



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>11X265</b>
<b>School Name:</b>	<b>BRONX LAB SCHOOL</b>
<b>Principal:</b>	<b>SARAH MARCY</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Lab School School Number (DBN): 11X265  
9-12  
Grades Served: \_\_\_\_\_  
School Address: 800 East Gun Hill Road, Bronx, NY 10467  
Phone Number: 718-696-3700 Fax: 718-696-3730  
School Contact Person: Sarah Marcy Email Address: smarcy@schools.nyc.gov  
Principal: Sarah Marcy  
UFT Chapter Leader: Tollyne Dickerson  
Parents' Association President: Carol Notice  
SLT Chairperson: Sarah Marcy  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maureen Hardy  
Kamala Masters  
Student Representative(s): Vincent Franchi  
\_\_\_\_\_

**District Information**

District: 11 Superintendent: Kathy Pelles  
335 Adams Street, Brooklyn, NY 11201  
Superintendent's Office Address: \_\_\_\_\_  
Kpelles@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: (718) 923-5181 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
131 Livingston Street, Brooklyn, NY 11201  
Director's Office Address: \_\_\_\_\_

\_\_\_\_\_  
AAnorma@schools.nyc.gov

Director's Email Address:

718-935-5618

Phone Number:

\_\_\_\_\_

Fax:

\_\_\_\_\_

## 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)
Sarah Marcy	*Principal or Designee	
Tollyne Dickerson	*UFT Chapter Leader or Designee	
Carol Notice	*PA/PTA President or Designated Co-President	
Angela Contreras	DC 37 Representative (staff), if applicable	
Maureen Hardy	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kamala Masters	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vincent Franchi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Urbano Soto	CBO Representative, if applicable	
Stacy Rogers	Teacher	
Arellis Martinez	PTA Secretary	
Monique Cayetano	parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Millicent Quainno	parent	
Orville Ingram	Member/ AP	
	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.

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

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

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

During 2014-2015, Bronx Lab School made progress on DTSDE Tenet 2 by implementing a new teacher inter-visitation system focused on collaborative professional growth and feedback. During 2015-2016, we are continuing to further develop our work on Tenet 2, and adding increased focus on Tenets 3 and 5 through our work on systematizing teaching practices and classroom culture across grade teams and further implementation of restorative practices to ground our school community and culture.

## 11X265 School Information Sheet

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

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths:</p> <p>2.2: Common assessments and rubrics provide actionable feedback to students and teachers regarding their achievement. Effective adjustments are made to the curriculum meeting all students learning needs promoting increased student achievement. (QR Recommendations, 2014-2015).</p> <p>1.1: Curricula across grades and subjects is aligned to the Common Core Learning Standards and integrates the instructional shifts. Teachers refine it using student work and data. (QR Recommendations, 2014-2015).</p> <p>Needs:</p> <p>2.2: Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decision at the team level and classroom levels (PFQR Recommendations, 2013-2014).</p>		

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

**Part 2 – Annual Goal**

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.

By June 2016, all departments will have collaboratively created a vertical plan of the skills and content taught in each core discipline. The plans will be aligned with the Bronx Lab HoM and NY Performance Standards Consortium rubrics, and the skills and content will be evidenced in four student Gateway projects per course.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g.,</li> </ul>	<p><b>Target Group(s)</b></p> <p>Who will be targeted?</p>	<p><b>Timeline</b></p> <p>What is the start and end date?</p>	<p><b>Key Personnel</b></p> <p>Who is responsible for implementing and overseeing the activity/strategy?</p>
Content from the previous block is placed here as it fits the table structure			

<p>verage/under-credited, SIFE, STH).</p> <p>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p>			
<p>All teachers will work with department teams to define skill and content standards that students will master in their course. These standards will vertically align from 12<sup>th</sup> grade down to 9<sup>th</sup> grade, all building toward graduation PBAT projects.</p>	Department teams	Fall semester	Department Chair Leaders
<p>Department teams will reassess skill and content standards mid-year and revise as needed.</p>	Department teams	Spring semester	Department Chair Leaders
<p>Teachers will work together, with the support of the Learning Support and ESL departments, to ensure that skill and content standards are scaffolded and differentiated in order to meet the learning needs of all students, especially SWDs and ELLs.</p>	All teachers	All year	All Teachers
<p>During parent-teacher conferences, student-led conferences, and Roundtable and PBAT presentations, parents will be involved in assessing their student's growth in regards to the skills and content standards laid out for each course.</p>	Parents and students	All year	All Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Human Resources: Department chairs, grade team leaders, lead teachers</p>

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

Schedule Adjustments: Regents weeks will be used to hold panels

Other: N/A

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

**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.

By February 2016:

All teachers will have completed skill and content standards for each course they teach, documented in course unit design plans.

**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 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths:</p> <p>5.3: Through weekly advisory meetings, Peer Group Connection, (PGC), and Restorative Practice professional development we have implemented systems to improve school culture to best effect student achievement and social emotional growth.</p> <p>3.4: Teachers and staff maintain a culture for learning that communicates high expectations connected to a path towards college and career readiness. All students and families are provided detailed feedback and ongoing guidance supports (QR Recommendations, 2014-2015).</p> <p>Needs:</p> <p>5.4: School environment needs improvement in order for all school constituents to be able to articulate how the community is safe and for teacher to want to recommend the school to parent.</p> <p>5.5: Effectively use time and resources to develop structures and programs that support college and career readiness for state identified sub groups (PFQR Recommendations, 2013-2014).</p>		

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of staff and advisor' at Bronx Lab School will be able to identify, prioritize, and support at least one Restorative Justice practice to promote the learning and positive social, emotional, ethical and/or civic development of students and Bronx Lab community stakeholders.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Use Restorative Justice practices, such as Circles, in all Advisories and these practices will be interspersed throughout classes.</p>	<p>All Students</p>	<p>Sept-June</p>	<p>Restorative Justice(RJ) Coordinator</p>
<p>Conduct Family and Community Engagement Activities using Circles</p>	<p>Family and Community</p>	<p>Sept-June</p>	<p>Teacher, Admin, Dean, and RJ Coordinator</p>
<p>Staff and families, in collaboration with Guidance Team, will use RJ practices when responding to emotional and social needs of students, especially those who are ELLs and SWDs.</p>	<p>ELLs and SWDs</p>	<p>Sept-June</p>	<p>Guidance Staff, Admin, and Faculty members</p>

