



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **BROOKLYN LAB SCHOOL**

Principal: **RENEL PITON**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Lab School School Number (DBN): 19K639
Grades Served: 9-12
School Address: 999 Jamaica Avenue Brooklyn NY 11208
Phone Number: 718-235-2592 Fax: 718-235-4028
School Contact Person: Renel Piton Email Address: rpiton@schools.nyc.gov
Principal: Renel Piton
UFT Chapter Leader: Samantha Goldberg
Parents' Association President: Calygna Charles
SLT Chairperson: Watson Mareus
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Elizabeth Soler
Student Representative(s): Chumani Charles
Dharmee Dhanraj

District Information

District: 19 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Ave Rm. 104C Brooklyn, NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-968-4100 ext. 1044 Fax: 718-241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St., Room 501 Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Renel Piton	*Principal or Designee	
Samantha Goldberg	*UFT Chapter Leader or Designee	
Calygna Charles	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Elizabeth Soler	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Chumani Charles	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dharmee Dhanraj,	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Katherine Ambia	CBO Representative, if applicable	
Simone Hartley	Member/ Teacher	
Julissa Collado	Member/ CBO	
Nolvia Delgado	Member/ CBO	
Maria Ellison	Member/ Parent	
Dharmee Dhanraj	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Brooklyn Lab School is a positive learning environment. Being successful here means working hard, coming to school everyday, making friends who are positive influences in your life, participating in class discussions, and getting involved in school activities.

We believe that you deserve the opportunity to have a range of choice for attending college. We contend that every student should experience a rigorous high school education that prepares him or her for success in college and post-secondary life. We believe that with the right supports, expectations and school culture, you can excel.

Our school is an environment where you will be known well, cared for, and graduate knowing that there is nothing that cannot be accomplished with perseverance, the pursuit of knowledge and community involvement. We strive to be a place where all of our students are accepted to college, confident that they have the knowledge, skills and habits

Brooklyn Lab School is a high school with 337 students from 9th through 12th grade. The school population comprises 41% Black, 53% Hispanic, 2% White, 2% Asian students and 2% other. The student body includes 13% English language learners and 25% special education students. Boys account for 64% of the students enrolled and girls account for 36%. The average attendance rate for the school year 2014-2015 was 72%.

Over the past year, Brooklyn Lab has made progress in the following tenets of Framework of Great Schools

1. Our school community uses Danielson's Framework for Teaching to assess and support teacher practice and student achievement.

- Through our Professional Development Committee, Learning Walks, and Observation Cycles, our school community has developed a shared understanding of effective instruction to be defined through the lens of Assessment (Checking for Understanding), Grouping and Evidence.

- All curricula, unit plans and lesson plans are aligned to the CCLS. As such, instruction at BLS consists of content objectives and skill based learning. Our pedagogical practices include Cornell Note-Taking, Graphic Organizers, Leveled Texts, Strategic Grouping, Accountable Talk, Differentiation & Targeted Tasks. Our Assessment Practices consists of three points for checking for understanding, Evidence Based Writing, Performance Tasks and NYC Assessments.

- Through the Attendance Improvement and Dropout Prevention Program, we have taken a kin focus on attendance and building a community school to address student and family needs.

- The above mentioned practices and/or routines align with our school community's beliefs about how students learn best by promoting by addressing our school's vision which highlights collaboration, strong character, intellectual inquiry, college readiness and life long learning.

- The Framework is used as the foundation of our school's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping our teachers become more thoughtful practitioners.

2. School's definition of rigor: At BLS, through collaboratively creating our mission statement, we have defined rigor as holding high expectations and doing so through teaching higher-order thinking skills, questioning, and discussion. To implement and evaluate specific levels of rigor in the classroom, we use both the Danielson Framework for Teaching and the Depth of Knowledge (DOK) wheel. As per our school's mission statement, BLS is a "collaborative learning community devoted to sustaining strong character, intellectual inquiry, college readiness, and life-long learning for all." Thus, our classrooms emphasize student group work and collaboration where high-level questioning should be used to guide mastery of content and skill acquisition; our community uses our college-readiness courses to reinforce character-building; and our staff impresses upon students the importance of continuous goal-setting and monitoring progress. In terms of curricular, pedagogical and/or assessment practices, further evidence connected to this definition include:

- **Curricular:** Department teams looking at tasks and student work for evidence of rigorous thinking during common-planning time and Evidence Based Writing; in fact, our teachers developed a Graphic Organizer for collecting and analyzing evidence, an Essay Organizer Graphic Organizer, as well as a "Word for the Day Calendars" with SAT vocabulary.
- **Pedagogy:** Our Professional Development Committee has established a school-wide lesson-plan template that focuses on our three instructional foci: Assessment, Grouping & Evidence (AGE), while including other essential components such as: an essential question, Do Now, modeling, activity tasks with appropriate scaffolds, and a closing. Teachers provide feedback to students, with next learning steps consisting of comments aligned to a rubric.
 - **Assessment:** Core subject teachers of all grades administered baseline assessments aligned to CCLS core units of study and examined how to close the achievement gap and set goals for the lower-performing students.
 - **Dataaction:** Breaks down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. Teachers utilize this program to communicate grades and infractions with students, their families, and among other colleagues and administrators.
 - **Mentoring/College Readiness Program. Peer Group Connection:** Through Peer Group Connection (PGC), the Center for Supportive Schools trains school faculty to teach leadership courses to a select groups of upper classmen, who in turn educate and support our younger and/ or our recent arrival of students. Our goal is to enable and inspire our young people to become engaged leaders who positively influence their peers

- Six AP Courses: AP Art, AP Spanish, AP Literature, AP US History, AP Statistics and AP Biology
- iLearn
- Youth Court

Through our partner CBO (Henry Street Settlement), our school is working on the following tenets

1. Student Social and Emotional Developmental Health
2. Family and Community Engagement

19K639 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	334	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	13	# Integrated Collaborative Teaching	33
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	2	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	77.7%	% Attendance Rate			70.8%
% Free Lunch	81.6%	% Reduced Lunch			5.0%
% Limited English Proficient	18.1%	% Students with Disabilities			22.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			34.1%
% Hispanic or Latino	59.1%	% Asian or Native Hawaiian/Pacific Islander			3.8%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.09	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			8.54
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	36.6%	Mathematics Performance at levels 3 & 4			45.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	63.0%	% of 2nd year students who earned 10+ credits			57.0%
% of 3rd year students who earned 10+ credits	56.3%	4 Year Graduation Rate			52.8%
6 Year Graduation Rate	58.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
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			N/A
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				
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	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	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	YES				

