are dramatic increases in learning. (Jim Cummins, University of Toronto). As a professional study group, we will explore the kinds of instruction that will fully promote English Language Learners linguistic and academic potential. Another reason we selected this focus is to help teachers construct creative links between theory and practice, while providing the opportunity to discuss what works and what does not with colleagues. Content and Special Education teachers are also invited to all appropriate professional development opportunities provided by Department of English Language Learners and Support Services (DELLSS).

### 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: Parent Workshops 20 hours

1 TESOL Teacher x 2 hour x 5 Workshops = 10 hours

1 Bilingual Options Trained Teacher x 2 hour x 5 workshops = 10 hours

10/16/14 6-8pm Skedula (Online Grading) & Online Resources for English Language Learners

12/18/14 6-8pm How Should English Language Learners prepare at home for the Regents, PBATs and NYSESLAT? 1/15/15 6-8pm

What are the Test Modifications for English Language Learners? How to Help Your Child Study at Home.

3/19/15 6-8pm Promoting Literacy at Home for English Language Learners

4/23/15 6-8pm How to Practice Math at Home for English Language Learners

5/21/15 6-8pm Summer Learning Opportunities for English Language Learners

**Part D: Parental Engagement Activities**

Parents of our ELLs will be invited to participate in two fall and three spring two hour long workshops. Many of our ELLs will be the first in their families to graduate high school in New York City and the first to attend college. Some parents struggle with helping their children with content at home because the material is in the Target Language. For this reason, Bibi F. Hussain-Santana will offer the following sessions: Skedula (Online Grading) & Online Resources; What are Regents? What are PBATs? What is the NYSESLAT? How should my child prepare at home?; What are ELL Test Modifications? How to Hep Your Child Study at Home; Promoting Literacy at Home; How to Practice Math at Home; Summer Learning Opportunities. They will learn strategies and have access to resources for helping support their children at home from sessions such as: establishing a study time and space at home; free tutoring resources; and accessing the online grading program. Helping parents access summer learning opportunities is important because students lose the gains they have made during the academic year when they do not practice English during the summer. Yeslan Hernandez, a certified Spanish teacher who has completed the Options training program to service as a college advisor, will support our ESOL teacher in providing translation in Spanish for families as necessary. Phone calls, flyers, emails and School Messenger calls and texts will be broadcast in Spanish and English to advertise these events. The ESL Teacher and Advisors will also explain the events to their advisees and provide reminders.

**Part E: Budget**

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

Allocation Amount: \$11,200.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software	\$0	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$0	_____
Other	\$0	_____
<b>TOTAL</b>	<b>\$11,200.</b>	<b>\$11,200.00</b>