Create a de-escalation plan to ensure proper response to students in crisis	All Students	Fall 2015	Guidance, Dean, Admin, and RJ Coordinator
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Restorative Justice training by the <a href="#">Morningside Center for Teaching Social Responsibility</a> Peer Group Connection (PGC) training by the Center for Supportive Schools											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016:  All Advisors have taught at least three lessons on BLS community principles and are beginning weekly CIRCL E practices.
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	D
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>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.</li> </ul>		
<p>Strengths:</p> <p>. 4.2: Structured professional collaborations contribute to the progress toward a transition to a consortium school and improved student learning. A distributed leadership structure builds leadership capacity and provides teachers with a voice in key decisions that affect student learning across the school (QR Recommendations, 2014-2015).</p> <p>1.1: Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards (PFQR Recommendations, 2013-2014).</p> <p>4.4: Through the development and implementation of Habits of Mind, Advisory (Circles), and the BLS Five, teachers conduct instructional sessions that cater to each student’s culture, opinion, and individual educational needs. Advisory, a course that meets at least two times a week, plays a significant role in creating a safe environment that is responsive to student’s varied experiences</p> <p>Needs:</p> <p>4.3 Develop common rubrics and assessments across contents that are aligned to ELA Common Core Learning Standard (CCLS) Writing for Argument.</p>		

**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.

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By June 2016, each grade team will have created skills and content standards that align across the grade and will have chosen 1-2 skills per grade to track across all courses to measure student growth through regular cycles of Looking at Student Work. The STAR (Student Tracking Academic Response) team will use this data to implement targeted student support initiatives that will provide students struggling with the skills, supports, scaffolds and next steps needed to improve. This will result in 70% of identified students showing improvement in these skills.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Identify specific skill sets needed for grade promotion	Grade Teams	Fall 2015	Grade Team Leaders
Embed instructional tiers within teaching curricula, unit plans, and daily lessons based upon regular cycles of looking at student work	All Teachers	Sep - June	Department Chairs and Grade Team Leaders
Create skills assessments for each grade (2 per semester) and content based rubrics for each assessment	Grade Teams	Sep - June	Department Chairs and Grade Team Leaders
Streamline diagnostic schedules, grading, and feedback loops to teachers, administrators, parents, and students regarding academic deficits as well as	All staff, Families, Community	Sep - June	Department Chairs and Grade Team Leaders, Administration

successes via narrative grading protocols			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Selected GLT / STAR Team leaders (1 Data Coordinator, 4 teachers, 2 Guidance, 1 Administration); Team Members (Instructional Staff)											
Instructional Resources: Twilight Intervention Instructor / ESL Coordinator											
Schedule Adjustments: Weekly STAR Team Meetings; Weekly GLT Meetings / Interventions											
<b>Part 4b.</b> 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 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
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.										
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths:</p> <p>4.1: Developed an internal school system of cycles observation and mentoring that ensures all teachers have the opportunity to attend multiple professional development sessions aligned to their goals and Instructional foci (PFQR Recommendations, 2013-2014).</p> <p>Needs:</p> <p>1.2: Inconsistent implementation of the school's instructional beliefs across classrooms leads to varying levels of alignment to the curricula and the instructional shifts. As a result, in some classrooms students are not involved in appropriately challenging tasks or discussions that lead to high-level thinking and meaningful work products (QR Recommendations, 2014-2015).</p> <p>2.4: Use available observation and student data to provide actionable feedback to teachers and further align schools goals and on-going targeted professional development to staff (PFQR Recommendations, 2013-2014).</p>		

**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, 100% of teachers will have participated in at least four classroom intervisitations; observation data from teachers and administrators will result in actionable feedback and on-going targeted professional development toward meeting individual teacher goals related directly to students' mastery of the identified skill set necessary for grade promotion.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Departments, grade teams and ICT partners will visit each other twice in the fall and twice in the spring.</p>	<p>All classroom teachers</p>	<p>Visits will be conducted in November, January, March and May</p>	<p>Department Chairs and Grade Team Leaders</p>
<p>There will be an open-door policy where teachers can informally visit each other to watch best practices and give each other feedback.</p>	<p>All classroom teacher</p>	<p>On-going throughout the year</p>	<p>Department Chairs and Grade Team Leaders</p>
<p>Teacher roundtables will be conducted where teachers reflect on meeting their individual, grade team and departmental goals, which will be aligned.</p>	<p>All classroom teacher</p>	<p>January and June 2016</p>	<p>Department Chairs and Grade Team Leaders</p>
<p>Teacher-lead professional developments on instructional practices</p>	<p>All classroom teacher</p>	<p>At least one a month</p>	<p>Department Chairs and Grade Team Leaders</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: All teachers, Admin guidance											
Instructional Resources: Teachers’ goals connected to School’s Instructional goals, lesson plans with Habit of Mind focus											
Schedule Adjustments: Use of eight Faculty Gathering Professional Development meetings											
Other: N/A											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
By February 2016:											
All teachers have participated in 2 Intervisitations and 1 Teacher Reflective Roundtable in the Fall Semester											
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Strengths:</p> <p>4.2: The principal ensures that the majority of teachers engage in ongoing structured professional collaborations to promote the achievement of school goals. Distributed leadership structures provide opportunities for teachers to lead multiple teams (QR Recommendations 2014-2015).</p> <p>93% of parents are satisfied with the education that their child has received (School Quality Snapshot, 2013-2014).</p> <p>Needs:</p> <p>6.2: Communicate high expectations to all students and members of the school community that will continue to move more students towards college and career readiness benchmarks upon graduation (PFQR Recommendations, 2013-2014).</p> <p>41% of students graduated from HS and enrolled in a college or other postsecondary program within 6 months (School Quality Snapshot, 2013-2014).</p>		

**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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the 9<sup>th</sup> grade Advisory and Grade Teams will develop and pilot Student-Led Conferences (SLC) with at least 90% of new 9<sup>th</sup> grade students to communicate high expectations and to continue to move more students towards college and career readiness benchmarks upon graduation, as evidenced by the school report card and Learning Environment Survey results.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Fall semester, a committee will research successful SLC systems and develop a proposal for SLC pilot at Bronx Lab School. Committee will share proposal with whole staff, receive feedback, and make final adjustments for the pilot.</p>	<p>Teachers and Advisors</p>	<p>Fall semester</p>	<p>Team comprised of representative 9<sup>th</sup> grade Advisors, administrators and veteran BLS staff</p>
<p>9<sup>th</sup> grade students will prepare for Spring SLCs through Advisory; students will choose work to present and reflect on their growth in the BLS Habits of Mind.</p>	<p>9<sup>th</sup> grade students and advisors</p>	<p>February &amp; March</p>	<p>Advisors, administrators and veteran BLS staff</p>