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<ul style="list-style-type: none"> Have system (as evidenced in QR 2014-2015) <ul style="list-style-type: none"> checks for understanding – exit slips, record of responses in class inconsistent implementation in classrooms some data collected is actionable/descriptive and related to student strengths some data collected captures participation assessment portfolios – <ul style="list-style-type: none"> calendar, log, student reflection some feedback is descriptive/actionable some feedback is non-descriptive (check marks) some students/classes not using self-monitoring log need assessments that are aligned to school’s instructional goals of reading and writing need system to monitor quality of assessment portfolio 		

- use Skedula to track student progress
- need to incorporate use of DDC exam capabilities
- align exam to standard
- use system to analyze data from exams, including item analysis
- Could develop digital assessment portfolio for each student that collects samples from 9th to 12th grade
- student review process to select samples from each subject each year
- viewable by students, parents and teachers within google docs
- could use DDC exams to track progress on exams
- To move from developing to effective we need to
- monitor the implementation of our system within each classroom across school
- expectations established in cabinet
- expectations monitored during classroom observations by administration
- modify lesson plan template to include common language established in professional development
- professional development to create common language and plan for lesson plans
- daily LO, clear communication to students of objectives,
- need to monitor use of classroom time to make sure that reflection time is available to students on Cornell Notes
- Need to review assessment data within portfolios and Cornell Notes to ensure that student understand and are able to accomplish the learning objective and ask relevant questions pertaining to the lesson
- Within the daily checks for understanding within the lesson plan, need to ensure that questions are designed to incorporate the various levels of DOK and Cost'a tier of questions to encourage critical thinking skills

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Through the implementation and use of AVID (Achievement Via Individual Determination) Schoolwide strategies (WICOR), by June 2016, 90% of students from grades 9-12 will achieve their 10+ credits, as well as evidence in writing through classroom portfolios which will lead to a 10% increase from the BOY to EOY MOSL ELA Performance Task.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • AVID Site Team Monthly Meetings to plan professional development for staff (2x/month) • Professional Development team attend AVID Summer Institute; November 2015 - other staff members who did not participate in July training, attend 3 day training to become well verse in AVID schoolwide 	<p>-AVID Site Team</p> <p>-Parents</p>	<p>September 2015 – June 2016</p>	<p>-Assistant Principal of Curriculum and Instruction</p> <p>-Grade Team Leaders</p> <p>-Local area college students identified by AVID</p> <p>-Parent Coordinator</p>

<p>strategies within their content area</p> <ul style="list-style-type: none"> • Monthly Parent Workshops during or after PTA meetings to inform parents of the AVID school-wide strategies and how it can benefit their child to achieve success. Monthly workshops will also be provided to support families in understanding the common core standards and elements of rigorous instruction and how they can help students at home be successful and college ready. 			
<ul style="list-style-type: none"> • Bi-Weekly Subject Area Tutoring • Targeted Academic Intervention and Support <p>-Professional Development plan includes sessions catered towards identifying and meeting the instructional needs of ELL students</p> <p>iLearn - to help students with credit recovery</p>	<p>-AVID Students</p> <p>-ELLs</p> <p>-Former ELLs</p>	<p>September 2015 – June 2016</p>	<p>-ESL Coordinator</p> <p>-Community Resource Director</p>
<ul style="list-style-type: none"> • Professional Development <p>Inter-visitations and peer-walkthroughs with a focus on how AVID strategies are being implemented and how professional development sessions are assisting teachers in improving instruction in the classroom</p> <p>Classroom Observations- Observation cycle includes a minimum of 6 observations</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>-Principal</p> <p>-Assistant Principal of Curriculum and Instruction</p>

<p>per teacher by June 2016. Each observation cycle includes providing actionable specific feedback to teachers that focus on instructional practices tied to the the school's instructional focus. Focus if also on evidence of teaching and learning by viewing student work products (i.e Cornell Notes, Student Assessment Portfolios). Assessment Portfolios are</p>			
<p>• Grade Team Inquiry Studies- To analyze data and student work of inquiry students to reflect upon the success of AVID strategies implementation in the classroom. Inquiry students on each grade team include an IEP student and an ELL student. Professional Development sessions include strategies to implements with students with disabilities and ELLs that teachers will utilize with inquiry students. Cabinet memebers (Administration and Grade Team Leaders) review Assessment Portfolios once every marking period to reflect upon instructional practices, effectiveness of professional development, teaching and learning and progress of meeting school's goals</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>-Assistant Principal of Curriculum and Instruction -Grade Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to accomplish this goal the school has purchased the AVID system to be implemented in the fall. The AVID system includes an extensive library for all subject areas and college and career curriculum. The school has assigned an Assistant Principal to oversee the implementation of the system. Both student and teacher schedules have been coordinated to ensure maximum academic impact.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The Assistant Principal of curriculum and instruction will hold meetings with teachers of the AVID writing course from September to June at the end of each marking period to evaluate the progress of student achievement based on scholarship data progress reports, report cards, student work products and teacher feedback and make adjustments to strategies used. Teacher’s goals will also be reviewed to measure their progress towards meeting their goals which align to the school’s SCEP goals of AVID implementation. By January 2016, we will have an AVID site visit to review and discuss the success and next steps of AVID implementation. My mid-February, school administrators will conduct a school wide instructional walkthrough to measure the progress of meeting our annual goals and of implementing feedback from our AVID site visit from the previous month.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Data:</p> <ul style="list-style-type: none"> Attendance Tracking System (ATS) NYC School Survey AIDP Focus groups for teachers and students Community School Forum Breakout Discussion Groups AIDP School Needs Assessments Skedula <p>Strengths:</p> <ul style="list-style-type: none"> PGC trains selected upperclassman to be peer mentors. There are 16 PGC student seniors who are assigned three students each. The amount of Freshman students served is 64. Achievement Mentoring trains all staff members on board to be mentors. Each staff members is assigned 3 mentors each. 127 of students served. 		

- BLS guidance counselor meets with 75 students who have mandated counseling
- Early College Awareness for selected 9th and 10th graders. There are 15 ninth graders served and 18 tenth graders served.
- AIDP pushes into English and English Language Learner classes to provide socio-emotional groups to all students at the school. All students actively attending school receive this service.
- Boy's Group meets once a week to discuss youth empowerment and conflict resolution. Twenty-five students attend this group.
- Dean of Discipline targets students with disciplinary problems. Last year, 45 students were suspended .
- AIDP provides incentives for attendance. Incentives include, raffles, gift cards, trips such as Broadway plays, Six Flags, and \$5 vouchers for zero cuts, zero lateness, and zero absences for the week.