Students lead SLC during March conference dates.			
Students and Advisors reflect on the SLC process and overall experience. Feedback is given to the SLC committee. SLC committee revises the process and system based on feedback collected to improve SLCs for 2016-2017, for all 9 <sup>th</sup> and 10 <sup>th</sup> graders.	9 <sup>th</sup> grade students and advisors	April & May	Advisors, administrators and veteran BLS staff
Inherent in the process and outcome is high levels of differentiation, student ownership and engagement for all learners, and family involvement.	SWDs, ELLs, families	Spring semester	9 <sup>th</sup> grade students and advisors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Guidance Team, made up of Guidance Counselor, Social Worker, Social Work Intern, and College Advisor											
Instructional Resources: Creation of “College and Career Readiness” Advisory curriculum; various external curricula used as resources											
Schedule Adjustments: None beyond Guidance Team’s schedule to teach College Readiness courses											
Other: N/A											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
January: SLC committee has finalized plans for spring pilot
June: Feedback, reflection and revision of SLC system for 2016-2017

**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.

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

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

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

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

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Students with IEPs.</li> <li>• Students with low attendance as determined by School Attendance Team.</li> <li>• Under credited students as defined by the School STAR team</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Academic support via advisory and one-on-one parent/guidance meetings</li> <li>• <b>Office of College Placement (OCP):</b> OCP supports students over four years in their college application process through pullout and push-in services to advisory to build awareness of academic standing</li> <li>• <b>Grade Team Meetings:</b> Information gathering and sharing with staff around high risk students and their needs</li> <li>• <b>STAR Team:</b> Inquiry team work that identifies academically at-risk students on each grade</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Small groups.</li> <li>• <b>Office of College Placement:</b> Small groups and one-on-one</li> <li>• <b>Grade Summits:</b> One-on-one.</li> <li>• <b>SBST:</b> Team meeting .</li> <li>• <b>Student-run peer mediation program:</b> Small group.</li> <li>• <b>9th Grade Fire Side Chats:</b> Small group.</li> <li>• <b>11th Grade Fire Side Chats:</b> Small group.</li> <li><b>Grade on-track, off-track, and slightly off-track meetings:</b> Small group and one-on-one.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advisory:</b> Two days a week</li> <li>• <b>Office of College Placement:</b> 1x a month grades 9 to 11th. School Wide push happens in March with school wide College March Madness that focuses on the college admission process. 12<sup>th</sup> grade has course 1x a week during Fall semester.</li> <li>• <b>Grade Summits:</b> Three times a year (usually mid term )</li> <li>• <b>Grade Team Meetings:</b> 1x a week.</li> <li>• <b>SBST:</b> Weekly.</li> <li>• <b>Student-run peer mediation program:</b> As needed.</li> <li>• <b>9th Grade Fire Side Chats:</b> In December.</li> <li>• <b>11th Grade Fire Side Chats:</b> In February.</li> <li><b>Grade on-track, off-track</b></li> </ul>
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		<p>level and facilitates grade-wide interventions</p> <ul style="list-style-type: none"> <li>● <b>SBST:</b> Regular school based support team meetings to plan for neediest students</li> <li>● <b>Attendance Team:</b> Monitors student attendance and does home visits for LTA students.</li> <li>● <b>Student-run peer mediation program</b></li> <li>● <b>9 th Grade Orientation</b></li> <li>● <b>11 th and 12 th Grade Fire Side Chats</b></li> <li>● <b>12 th Grade on-track, off-track, and slightly off-track meetings</b></li> <li>● <b>Boys Group –</b> psychotherapeutic groups for select boys with severe academic and social underachievement</li> </ul>		
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		<p><b>Council for Unity</b></p> <ul style="list-style-type: none"><li>• <b>FEGS Counseling Services</b></li><li>• <b>Mandated Counseling – counseling</b></li></ul> <p>provided by social worker for IEP</p> <p>students with mandated counseling</p>		
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**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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

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

participate in external PDs and workshops, including leadership, mentoring training, discipline-specific, classroom management, and curricular design, etc.

## **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).

As a small school, staff collaboration has been a foundational practice of Bronx Lab since its inception. Departments, grade teams and advisory teams are all given time for weekly or bi-weekly meetings while grade level teaching teams meet to plan and develop curriculum.

Department Chair meetings to determine staff-wide PD around state standards (including instructional strategies, Habits of Mind development, Evidence-Based Claims curricular development). Department meetings to further develop CCSS units. Teacher-Lead Teacher observations and meetings to support implementation of CCSS units

External PDs on CCSS-aligned practices

## **Part 3: TA Schools Only**

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

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

### **3b. TA Coordination with the Regular Program**

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

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

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

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

In May 2014, Bronx Lab School became a Consortium school, which provides us the opportunity to teach students fundamental skills that will prepare them for college, career, and life. Skills such as critical thinking, habits of mind, and life-long skills of high level reading, writing, research, and problem solving. To achieve this, staff collaboration has

been a fundamental part of how Bronx Lab school makes decisions regarding the use and selection of assessments for our students. And, as we make the shift to a Consortium school, the school-wide use of Consortium rubrics, our initial steps to create departmental vertical alignment by making sure that all grade levels design diagnostics, Gatewat2 and Gateway4 around the Consortium rubric. To improve students outcomes, develop teacher instructional practices, and to create a sustainable instructional framework, it's important that:

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

Decision made by individual teachers on observation schedule that will best help them inform and improve their instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	434,597.00		

Title I School Improvement 1003(a)	Federal	16,979		
Title I Priority and Focus School Improvement Funds	Federal	83,119	X	pgs 10-23
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,629,317.00		

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

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

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

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

- 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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP)**

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

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

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

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning;

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

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

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

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

- Bronx Lab School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

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

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

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

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

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

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

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

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

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

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

- Organizing active parent outreach via Bronx Lab School parent coordinator and staff
- Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff

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

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

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

- Regular parent meetings
- Regular SLT meetings
- Letters and newsletters sent home to parents

- Frequent phone calls from teachers and school administrators to parents, via Bronx Lab School’s distributive counseling model

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

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

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

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

**<!--[if !supportLists]-->I. <!--[endif]-->School Responsibilities**

**The Bronx Lab School will:**

1. Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State’s student academic achievement standards and matriculate into college.
2. Communicate regularly with parents regarding student achievements, progress and concerns.
3. Inform parents of students’ academic progress on a regular basis by:
4. Disseminating progress reports in October, December, February, and May.
5. Holding parent-teacher conferences in October and March.
6. Providing an annual report of students’ progress toward graduation.
7. Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Jazz

Concerts, Internship Presentations, Talent Shows, Awards Assemblies and Grade-wide Celebrations).

8. Inform parents of school-wide events, parent events, and PA meetings through email, phone calls, newsletters, and personal outreach. All communication from the school will be in an understandable and uniform format, including alternative languages and formats, to the extent possible.

9. Involve parents in the planning, review, and improvement of school-wide programs.

10. Hold an annual parent meeting to inform and explain the school's participation in Title I, Part A program. The meeting will include information about the requirements for participation in the Title I, Part A program. The school will convene the meeting at a convenient time, and will offer a flexible number of additional parental involvement meetings to include as many parents as possible.

11. Provide parents with reasonable access to staff through email, phone and face-to-face meetings.

12. Offer parents opportunities to volunteer, observe, and participate in classroom activities.

13. Promote a culture of respect among students and staff by upholding norms for appropriate behavior and dress.

14. Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.

<!--[if !supportLists]-->I. <!--[endif]-->**Parent/Guardian Responsibilities:**

**Parents will:**

1. Ensure his/her child's timeliness and daily attendance.

2. Inform the school of any planned absences, tardiness, or changes in phone number and address.

3. Ensure his/her child comes to school prepared with the materials necessary to learn.

4. Check in with his/her child regularly regarding assignments and preparation for exams.

5. Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.

6. Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.

7. Encourage his/her child's participation in enrichment programs.

8. Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly

reading or listening to all school communication

<!--[if !supportLists]-->II. <!--[endif]-->**Student Responsibilities:**

<!--[if !supportLists]--> <!--[endif]-->attend school regularly and arrive on time;

<!--[if !supportLists]--> <!--[endif]-->come to school prepared with the materials necessary to learn

<!--[if !supportLists]--> <!--[endif]-->complete his/her homework and submit all assignments on time;

<!--[if !supportLists]--> <!--[endif]-->follow the school rules and be responsible for his/her actions;  
<!--[if !supportLists]--> <!--[endif]-->show respect for self, other people and property;  
<!--[if !supportLists]--> <!--[endif]-->make efforts to resolve disagreements or conflicts peacefully;  
<!--[if !supportLists]--> <!--[endif]-->seek support from school during periods of conflict, crisis, personal needs;

- always try his/her 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>Bronx Lab School</u>	DBN: <u>11x265</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>  </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>  3  </u>
# of certified ESL/Bilingual teachers: <u>  1  </u>
# of content area teachers: <u>  2  </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: During the regular school day, ELLs are programmed for heterogeneous, freestanding ESOL classes to better accommodate ELLs course programming for NYS graduation requirements. The ESOL courses provide sheltered instruction in non-fiction literacy and expository writing in themes which align to their History and English Language Arts courses. Native Language Support is offered to all ELLs at a ratio of 25% NL to 75% Target Language - English. The Title III Instructional Programs focus on two overarching themes: World Cultures and Academic Literacy Enrichment. Ms. Bibi F. Hussain-Santana, a NYS certified TESOL teacher, runs the various programs after school and on Saturdays. The language of instruction is English with students using native language to support understanding and promote communication.

Instructional Activity #1: After School Program in World Cultures & Academic Literacy Enrichment November 2014 - May 2015 1 teacher x 1 hour a week x 20 weeks =

20 hrs Friday 3:30pm-4:30pm Instructor: Bibi F. Hussain-Santana, ESOL Teacher

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

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

1 ESOL Teacher x 4 hours x 4 trips = 16 hours Instructor: Bibi F. Hussain, ESOL Teacher Language of Instruction: English

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

Saturday, 3/28/15 10am-2pm The Metropolitan Museum of Art, Cloisters: Life in Medieval Times

Saturday, 4/25/15 10am-2pm National Museum of the American Indian: Pre-Columbian Cultures in North America

Saturday, 5/30/15 10am-2pm Tenement Museum and El Museo del Barrio: Immigration in New York City

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

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

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

5pm 1 ESOL Teacher x 1.5 hour a week x 20  
weeks = 30 hours 1 Content Teacher x 1.5 hour a week x 20  
weeks = 30 hours The program is open to all 34 ELLs in grades 9-12.

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

Instructional Activity #4 Academic Literacy Enrichment Program From November 2014 - May

2015 Tuesday 3:30-  
5pm 1 ESOL Teacher x 1.5 hour a week  
x 24 weeks = 36 hours Program is open to all 34 ELLs at BLS in Grades 9-12.

Bibi F. Hussain-Santana, the ESOL teacher, will teach a Literacy Enrichment course open to all BLS ELLs but targeted for: ELLs with IEPs (40% of the BLS ELL Population) and SIFE (12% of the BLS ELL Population). Each ELL sits for a Reading Diagnostic three times a year. All ELLs who demonstrate a reading level below the 5<sup>th</sup> grade are strongly encouraged to participate in the Literacy Enrichment Program. This year 20 of ELLs in grades 9-12 will attend one session 90-minute a week for Literacy Enrichment. The program will provide enrichment opportunities to practice reading comprehension strategies through various learning modalities, the Wilson Just Words and Read 180 programs. Read 180 was previously purchased by the school using a grant to address literacy skills for Latino students. Read 180 is only used in the afterschool Title III Program. Wilson Just Words Reading Program is a literacy program which incorporates tactile and kinesthetic strategies to enhance reading skills for students with learning disabilities. Studies conducted at the Center for Cognitive Brain Imaging at Carnegie Mellon University, used MRI to gauge the effect of direct literacy instruction on the brain. The study found that, with direct instruction, the brain of a struggling reader could be permanently rewired to function similarly to the brain of a proficient reader. The 2008 Carnegie Mellon study found the Wilson Reading System was one of the programs selected to be used to provide the direct instruction which affect neuroplasticity and reading proficiency. It will be used solely in the Title III afterschool Literacy Enrichment Program for ELLs who have IEPs, have been classified as SIFE, and demonstrate a 1<sup>st</sup> - 5<sup>th</sup> grade reading level.