Needs:

- Offer professional Developments on classroom management, communication, youth culture and culture sensitivity, and Positive Behavior and Environment Intervention
- Attendance policy left up to the teacher's discretion
- Behavioral policy left up to the teacher's discretion
- Discipline and behavior code must concretely address students who consistently cut classes and loiter in the hallways
- Decreasing rate of suspensions
- Referrals to Youth Court and other alternatives to suspension
- Referrals to LIJ Health Clinic and external services to address student behavioral and mental health problems
- Create and keep record of attendance and disciplinary action for incoming and current students
- Attendance policy and discipline policy needs to be created and implemented

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in whole school attendance rate as measured by the school's Annual Attendance Report

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Tracking Data:</p> <ul style="list-style-type: none"> • Use New Visions Data Platform and Skedula to track student Data and create programming and forge new partnerships • Create a distributive leadership model and use Skedula as a way to track and identify student progress and needs • Create a system to monitor and respond to 	<p>Students</p>	<p>2015-2016 School Year</p>	<p>Administration, Attendance Team</p>

<p>student's social and emotional developmental needs</p> <ul style="list-style-type: none"> • Creation and implementation of Behavior Policy. The Behavior Policy Committee will meet weekly to ensure that this is being implemented effectively to achieve goals. • Creation and implementation of Attendance Policy. A portion of weekly Student Success Summits are used to track progress of attendance policy. • Administration will provide feedback on classroom observations. 			
<p>Communications:</p> <ul style="list-style-type: none"> • Use community school team meetings as a platform to discuss important contributions and roles • Give community, students, teachers, and parents an opportunity to voice their social emotional concerns during internal community school team meetings • Community School Team Meetings will inform parents, students and teachers of school culture • Inform parents of school culture expectations. Have parents and students sign a contract when receiving overview. 	<p>Students, Parents, Teachers</p>	<p>2015-2016 School Year</p>	<p>Administration</p>

<ul style="list-style-type: none"> ● Continue weekly phone calls to students that have missed more than 10 days of school ● Continue home visits by attendance teacher to students who have missed 20 or more days of school. ● Continue sharing attendance, grades, tips, upcoming events shared with parents during home <ul style="list-style-type: none"> ● Community School Team Meetings, Academic Parent Teacher Teams and parent teacher conferences in conjunction with family nights will engage parents and build their capacity by increasing their understanding of school expectations and rules. 			
<p>Partnerships:</p> <ul style="list-style-type: none"> ● Creating partnerships with internal and external entities to ensure student success such as Partnership for the Homeless, Outpatient mental health clinics, Food pantries, Facilitate enrollment, Legal services, Immigration services, Financial Literacy Workshops, college aid, Job Corps, Alternative for Education Programs (GED, Transfer programs, YABC, CTE), more opportunities for adult education classes ● Collaborate with LIJ on creation of targeted groups 	<p>Parents, teachers, students, administration, CBOs</p>	<p>2015-2016 School Year</p>	<p>AIDP Team, Guidance Counselor, Parent Coordinator, Dean of Discipline</p>

<ul style="list-style-type: none"> ● Continue collaboration with Student Success Center ● Continue case conferencing to address student needs ● Continue collaboration with other schools in Franklin K Lane Campus 			
<p>Programming:</p> <ul style="list-style-type: none"> ● Provide professional development for all stakeholders around facilitating learning experiences to support student's social and emotional developmental health within a safe and healthy environment ● Professional Development for teachers on classroom management, communication, youth culture and culture sensitivity, and Positive Behavior and Environment Intervention. Administration will provide feedback on classroom observations. ● Differentiated Professional Development tailored to teacher's needs ● Implement evidence based social emotional component in classroom ● Creation and implementation of Attendance Policy ● Include attendance component during Summer Bridge for incoming 9th graders 	<p>Teachers, paraprofessionals, support staff, Students</p>	<p>2015-2016 School Year</p>	<p>Administration, AIDP</p>

● Extended day (periods 1-9) will allow for PGC and AIDP socioemotional groups			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
AIDP Community school director											
1 Social Worker											
2 Social Worker Interns											
1 Director of Partnership											
1 AmeriCorps											
Center For Supportive Schools											
Mentoring Training											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
BLS will regularly use the New Visions Data Platform to track student attendance. Additionally, BLS will survey students, parents, teachers, staff, school administration, community based organizations on the campus, and other personnel on campus in January using the AIDP Needs and Assets Assessment to determine progress.
By February 2016, 50% of BLS students, parents, teachers, staff, school administration and community based organizations on the campus, and other personnel on campus will have been surveyed using the AIDP Needs and Assets Assessment to determine progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>As evidence by the 2014-2015 MOTP:</p> <ul style="list-style-type: none"> 69% of total teacher observations were rated at Effective in component 3D 9% of total teacher observations were rated at Highly Effective in component 3D 22% of total teacher observations were rated at Developing or Ineffective in component 3D <p>As evidence by the 2014-2015 Quality Review:</p> <ul style="list-style-type: none"> “Across classrooms teachers create assessments, use rubrics and a school-wide grading policy, and provide limited feedback to students. Teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding, opportunities for students to self-assess their work, and effective adjustments to the lesson to meet students’ learning needs.” “The majority of teachers are engrossed in structured, inquiry based collaborations.” <p>Have system for assessment:</p> <p>1)Checks for understanding – exit slips, record of responses in class</p> <ul style="list-style-type: none"> inconsistent implementation in classrooms some data collected is actionable/descriptive and related to student strengths 		

- some data collected captures participation

2) Assessment portfolios –

- calendar, log, student reflection
- some feedback is descriptive/actionable
- some feedback is non-descriptive (check marks)
- some students/classes not using self-monitoring log
- need assessments that are aligned to school's instructional goals of reading and writing
- need system to monitor quality of assessment portfolio

3) Use Skedula to track student progress

- need to incorporate use of DDC exam capabilities
- align exam to standard
- use system to analyze data from exams, including item analysis

4) Teacher Teams and Leadership Development

- need to ensure that vast majority of teachers are engaged in inquiry based, structured professional collaborations
- ensure that teacher teams are analyzing elements of teacher work, classroom practice , assessment data and student work to result in shared improvements in teacher practice and mastery of goals for groups of students
- need to provide opportunities for differentiated professional development for individual teachers to help them improve their instruction within their classroom for the success and improvement of the school. Teachers will then share new strategies with their peers at grade team meetings or professional learning sessions for their colleagues

Priority Needs:

- system to collect and use data and modify instruction on a more regular basis (daily), used more consistently across school
- systems to establish short and long-term goals for classrooms, departments and cohorts of students
- Baseline assessments for all students in all courses used to create student SMART goals in each academic class
- Daily CFUs must reflect DoK levels 3 and
- In college readiness courses, ELA, and Social Studies teachers will provide varying complexities of text
- Math and Science class will provide students multi-layered real world subject specific problems to be solved collaboratively
- Establish community Standards based on Respect, Ownership, Action and Responsibility in every classroom and monthly celebrate students who exemplify the ROAR community standards during Townhall
- Continue to include members in Student Government in cabinet meetings as well as meeting with Grade Teams
- Students work with mentors to acknowledge diversity, provide access to learning and social opportunities and encourage student voice in their educational experiences
- Teacher will provide feedback to groups of students on a daily basis
- Provide differentiated professional development opportunities for continuous improvement individually and ultimately shared improvements in teacher practice and mastery of goals for groups of students