**Part C: Professional Development**

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

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

Begin description here: Study Group Total = 12  
hours

1 Administrator x 1 hour x 3 sessions = 3 hours 1 TESOL  
Teacher x 1 hour x 3 sessions = 3 hours 1 Special Education  
Teacher x 1 hour x 3 sessions = 3 hours 1 History Teacher x 1 hour x 3  
sessions = 3 hours

### Part C: Professional Development

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

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

ELLs Wednesday, 5/20/15

3-4pm Generating Tiered Questions & Determining Wait Time for ELLs of All

Proficiencies

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

Bibi F. Hussain-Santana, ESOL teacher, collaborates with Special Education and content teachers to collaborate on: acquiring resources, developing scaffolding strategies, planning and implementing entry points and generating differentiated assessments for ELLs. Sarah Frese (9th Grade Humanities) of the Special Education Department, and Rachel Apple (9th Grade Global) of the History Department will participate in a professional learning team discussing various entry points, reviewing methods of differentiated informal assessments, and scaffolding content for ELLs in an inclusive setting. The Study Group will meet one Wednesday a month from 3-4pm from February 2015 to April 2015. This group will include three teachers - one ESOL, one Special Education teacher, and one History teacher. Teachers are asked to use the time between the sessions to implement the strategies developed in the study group, conduct intervisitations and share findings with the group members via email. The primary text for the Study Group will be Classroom Instruction That Works with English Language Learners by Jane Hill and Kathleen Flynn with its accompanying Facilitator's Guide. There will be opportunities to focus on professional text excerpts from: The Skillful Teacher: Building Your Teaching Skills by Jon Saphier and Mary Ann Haley-Speca; Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College by Doug Lemov and Norman Atkins; Teach Like a Champion Field Guide: A Practical Resource to Make the 49 Techniques Your Own by Doug Lemov; Scaffolding Reading Experiences for ELLs by Fitzgerald and Graves 2004; and When Kids Can't Read, by Kyleen Beers. Critical Friends tuning protocols and informal discussions around experiences of success and struggles will be a significant component of the Study Group. These professional texts were selected because research tells us that when students have the academic language scaffolded for them, there are dramatic increases in learning. (Jim Cummins, University of Toronto). As a professional study group, we will explore the kinds of instruction that will fully promote English Language Learners linguistic and academic potential. Another reason we selected this focus is to help teachers construct creative links between theory and practice, while providing the opportunity to discuss what works and what does not with colleagues. Content and Special Education teachers are also invited to all appropriate professional development opportunities provided by Department of English Language Learners and Support Services (DELLSS).

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parent Workshops 20

hours

1 TESOL Teacher x 2 hour x 5 Workshops = 10

hours

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

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

### Part D: Parental Engagement Activities

Learners prepare at home for the Regents, PBATs and NYSESLAT?	12/18/14 6-8pm How Should English Language Learners
Test Modifications for English Language Learners? How to Help Your Child Study at Home.	1/15/15 6-8pm What are the
at Home for English Language Learners	3/19/15 6-8pm Promoting Literacy
How to Practice Math at Home for English Language Learners	4/23/15 6-8pm
English Language Learners	5/21/15 6-8pm Summer Learning Opportunities for

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

### Part E: Budget

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

Allocation Amount: \$11,200.

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

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

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

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

### 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 <b>Sarah Marcy</b>	Assistant Principal <b>Orville Ingram</b>
Coach <b>Christine Bernard</b>	Coach <b>Jacob Prairie</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Lisa Pietrangolare</b>
Teacher/Subject Area <b>Gina Machado, Spec Ed</b>	Parent <b>Carol Notice</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Angela Contreras, Family Asst</b>
Related-Service Provider <b>Serena Paredes</b>	Borough Field Support Center Staff Member <b>David Walsh</b>
Superintendent <b>Kathy Pelles</b>	Other (Name and Title) <b>type here</b>

### 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 <b>not</b> 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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> 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)	481	Total number of ELLs	36	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	6	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<b>Long-Term</b> (ELLs receiving service 7 or more years)	11

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	
<b>TBE</b>	0									0
<b>DL</b>	0									0
<b>ENL</b>	36	4	0		2	0		0	10	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
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### 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										14	9	9	1	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	1	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	1	1	0	0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										2	1	2	0	0
<b>Emerging</b> (Low Intermediate)										2	1	2	0	0
<b>Transitioning</b> (High Intermediate)										2	1	2	0	0
<b>Expanding</b> (Advanced)										4	3	1	0	0
<b>Commanding</b> (Proficient)										3	0	1	1	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										0	0	1	0	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										11	9	7	5	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	11		4	
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
Government				
Other <u>Sci PBAT</u>	6	2	6	2
Other <u>US PBAT</u>	7	3	7	3
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.  
 Scantron Performance Series is used to assess students reading levels to determine the level support needed. Most incoming ELLs enter with a 4<sup>th</sup> grade reading level and most incoming ELLs with an IEP enter with a 3<sup>rd</sup> grade reading level. All 36 ELLs receive some directed instruction from the ESL teacher who conduct close reading activities to support those reading below grade levels. Other instructional strategies, such as use of visuals, kinesthetics, tactil, and scaffold instructions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of our Long Term ELLs are stduents with disabilities who receive services as per their IEP. Based on the NYSESLAT data, these Long Term ELLs tend not to move up in proficiency levels from year to year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)  
 Use of the AMOA data tool is essential to our school programing team. The school makes every effort to utilizeze data from this report to support programming of students in classes, such as English and Social Studies, and the Special Education team to ensure alignment with programming ELLs with disabilities:
- 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?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We are a Consortium school with waivers for the Regents exams in Math, Science and History. Our students only take the English Regents in the 11<sup>th</sup> grade. The Performance Based Assessment Tasks (PBAT) are used in place of Regents Exams. Our 11<sup>th</sup> Graders take the Science and History PBAT's while our 12<sup>th</sup> graders take the Math PBAT. Pattern across performance indicated that every ELL in the 11<sup>th</sup> and 12<sup>th</sup> grades who attempted a PBAT, passed. The majority were able to complete the research papers and oral presentations in English.

During our transition year from Regents to PBATs our ELLs appear to experience success by being able to work on projects and present in their native language.

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*.]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Students' new language development are supported in heterogeneous free standing ENL classes where students of different levels receive instruction. In these heterogeneous free standing ENL classes, students receive leveled reading to enhance their language development.
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?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We consider the movement in Proficiency levels using the NYSITELL and the NYSESLAT. We also look at credit accumulation for our ELLs.

## 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.

The families of new admits to the NYCDOE complete the HLIS (in their native language if available) and are given a tour of the school. New students are given an oral interview by a multilingual staff member who speaks their native language in both their native language and then in English. These students then take the NYSITELL within ten days of admission. The HLIS parent interview is done in the parent's preferred language of communication. The formal assessment pages are scanned and the results are logged by the ENL teacher.

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

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

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

2. 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).  
Paste response to question here:
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).  
Continued Entitlement letters are mailed home in September, and Entitlement letters throughout the year upon being newly admitted and determined to be an ELL. A copy of these letters is kept in the ELL Compliance binder, which can be found in room 406, Orville Ingram's office, the Assistant Principal. The ELL Coordinator is responsible for ensuring the timely return of the Parent Survey and the Program Selection forms. As these documents are submitted, copies are made and filed in students' cumulative folders. The originals

are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ELL coordinator. A check-list of all students is kept in the binder and students are checked off as the Parent Surveys and Program Selection forms are returned.

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

Language Proficiency Team members:

Administrator

Certified ENL/bilingual/LOTE teacher

Director of special education

Student's parent/guardian

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.  
Within five days of administering the NYSEITELL, the result is scanned and scored and parents are notified by administrative staff via phone call and letter home in parent's preferred language of communication. The enrollment and notification process is overseen by the Assistant Principal, Orville Ingram and the ESL coordinator, Bibi Hussain.
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 enrollment to the school, parents are informed during the Parent Orientation Process which happens within five days of enrollment. During this orientation and through letter home, parents are informed of their right to appeal ELL status within 45 days. The notification process is overseen by the Assistant Principal, Orville Ingram and the ESL coordinator, Bibi Hussain.
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.  
Within five days of enrollment, the school makes outreach to parents by phone and mail in parents preferred language of communication to invite them to a Parent Orientation. During this Parent Orientation, parents are shown the NYCDOE video regarding all TESOL program choices in NYC. The video is shown in English and in the families' native language. If the native language is not available the Translation Unit is called to assist. The orientation is conducted by a licensed pedagogue, usually a bilingual pedagogue--Bibi Hussain or Yeslan Hernandez.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The school makes every effort to have the Parent Surveys and Program selection forms completed upon enrollment by parents during the Parent Orientation. If Parent Surveys and Program selection forms are completed during the orientation, the forms are returned immediately to school. Otherwise, the school conducts outreach to parents via phone call home, Robo calls through school messenger, and by postal mail to ensure timely return of these forms. The school administrative staff, supervised by Orville Ingram, conducts these outreach to parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The school monitors the receipt and completion of Parent Surveys and Program selection forms by:
  1. Maintaining record of all Parent Surveys and Program selection forms distributed
  2. A check-list of all students is kept in the binder and students are checked off as the Parent Surveys and Program Selection forms are returned.
  3. As these documents are submitted, copies are made and filed in students' cumulative folders. The originals are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ELL coordinator.
  4. When Parent Surveys and Program selection forms are distributed and not returned, the school conducts outreach to parents via phone call home, Robo calls through school messenger, and by postal mail to ensure timely return of these forms. A school administrative staff and ESL Coordinator, Bibi Hussain, supervised by Orville Ingram, conduct this outreach to parents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are distributed either during the parent orientation or through postal mail, or to parents directly. The school administrative staff or ESL coordinator would distribute during parent orientation or make outreach to parents about placement notification and distribute forms accordingly.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ELL documents are copied and filed in students' cumulative folders. The originals are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ELL coordinator.
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.

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. Letters are mailed home and calls are made to families of every ELL to encourage attendance to each test administration day. A roster is created and attendance is taken for the administration of every subtest of the NYSESLAT.

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

Paste response to question here:

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).

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.  
Instruction for ELLs is delivered in heterogeneous free standing ENL classes where students of mixed proficiency levels receive instruction by a license ENL teacher. In these heterogeneous free standing ENL classes, students receive leveled reading to enhance their language development.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
All students are carefully programmed to be certain they have the mandated number of ENL and ELA instructional minutes each year with Entering ELLs getting a minimum of 540 minutes of ENL/ELA per week, Emerging ELLs 360 minutes of ENL/ELA per week, Transitioning and Expanding ELLs 180 minutes of ENL/ELA and 90 minutes of ENL/ELA per week for Commanding ELLs. In addition, the content area teachers are trained in language development and ENL methodologies.
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.  
All students take math, science, social studies, and ENL and/or English every year. The medium of instruction is English, but the students are encouraged to use their native language to access content. Materials such as bilingual dictionaries and resource are available in students' native languages. Students complete two Gateways each quarter, one is project based and the other is a Regents aligned assessment, to ensure that students have attained mastery in content and skill. Teachers use clearly defined learning objectives for each lesson which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on content literacy in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers model instructional conversations that provides oral language practice for ELLs and help deepen students' conceptual frameworks for comprehension.

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

Students are supported in their NL throughout the year with texts and technology. ELLs are allowed the complete their Gateways, project based assessments, in their NL for courses other than English and ESL. The ESL teacher works closely with the school librarian who collaborates with the New York Public Library to ensure students have access to texts and resources in their NL and in English appropriate for their current reading level.

Students are evaluated in their target language, English, throughout the year with the Performance Series Diagnostic Assessments and Gateways in all courses.

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

Students are administered the Performance Series Diagnostic in Reading and Language Arts each quarter and the results are shared with the students to establish learning goals for the next quarter. One-on-One Conferences with the ESL teacher are an integral component of assessing students acquisition of all four modalities. Students are also registered for Duolingo, an online language program which offers lessons and tests in speaking, listening, reading and writing in English, and their progress is tracked by Ms. Hussain.

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

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

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

b. ELLs with less than three years in US schools are enrolled in ENL classes according to their results of the NYSITELL or the NYSESLAT. All students are enrolled in core courses with speakers of the target language to facilitate acquisition through immersion. The Advisory system and smaller ENL classes provide support as newcomers acclimate to BLS and New York. The ENL teacher provides support in all core subjects in the high frequency, native language of Spanish.

c. Students receiving services four to six years are enrolled in full mainstream courses in addition to a sheltered instruction class in content literacy with the ENL teacher. Students are also receiving academic counseling from the Guidance Counselor and their Advisors, while content area teachers offer Office Hours to provide additional support.

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

7. 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.

Students who are re-identified as ELLs as then programmed for ENL services.