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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the implementation of our instructional focus (reading and evidenced-based writing), and the alignment of the professional development plan to improve individual pedagogy, as well as classroom and schoolwide success, 85% of our total number of observations will be rated E or HE in component 3D of the Danielson Rubric and will be rated proficient in indicator 2.2 of the Quality Review Rubric

Part 3 – Action Plan

September 2015-June 2016

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Goal Setting-</p> <ul style="list-style-type: none"> • Teachers create yearly goals around the results of their assessment on the Charlotte Danielson’s Framework for teaching and based on the school’s goals and instructional focus. • Students developed short term and long term goals that focus on credit 	<p>Teachers and Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers</p>

accumulation and regents passing			
Professional Development <ul style="list-style-type: none"> Provide bi-weekly professional development around the instructional focus of reading and writing across all content areas as well as incorporating effective and highly effective teaching practices within components 3D. Provide differentiated professional learning sessions/opportunities for teachers individual continuous improvement based on classroom observations, student work. 	Teachers	September 2015-June 2016	Principal, Assistant Principals
Inter/Intra school visitation- <ul style="list-style-type: none"> Triad of teachers conduct Learning Walks within the Inter-visitation cycle 3 times a year. The triad of teachers visit their peer's classrooms , then meet to discuss the outcome and identify areas of strength and growth as they pertain to Danielson components 3d using the Danielson Rubric and a 	Teachers	September 2015-June 2016	Principal, Assistant Principals

feedback form. Participation encourages the success of teacher's practices within the classroom and the school. Feedback from peers support individual teacher's growth			
Analyzing Teacher Feedback- <ul style="list-style-type: none"> During our pre and post observations we use student produced work to measure student learning in addition to discussing our teacher's Pre and Post Observation Conference Form, which provide teachers an opportunity for reflection and growth 	Teachers, Students	September 2015-June 2016	Principal, Assistant Principals
Assistant Principal goals and rating will rely on implementation of the annual goal	Assistant Principal, Principal	September 2015-June 2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Principal, 1 Assistant Principal and Teacher Coaches. Teachers Circular 6 SBO to allow for multiple circular 6 activities Multi-Session schedule to support expanded learning (1-9 periods) 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Goals are re-visited during coaching sessions and scholarship meetings 6 times a year
- All students have developed goals that are constantly being re-visited 6 times a year
- All sessions are documented and kept in their College Readiness Assessment Portfolio.
- Teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2014-2015 school year
- Administration also analyzes data from informal and formal Observations and Scholarship meetings to revise the Professional Learning Plan as per the needs of our staff and students.
- Develop and implement calendar of informal and formal observations, prioritizing areas of greatest need and new staff in need of tenure

By February 2016 progress towards meeting goal will be evaluated by reviewing:

1. Observation reports to see areas of growth
2. Feedback survey from staff indicating effectiveness of professional development sessions attended
3. Reviewing Assessment Portfolios of inquiry students to see areas of growth with student work and teacher practice

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Comprehensive Assessment:</p> <ul style="list-style-type: none"> Quality Review Feedback MOTP Overall Rating 2014-2015 <p>Strengths</p> <ul style="list-style-type: none"> Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes Leverage resources to support our diverse needs as a community. Utilize systems and structures to organize our time and ways in which we monitor data (scholarship reports, Regent's Pass Rates, Attendance, and Enrollment). In addition to monitoring progress we incentivize attendance for students. <p>Priority Need</p> <ul style="list-style-type: none"> Creating systems to engage our parents and local businesses in our school community. 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement an observation plan using an inquiry approach that focuses on student learning resulting in a 5% increase in the number of students earning 10+ as compared to June 2015

GPart 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Studying Student Work.</p> <ol style="list-style-type: none"> 1. Three Days a week during Common Planning time, teachers will adopt a Looking at Student Work protocol to analyze 	<p>Inquiry Students</p>	<p>2015-2016 School Year</p>	<p>Administrators, Grade Teams Leaders, Lead CBO</p>

<p>argumentative writing samples of a variety of learners (General Education, SWDs and ELLs) and articulate next steps to implement instructionally. Grade Team leaders will lead and facilitate all meetings.</p> <p>2. Every Six Weeks, teachers will meet as a grade team and cohort to assess impact of Learning Walk, Looking At Student works to make revisions to their unit plans, Curricula Maps and instructional strategies</p>			
<p>Analyzing Teacher Feedback.</p> <p>1. Assistant Principals will work in the capacity of coaches and mentors when leading cohorts by providing informal feedback, one-to-one coaching sessions, facilitating inter visitations, co-teaching and modeling best practices. Teachers will participate in six cycles of Learning Walks by evaluating, revising and adjusting each cycle's structure to suit their needs as individual learners.</p> <p>2. PD Committee will analyze and monitor teacher MOTP ratings every six</p>	<p>Teachers</p>	<p>2015-2016 School Year</p>	<p>Administrators, Department Leaders</p>

<p>weeks to make informed decisions develop PD Calendar</p>			
<p>Peer Mentoring/ Student-Teacher Mentoring</p> <ol style="list-style-type: none"> 1. All incoming 9th grades will be assigned a peer group leader mentor. 2. All chronically absent students (80-90%) will be assigned a staff mentor. 3. Mentors will meet weekly with mentees to set goals 4. Mentors will make monthly contact with mentees' family. 5. Mentor coordinators will track the weekly meeting using the Center For Supportive School data tracker. 	<p>Students</p>	<p>2015-2016 School Year</p>	<p>Teachers, Administrators, Center For Supportive Services</p>
<p>Inter/Intra school visitation</p> <ol style="list-style-type: none"> 1. Teachers will engage in four cycles of Learning Walks in which they will work in cohorts with different Aps for differentiated and targeted Professional development. 2. Administrators will engage in four cycles of Learning Walks in which they will visit different schools on the campus and within the district. 	<p>Teachers</p>	<p>2015-2016 School Year</p>	<p>Administrators, Department Leaders</p>

<p>3. Every six weeks, the cabinet will analyze student data (scholarship reports), MOTP data, Learning Walk data</p> <p>4. At weekly cabinet meetings, we will discuss observations data.</p> <p>5. Assistant Principal goals and rating will rely on implementation of the annual goal</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Principal, 1 Assistant Principal, Community School Coordinator and Teacher Coaches. • Teachers • Guidance Counselors • Funding for Enrichment Partnerships • Funding for Expanded Learning Time • College Now • Advanced Placement Training • Circular 6 SBO to allow for multiple circular 6 activities • Multi-Session schedule to support expanded learning (1-9 periods) 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>November 7, 2015:</u></p>

- Curriculum Maps will be submitted for 75% of all courses taught at Aerospace High School along with evidence of revisions and thought partner feedback
- Cycle 1 of Learning Walks & End of Cycle 1 Summary
- 1st round of informal observations

December 19, 2015:

- Curriculum Modification Forms will be submitted for all existing curricula to document changes made to the curriculum the first two marking periods.

December 23, 2015:

- Cycle 2 of Learning Walks & End of Cycle 2 Summary
- 2nd round of informal observations

January 29, 2016:

- Review school scholarship reports by Grade, Subject, and whole school to make appropriate changes.
- Minimum of 5% as compared to January 2015

February 13, 2015:

- 3rd and 4th round of informal observations
- Cycle 3 of Learning Walks & End of Cycle 3 Summary

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>The statements of practice in the community school assessments. Achievement Mentoring data will also be used to inform decisions</p> <p>Strengths:</p> <ul style="list-style-type: none"> Regularly scheduled award ceremonies Attendance, grades, tips for parents, upcoming events shared with parents during home visits Attendance Improvement and Dropout Prevention (AIDP) Community Forum Collaboration with Student Success Center on parent nights Campus offers ESL and HSE/GED courses Freshman Orientation and Summer Bridge Programming for incoming 9th graders Community Service (PGC, Campus Wide Week of Service, NY Cares) AIDP push into English classes 		

- Boy's Group meets once a week to discuss youth empowerment and conflict resolution
- Dean of Discipline targets students with disciplinary problems

Needs:

- Families do not understand the education system
- Materials sent home are beyond parents literacy skills
- Translation is not always available for families
- Communication is not consistent
- Lack of resources available to parents
- Decreasing rate of suspensions
- Increase referrals to Youth Court and other alternatives to suspension
- Increase referrals to LIJ Health Clinic and external services to address student behavioral and mental health problems
- Create and keep record of disciplinary action for incoming and current students
- School-wide discipline policy needs to be created and implemented
- Discipline and behavior code must concretely address students who consistently loiter in the hallways

Data:

- NYC School Survey
- AIDP Focus groups for teachers and students
- Community School Forum Breakout Discussion Groups
- AIDP School Needs Assessments
- Skedula

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop a more collaborative partnership with families and communities, as measured by a 10% decrease in number of students receiving principal and superintendent suspensions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Outreach:</p> <ol style="list-style-type: none"> 1. Implement Academic Parent Teacher Team 2. AIDP team will bring on an AmeriCorps volunteer to focus on family engagement 3. Have students and families approve materials sent home to ensure that they 	<p>Parents and students</p>	<p>2015-2016 School Year</p>	<p>Administration, Parent Coordinator, AIDP Team</p>

<p>are the appropriate reading level.</p> <ol style="list-style-type: none"> 4. Provide translation for parents and teachers 5. Compile a list of interpretation services 6. Require teachers to call homes' of their mentees on a regular basis to share student success, progress towards achieving student's goals, and needs 7. Increase advertisement, promotion of events through social media outlets, email, newsletter, phone calls and home visits 8. Hold monthly Community School Meetings 9. Increase the number of parents access to Skedula/Pupil Path in order to track their student's grades and attendance 10. Implement Parent University, focused on parenting, tips, and high expectations 11. Overall student data trends will be discuss at weekly cabinet meeting. 12. In the fall the school will rollout the Academic Parent Teacher Team system, which would give the school the necessary tools to share 			
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<p>student data with families.</p>			
<p>Staff/CBO Communication</p> <ol style="list-style-type: none"> 1. All stakeholders will use Skedula in order to identify student and family needs 2. Streamline information to teachers and establish communication protocols 3. School achievement mentoring data to monitor students' progress 4. School Administration will use the New Visions Data Platform to track student progress. 5. The Community School Assessments will be used to get teachers, students, and families feedback. 	<p>Staff, CBOs</p>	<p>2015-2016 School Year</p>	<p>Administration, Parent Coordinator, AIDP Team</p>
<p>Events/Programming:</p> <ul style="list-style-type: none"> ● Implement Restorative Justice Circles during lunch period as an alternative to suspension and as a tool to deter the recurrence of negative behavior ● Implement a merit-based protocol for students who maintain good behavior and attendance ● Continue Regularly scheduled award ceremonies that will coincide on the days when 	<p>Parents, teachers, students, administration</p>	<p>2015-2016 School</p>	<p>Administration, Parent Coordinator, AIDP Team</p>

<p>students receive their report cards</p> <ul style="list-style-type: none"> ● Execute Attendance Improvement and Dropout Prevention (AIDP) Community Forum ● Continue freshman Orientation and Summer Bridge Programming for incoming 9th graders ● Continue to provide Community Service opportunities (PGC, Campus Wide Week of Service, NY Cares) ● AIDP will continue to push into classrooms and structure curriculum around identified needs ● Implement evidence based social emotional component in classroom ● Utilize youth court as an alternative to suspensions ● 			
<p>Partnerships/ Referral System:</p> <ul style="list-style-type: none"> ● Hold workshops internally and refer parents to external skill building workshops ● Creating partnerships with internal and external entities to ensure student success such as Partnership for the Homeless, Outpatient mental health clinics, Food pantries, Facilitate enrollment, Legal services, Immigration services, Financial Literacy Workshops, college aid, Job 	<p>Parents, teachers, students, administration</p>	<p>Year2015-2016 School Year</p>	<p>Administration, Parent Coordinator, AIDP Team</p>

<p>Corps, Alternative for Education Programs (GED, Transfer programs, YABC, CTE), more opportunities for adult education classes</p> <ul style="list-style-type: none"> • Continue collaboration with Student Success Center on parent nights • Continue to refer parents to campus ESL and HSE/GED courses 			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
BLS will leverage human resources such as paraprofessionals, parent coordinator, AIDP team, Student Success Center, Northshore LIJ School Based Health Clinic and AmeriCorps volunteer to execute suspension preventative programming.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Behavioral Committee will continue to meet and track student suspension rate.											
Student, parent and staff Survey											
By February the school would have conducted the Community School Needs assessment which will ask about the statements of practice for section 5E.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Regents, 8 th Grade Exam, Scholarship Report	iLearn, College Readiness, Saturday Academy, After school Tutoring	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day, before and after school, and Saturday school
Mathematics	Regents, 8 th Grade Exam, Scholarship Report	iLearn, College Readiness, Saturday Academy, After school Tutoring	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day, before and after school, and Saturday school
Science	Regents, 8 th Grade Exam, Scholarship Report	iLearn, College Readiness, Saturday Academy, After school Tutoring	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day, before and after school, and Saturday school
Social Studies	Regents, 8 th Grade Exam, Scholarship Report	iLearn, College Readiness, Saturday Academy, After school Tutoring	Small Group Instruction, One to one, Tutoring and computer aided instruction	During the school day, before and after school, and Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Regents, 8 th Grade Exam, Scholarship Report, Attendance, Teacher Referrals	Group counseling, referrals to North Shore LIJ on site clinic, RAPP, SPARK & LGBT support	Small Group or One to one	During the school day, before and after school