**Chart** 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?

Teachers at BLS use clearly defined learning objectives which are shared with students in order to provide a focus for purposeful teaching and learning. Language objectives include targeted key vocabulary, language structures, forms and function. BLS teachers promote literacy across the curriculum and there is an intentional focus on academic language in all classrooms. As the basis for instruction, teachers explicitly link concepts to students' backgrounds and experiences. Teachers help students make conscious links between their experiences and content of the classroom. Teachers are offered professional development in the 16 Habits of Mind to enhance their instruction. Access points for the content areas are created utilizing NL textbooks, leveled reading materials, videos, hands on experiments, peer support, and instructional field trips. The ESL courses are heterogamous free standing classes to better accommodate ELLs course programming for NYS graduation requirements and mandated Special Education services.

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?

Most ELLs with are in the least restrictive environment which is ICT, with direct or indirect SETTSS provided when necessary.

Given a majority of our current ELLs have IEPs, the ESL teacher collaborates with the the Learning Support/Special Education Department and English Department to ensure the continuous communication of mandates, services and needs of all ELLs with IEPs. The ESL teacher collaborates with these departments and meets with teachers to share strategies to meet the unique needs for ELLs with cognitive delays in the least restrictive environment. ELLs with IEPs are enrolled in a content literacy class with the ESL teacher to provide a comprehensive support program in order to ensure academic success. The Learning Support Department works with the programmer and the ESL teacher to create flexible scheduling to ensure every ELL with an IEP is offered the services s/he needs for every area in the least restrictive environment. Bronx Lab offers a ICT in all grades for all content areas, SETSS, Speech Therapy, Counseling and transitional services. The variety in programming allows all ELLs with disabilities to enroll in the required courses they need to attain a NYS high school diploma.

### 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)
<b>Chart</b> 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

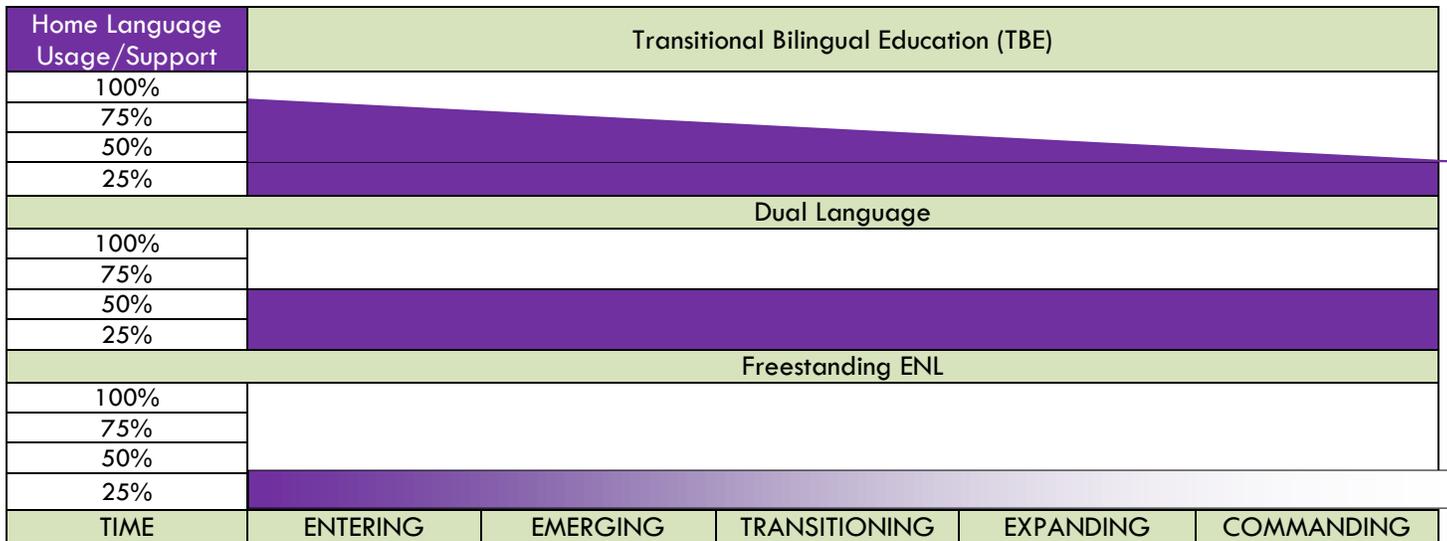


\*Note: “other approved services” does not apply to New York City at this time.

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.  
Our targeted intervention programs are focused on improving the literacy skills and Regents performance of all students, ELLs are a priority sub-population given the challenge of acquiring content knowledge in the target language. Services are offered in English during the day, imbedded into students' individual programs. After school homework and project assistance is provided in Spanish with the ESL teacher and in English with the Learning Support Team and content area teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of academic language development. Students are offered transitional services in the form of tutoring sessions after school with the ESL teacher and content literacy classes. In addition, all Bronx Lab staff use instructional practices that promote academic language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?  
High interest, relevant nonfiction engages ELLs and reinforces academic vocabulary and taps into prior knowledge required for academic success. Visual entry points help students build background knowledge and develop mental models to support the abstract concepts and text. Technology such as: Khan Academy, Duolingo, Pearson Video Tutor, Side by Side; provide opportunities for repeated oral reading practice. Oral language development and academic language strategies are integrated into the teaching materials and engage students with response tasks. Multi-cultural content makes the program relevant to students from diverse backgrounds. Audiobooks allow students to read along with examples of modeled fluent reading.
13. What programs/services for ELLs will be discontinued and why?  
Program changes have been made to align with the new CR Part 154 where most services are provided in the content classes versus an entirely stand alone program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Teachers work in teams, the content area specialist, Special Education teachers and the ENL teacher to provide instruction throughout the day.
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.  
The ENL teacher works with ELLs in grades 9-12 during the after school Title III Program. Students receive additional support in their academic reading and writing skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In content area classes, students are encouraged to use their native language and use the bilingual materials, such as dictionaries and glossaries to support learning content.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All courses, interventions and after school enrichment programs are age and grade appropriate. We use a wide array of resources in our school including teacher-made materials, trade books at many reading levels, and a variety of non-text, hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.
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).  
We have new student orientation both in late August. New students attend a three day bridge class to familiarize themselves with school rules and customs. In addition we also have Advisory classes which provide students more personalized academic and social emotional support. The new students are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. Elective classes are offered to all students on a first come, first served basis. ELLs at BLS have access to all programs in the school. They have the choice of selecting their after school clubs and programs.
19. What language electives are offered to ELLs?  
Spanish as a Foreign Language is made available to students.
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)?