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 section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • Attending all hiring fairs in NYC • Advertising on our new school's website: www.brooklynlabschool.org • Advertising to prestigious universities and colleges • Looking for teachers that use data to inform instruction • Find teachers that are reflective and productive in taking feedback and constructive criticism • Mentors are assigned to all new teachers • All struggling teachers are assigned to Lead Teacher for additional support • The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines • Structuring planning time for content teachers and the special education/ESL teachers to meet, plan, and revise curricula • Use common planning time to look at student work and design strategies to produce increased achievement • Target universities and colleges with exceptional programs in shortage areas • During the interview process ask teachers to show their curriculum, unit and lesson plans • During the interview process discuss the Common Core Learning Standards and how they are addressed in the classroom • During the interview process, we will address student attendance and how that teacher candidate would create improvements

- Conduct Learning Walks with teaching candidates and discuss the instruction taking place and what they could/would add or subtract
- Hire a full-time assistant principal to serve as school dean

Continuous contact with HR to get the best list of qualified candidates

2b. High Quality and Ongoing Professional Development

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

Teachers:

To address the specific needs of our departments, our **Borough Field Support Center** assigned us an additional Assistant Principal to support in the humanities content area. In addition we have formed a Professional Development Team. A.P. Young along with the four Grade Team Leaders use teacher feedback from meetings and professional development sessions to modify and plan the Professional Development Calendar for the 2015-2016 school year. Our PD Team also counts on the support of our Instructional Coaches from our **Borough Field Support Center**. Together, the PD Team ensures full alignment of our instructional focus and implementation of strategies through peer observations, formal and informal observations (by administration), coaching feedback, looking at student work protocol, curricula aligned to the Common Core Standards, and assessment feedback. Our cabinet plans and conducts Learning Walks as a Team. The Team then meets to discuss the outcome and identify areas of strength and growth as they pertain to our instructional focus for the 2015-2016 school year: Evidence Based Argumentative Writing. The Team then presents its findings and next steps with the rest of the school for feedback and evaluation. The administration uses Advance and an in house domain tracker that measures teacher growth in different domains. Our PD Team uses this data to inform our PD calendar of activities when deciding over school wide and targeted small group PD sessions. In addition, our ISS Lead Teacher holds workshops for our ISS teachers and paraprofessionals during common planning time and after school. Furthermore, all new teachers have a mentor. BLS teachers are encouraged to seek PD opportunities and seminars that would be beneficial to their learning, for which they are granted permission to attend during school days.

Principal & Assistant Principals:

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

Support Staff:

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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/information, 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.
<ul style="list-style-type: none"> • Teachers receive professional development around the use of assessment • Our school has a comprehensive assessment plan • Teachers receive feedback on classroom level assessments • Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction • Teachers also review student assessments and student work products during team meetings to improve instruction <p>Teachers use 3 Checks for Understanding (CFU) to modify daily lesson</p>

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	247,322.00	X	5c
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5c
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,862,115.00	X	5c

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

[Brooklyn 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: <u>Brooklyn Lab School</u>	DBN: <u>19K639</u>
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: <u>58</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Wednesdays 2:30-3:30

Global History and U.S. History

Thursdays 2:30-3:30

Integrated Algebra and Living Environment

Wednesday & Thursday 2:30-3:30

Dates:

Dec. 3 & 4

Dec. 10 & 11

Dec. 17 & 18

Jan. 8 & 9

Jan. 15 & 16

Jan. 22 & 23

Apr. 1 & 2

Apr. 8 & 9

Apr. 15 & 16

Apr. 22 & 23

Apr. 29 & 30

May 6 & 7

May 13 & 14

May 20 & 21

May 27 & 28

June 3 & 4

June 10 & 11

Wednesday/Thursday Instructors and # of Students:

1) Mr. Samuel Coolidge will teach Integrated Algebra (Certified in Math)

2) Mr. Korrel Pierson will teach US History and Global History (Certified in History)

3) Mr. Dean Konstandakopoulos will teach Living Environment (Certified in Living Environment)

Total # of Students Serviced Wednesday/Thursday: 54

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

US History - The class will watch educational videos to familiarize them with important leaders, concepts, and time periods. In addition to watching videos, students will focus on historical documents and political cartoons and strategies to understand the point of view and purpose of each document. Teachers have expressed that ELLs may understand the cause and effect of important events, but cannot make the connection to the documents and cartoons.

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

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

Total # of Students Served: 14

December 6, 13, 20

January 10, 17, 24

May 2, 9,16,29

June 6,13

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

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

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

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

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

Part C: Professional Development

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

Part C: Professional Development

- name of provider

Begin description here: _

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

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

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

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

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

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

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

Some examples of workshops are:

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

Part D: Parental Engagement Activities

Scheduled Topics of Discussion include:

November : Study Skills for ELLS

December: Preparing ELLS for State Exams

January: Common Core for ELLS

February: Promoting Literacy Skills (Reading) at Home

March: Credit Accumulation and Progress for Graduation

April: College and Financial Aid for ELLS

May: Intervention and Next Steps for ELLs Not Passing State Exams

June: Graduation for ELLS

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Renel Piton	Assistant Principal Carolyn Monereau St.Louis
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jassica Lee	School Counselor Laura Brennan
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Daraliz Collado
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	332	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	5
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	28	3	0	11	4	2	4	1	4		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										22	5	2		0
Chinese														0
Russian														0
Bengali										8				0
Urdu										1	1			0
Arabic										4				0
Haitian										1				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										13	3			0
Emerging (Low Intermediate)										5	1			0
Transitioning (High Intermediate)										0	1			0
Expanding (Advanced)										7	1	2		0
Commanding (Proficient)										2				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										5	3	5		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										10	8	7		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	16	9	5	
Integrated Algebra/CC Algebra	14	12	2	5
Geometry/CC Algebra		5		1
Algebra 2/Trigonometry Math _____	1			
Chemistry				
Earth Science	2	4		2
Living Environment	5	16	2	3
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	7	2	5
Geography				
US History and Government	18	5	1	4
LOTE		3		3
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the NYSESLAT from previous years to identify trends and students' needs. We also look at the MOSL and ELL periodic exams from Fall 2014 and Spring 2015. We utilize teacher created assessments such as performance tasks to also assess their current levels. In addition to summative assessments from above, the ENL teacher uses formative assessments including Teacher's College Reading Assessments in a quarterly basis. Insights that the data provides is that the range of reading abilities is between Kindergarten to fourth-grade skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels on the NYSITELL and NYSESLAT are most students are within the range of "intermediate" level (emerging and transitioning). There is a need to separate the classes/levels because they have very different needs. At this point, we are unable to offer so many classes due to funding. There are only 10 students in the commanding level. On the entering level, they are disproportionately from the ninth grade level, because of the number of newcomers that arrive and are placed at the beginning level due to the NYSITELL. The entering students are also testing at very low levels. They are unable to complete any part of the NYSITELL because they do not have fundamental skills in English from their native language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: The AMAO tool reveals that number of students who are at-risk due to attendance and their inability to pass the Regents exams necessary for graduation are the main factors for the lack of achievement. If we look at the students who have graduated, they too had several at-risk factors such as low attendance numbers and low literacy rates that ultimately did not affect graduation, but were hinderances. The SIFE students have also been challenging to serve due to their native and English literacy needs. Their literacy levels are particularly challenging in history and science courses. They fare better in math courses
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Patterns across performance levels have changed dramatically since the rollout of the new Common Core Standards aligned NYSESLAT. Fifteen of the forty-three ELLs from the previous year either tested proficient or passed the English Regents with a 65 or higher which changed their status to a former ELL. This population of current students comprised of over 24% of the ELL population. School leadership encourages all teachers to have translated versions of worksheets, homework assignments, vocabulary word walls and notices translated into Spanish, the predominant second language at the school. In addition, the content-area teachers are developing the students knowledge of the content area by utilizing the Common Core standards which elevates students' knowledge through in-depth discussions and texts as well as strengthening their literacy skills.

In terms of the ELL periodic exams, teachers use the data to drive instruction. The test data illustrates that the majority of students lack sufficient background in reading comprehension and listening skills.

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

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Paste response to question here: n/a

- 6. How do you make sure that a student's new language development is considered in instructional decisions?

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

In addition, teachers ensure ELL students are given extra time on assignments and tests. In regards to building English literacy, teachers use graphic organizers, visuals, and sentence starters to organize material and scaffold instruction so that ELLs have an entry point to the material. Ms. Lee, the ESL teacher, provided information to all teachers to inform them of the levels of all the ELL students in the school. This was distributed to all teachers in order to help teachers understand the literacy levels and to differentiate instruction.

- 7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: n/a

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Upon enrollment, parents whose children are newly registered to the NYC school system are given a Home Language Identification Survey (HLIS) to identify the child's native language. In addition, parents of students that have children that have enrolled as a former NYC/NYS student or other state within the United States. The parents and students are offered, if needed, translated versions of the HLIS. If further help is needed the pedagogue or the secretary help fill out the HLIS. During the intake process parents and students are offered materials in both English and their native language. Our staff that speak a second language help as well by translating any questions parents and students have. If the child is identified as an eligible candidate for bilingual/ESL services, an informal interview is given to the candidate by the guidance counselor, Laura EID. The NYSITELL and Spanish LAB (to Native

Spanish speakers) is administered to identify the child as an English Language Learner or English Proficient.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The LENS is administered to students speaking available languages after the initial student-parent interview when a student has a lesser number of years of formal education. In addition, upon enrollment in the ELL classroom after the NYSITELL assessment, Ms. Lee administers an informal literacy and math assessment. Students have to write the letters of the alphabet and perform various basic math tasks. When a student is unfamiliar with some literacy and math concepts, the LENS is administered by Ms. Lee.

Observations from other teachers and student work offer insight of whether a student may need additional testing for SIFE needs within the first month of admittance. Also, Ms. Lee uses a native language questionnaire as well as native language support from other students through verbal prompts.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: The LPT members (IEP teacher, ELL teacher, administrator meet to review the student's IEP and evidence of students language development and to determine if student needs to take NYSITELL. NYSITELL determines student's level of English proficiency. Accommodations and test modifications are implemented according to their IEP.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL Coordinator ensures that parents receive notification within their native language after the NYSITELL score is determined.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Upon receipt of NYSITELL results, School administrator, ESL teacher or guidance counselor informs parents/guardians about their right to appeal ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: See response to question #7

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: ESL teacher and language Access coordinator ensure that notification letters are distributed and translated into parent/guardians native language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: Within ESL compliance binder and the student files

11. 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.

Three weeks prior to the NYSESLAT administration, Ms. Lee sends a letter to parents in regards to the administration dates of the test. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) by administering the components in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All letters are distributed based on a spreadsheet of entitlement or non-entitlement. Each student is listed with their enrollment dates (new admittances) or the first day of the school year (continuing ELL students) and the deadlines to send each letter.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, the trend in program choices that parents have requested are consistent with what we offer our students. The previous ELL Compliance binder was reviewed by Ms. Lee. Ms. Lee found that parents were generally choosing freestanding ESL as their first choice. This means that the majority of the parents' choices for an appropriate program model offered are aligned to the parents' requests. Since the trend has been for the Freestanding ESL program, we will encourage parents to be knowledgeable and advocates for their children if they choose another type of program that may not be offered at this particular school. There were a few students whose parents chose a Spanish bilingual program model, but the school two floors above Brooklyn Lab School did not have any available spots for additional incoming students. They are on a waiting list that Multicultural High School has been responsible for keeping.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

Paste response to questions here:

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

BLS implements a Freestanding English as a New Language (ENL) Program. The organizational model we implement is based on NYSESLAT levels and are homogeneous. There are three distinct levels of instruction: beginner, intermediate, and advanced levels.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Jassica Lee teaches two advanced-level classes five days a week, eight periods of intermediate-level classes. And Ms. Lee also teaches eleven periods in self-contained ESL classes a week.

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

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our instructional plan for SIFE is as follows:

- Making an individualized student needs assessment
- Instructional support materials in their native languages
- Differentiation of instruction in all areas

Our instructional plan for newcomers:

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

- An informal student orientation
- Encourage student to participate in the After School activities.
- Home school communication.
- Additional support in listening skills, including increased use of technology activities in the classroom
- Buddy Program - Current/Formal ELLs paired with Newcomer
- Instructional support materials in their native languages
- Differentiation of instruction in all areas

Our instructional plan for Developing ELLs involves:

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

Our instructional plan for Long-Term ELLs involves:

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

Our instructional plan for our ELL- SWDs involves:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE students for possible special needs status.

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

level and group activities; time extension.

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here:

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

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

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

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

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

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

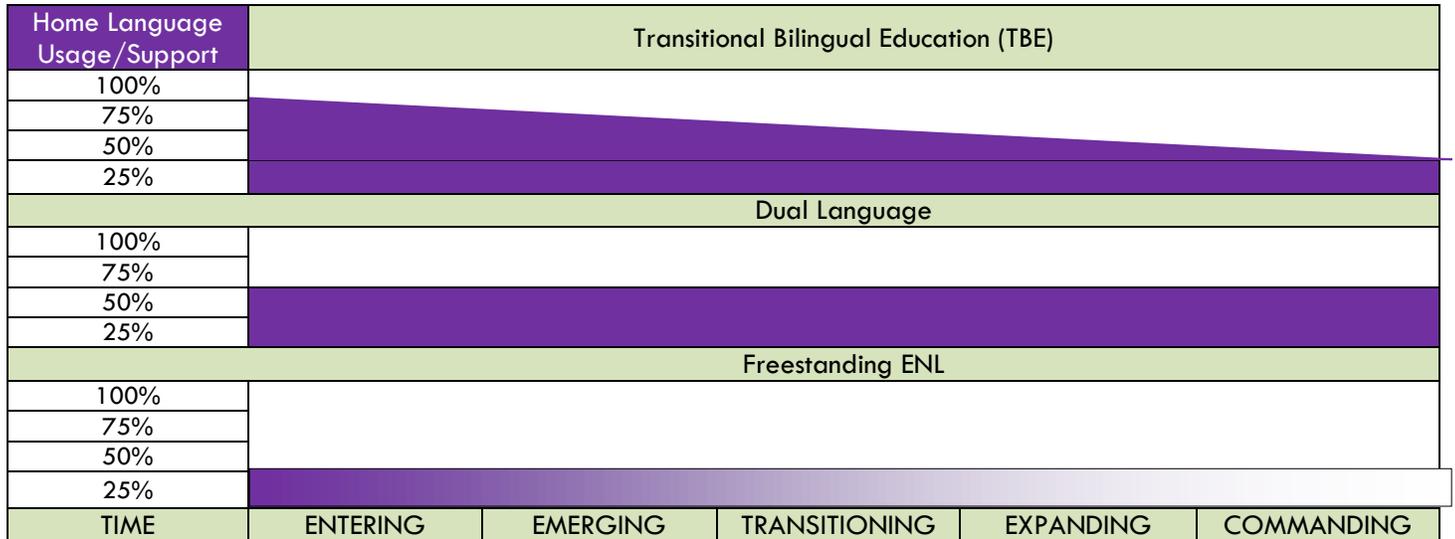


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Paste response to question here: BLS ensures that our ELL students sit in an ICT classroom to benefit from the knowledge and assistance of two teachers. Our ICT classrooms reflect differentiation with a specific focus on targeted instruction.

ELA

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

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

Mathematics

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

Social Studies

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

Science

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

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

Also, Saturday Regents prep is offered on the Saturdays leading up to the January and June Regents exams and help students prepare for any Regents.

During CPT which meets four days a week for one period each, teachers discuss inquiry students in each grade level. Each inquiry group includes ELLs and ELLs with IEPs. Once a week, teachers assess their progress through looking at student work and then develop a strategy to utilize in instruction. The following session of CPT is the time when the teachers in each grade team meet to discuss the data they collected in regards to how the strategy helped the inquiry students.

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

Paste response to question here: While we have made progress moving our students forward with language acquisition, we still need to work on providing them with the required support to meet the standards of their content area. As mentioned, we are using

our ICT model, which has shown great success with our SWDs, as an outlet to reach out to our ELLs.

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

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

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

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

Paste response to question here: n/a

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

Paste response to question here: All students are encouraged and welcomed to participate in our programs. Currently 25% of our AP students are ELLs. Students also create their own clubs and organizations. Our students are currently working on developing an ASPIRA group. All announcements in newsletters are translated in two languages to publicize clubs. Currently, the groups that ELLs are partaking in are step dancing, cooking and nutrition, and iLearn which is a academic program. Also, ELLs are also participating in a joint effort with Multicultural High School. The school which resides on the fourth floor of the building has opened their after-school and Saturday bilingual English and Spanish courses for Regents preparation to the students at Brooklyn Lab School. Last year, seven students partook in this exchange program which resulted in students passing Regents exams and eventually graduating.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

BEGINNERS:

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

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

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

TOTAL MINUTES = 540

INTERMEDIATES:

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

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

TOTAL MINUTES = 385

ADVANCED:

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

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: Newly enrolled ELLs meet with our ESL teacher Ms. Lee and our guidance counselor Mrs. Brennan. Our students engage in an orientation and develop goals for the year that pertain to language acquisition, social interactions and scholarship. Incoming freshmen also voluntarily took part in the Summer Bridge Program which provided both academic and socio-emotional support in preparation for the new school year. The Summer Bridge Program was run by a Brooklyn Lab School teacher through the Attendance Improvement and Drop-out Prevention program. It was composed of five weeks of instruction for five hours each day. Students worked on reading skills, grammar, writing, and also went on enriching fieldtrips.

19. What language electives are offered to ELLs?

Paste response to question here: AP Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Paste response to question here: ELL professional development takes place through a number of different methods. During professional development Mondays we have a range of topics that we address throughout the year including strategies to meet the needs of the ELLs. We have sign-in sheets and it is built in our schedule, thus all staff is involved. All professional development sessions are followed by an implementation and reevaluation processes.

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

Our ESL teacher attends workshops from the Office of English Language Learners on topics (such as Response to Intervention for ELLs, CCLS and their implications for ELLs, and NYSESLAT training session etc.) that address the needs of our ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Paste response to question here: Our instructional focus is geared toward increasing literacy skills in all students using a range of strategies. Strategies geared specifically towards ELLs are discussed at least once/month. Teachers are also encouraged to attend external PDs offered by the Office of English Language Learners. Each year, the ENL teacher attends workshops on vocabulary development, writing across the disciplines, NYSESLAT administration and grading, as well as supporting students with disabilities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here: Support that the school provides staff to transition from middle to high school would consist of AVID trainings and workshops, mentoring workshops, and professional development for teachers on ELL-related topics. In addition, the Summer Bridge program for incoming ninth graders served to help students with expectations and understanding standards that they will encounter in high school. AVID strategies help teachers encourage school success from the first day of school by providing a framework to organize their notes, their binders, and thinking through the use of supportive tools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here: The ENL teacher is part of the school's cabinet meetings and presents topics related to the instruction of ELLs for the bimonthly Monday professional development sessions. Based on the content area teachers' comments, suggestions, and needs, the workshops are geared towards differentiating instruction and providing support for the students in order to perform better academically. The school meets the requirement by providing a minimum of thirty minutes per month to the staff members. Records are kept for professional development activities including agendas, handouts, and attendance. The ENL teacher will attend more than 50% of professional development in ELL-specific training. She will keep her conference permission documents to attend offsite workshops as well as an attendance record in a binder. In addition, she will keep all handouts and presentations in a separate folder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

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

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

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: ELL communication binder by Language Access Coordinator/Parent Coordinator

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: PD activities which are part of our Title III funds

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: The school partners with the Henry Street Settlement community-based organization to provide workshops to ELL parents. They perform parent surveys, Spanish/English bilingual parent forums, invite them on fieldtrips, and provide translation at PTA meetings and information sessions.

5. How do you evaluate the needs of the parents?

Paste response to question here: Surveys

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: Based on survey results of what parents need

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renel Piton	Principal		10/30/15
Carolyne St. Louis	Assistant Principal		10/30/15
Daraliz Collado	Parent Coordinator		10/30/15
Jassica Lee	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Laura Brennan	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01