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.)  
Every Wednesday afternoon, Bronx Lab faculty receives Professional Development in. All teachers are trained in the use of effective instructional strategies to provide support for all students, as well as intervention and support strategies for ELLs and Students with disabilities in mainstream classrooms. Teachers learn instructional practices that help make content more accessible and comprehensible for ELLs. Teachers share practices and resources that have proven effective in teaching ELLs and ELLs with IEPs.
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?  
The ESL teacher participates in the Wednesday Afternoon Professional Development sessions which include: Understanding the Common Core Learning Standards, Utilizing Understanding by Design, 16 Habits of Minds, Depths of Knowledge, and Project Based Assessments. The ESL teacher meets monthly with Orville Ingram, Assistant Principal, to further develop these areas of training with a specific focus on creating curriculum and learning opportunities for ELLs. Ms. Hussain and Mr. Ingram have attended NYCDOE training sessions which specifically address the legal requirements and needs of ELLs. They also meet with the ELL support liaison from Network 106.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our ESL teacher and Special Education teachers lead training sessions with a special focus on students whose first language is not English and students transitioning from other cultures into the BLS community. Our Guidance Department and Office of College Placement provides training for staff on how to support students with the academic and social emotional challenges of transitioning from middle school to high school and high school to college. All students participate in Advisory each day to address character development, social emotional support and academic counseling. Advisors are trained to review student transcripts and analyze academic performance by calculating their GPA and ensuring they are taking the required courses needed for graduation. Advisors are taught to engage students in activities to address skills for college through a College Awareness curriculum that focuses on financial, academic and social-emotional components of the college experience.
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.  
The faculty is taught the most common characteristics of ELLs and strategies for creating an inclusive classroom environment for ELLs in order for them to engage in learning content with their peers. The ESL teacher shares techniques to scaffold and modify instruction for ELLs, QTEL activities, ways to differentiate Gateways, Bronx Lab project based assessments, for ELLs. The faculty is also informed of the test modifications that all current and Transitional ELLs are entitled to for the first two years after earning a Proficient on the NYSESLAT. The ESL teacher also shares resources to communicate with parents, such as the Translation and Interpretation Unit services and members of the school community that could provide translation services. The Learning Support/Special Education Department Chair shares strategies, informs teachers of test modifications listed on students' IEPs, trains teachers in using SESIS and creating Progress Reports for students with disabilities. The ESL teacher and Special Education teachers work together with content area teachers to address the unique needs of ELLs and ELLs with disabilities.

### 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?

We have an established Parent Association (PA) that supports the school in parental outreach. Five of our parent members serve on the SLT and provide suggestions to school leaders. The Assistant Principal and Family Worker (a Spanish native speaker), have led the effort to increase ELL parent involvement. Our parent participation has gradually increased over the past few years. At least a third of our families list Spanish as their Home Language all correspondence to parents is translated to Spanish, including emails, fliers and School Messenger phone announcements. We are making an effort to increase the participation of parents of ELLs and events/activities are planned, we ensure provisions are made for interpretation and translation by our bilingual staff or access through DOE Translation Unit.

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.

Records for annual individual meetings parents of ELLs are kept in a folder in the main office with the Family Worker, and a copy is kept in the ELL binder by the ELL coordinator. The school conducts outreach to parents via phone call home, Robo calls through school messenger, and by postal mail as needed. A school administrative staff and ESL Coordinator, Bibi Hussain, supervised by Orville Ingram, conduct this outreach to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school has a robust family and community engagement team led by the Assistant Principal and the Family Worker. They ensure that school communication to families of ELLs are translated in the preferred languages well as phone calls home and Robo calls are communicated in preferred languages. For school events and activities, the school ensure proper translation support is available to ELL families. ELL families are also invited and invlved in the Parent Association meetings and activities, such as our past Thanksgiving Celebration and our upcoming family bingo night.

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

The school partners with Mosholu Montefiore Community Center

to offer parents workshops and information sessions on how to help their children be successful at BLS, in college and their careers. We also provide parent workshops in collaboration with Wilmer Hale which offers free legal consultations in immigration, housing, public assistance and various other issues. All workshops are conducted in English and Spanish.

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

Parents' needs are determined through the analysis of our DOE Parent Surveys. During the first Parent Association meeting of the year, parents are asked to complete a survey to assess the demand for workshops for the school year. Advisors also maintain open and continuous communication with individual parents to ensure student progress and that the needs of the parents are addressed.

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

We have offered workshops about graduation requirements, supporting schoolwork at home, and accessing resources. We have had sessions to register and train parents in using our online grading system Skedula. These workshops have helped parents better assist their children. The workshops have proven successful in helping ELL parents become familiar with resources and the transition to the BLS community. All workshops a training sessions are conducted in English and Spanish.

### 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: **Bronx Lab School**

School DBN: **11x265**

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)
Sarah Marcy	Principal		9/11/15
Orville Ingram	Assistant Principal		9/14/15
Angela Contreras, Family Asst	Parent Coordinator		9/14/15
Bibi F. Hussain	ENL/Bilingual Teacher		9/14/15
Carol Notice	Parent		9/14/15
Gina Machado	Teacher/Subject Area		9/14/15
	Teacher/Subject Area		
Christine Bernard	Coach		9/14/15
Jacob Prairie	Coach		9/14/15
LisaPietrangolare	School Counselor		9/14/15
Kathy Pelles	Superintendent		9/14/15
David Walsh	Borough Field Support Center Staff Member _____		9/14/15
Serena Paredes	Other <u>Related Service Prov</u>		9/14/15
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 11X265**      **School Name: BRONX LAB HIGH SCHOOL**  
**Superintendent: Kathy**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Bronx Lab School ask all families to complete NYC DOE Language Preference Survey to determined preferred language for both oral and written communication. Based on the NYC DOE Preferred Language Survey and ATS Home Language Report, we have determined the English and Spanish are the dominant languages of our families. For languages other than English and SPanish, NYC DOE Translation Unit is called. The administrative support staff and social worker are bi-lingual and are used to facilitate language interpretation on a consistent basis. Also, annual updates of Student Emergency Contact Cards help assess family language needs. For students newly admitted to DOE schools, a trained pedagogue administers the Home Language Identification Survey (HLIS). After HLIS and/or preference survey are complete, the Family Assistance updates the student's biographical information in ATS.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English  
Spanish]  
French  
Bengali  
Albanian  
Fulani

Haitian Creole  
Afrikaans  
Urdu  
Cantonese  
Chinese/Any  
Hausa  
Mandika (AKA Mandingo)  
Slovak  
TWI  
Wolof

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Opening Welcome Letter--September  
Parent-Teacher Conferences--Sep 17, Nov 5, Nov 7, Mar 26, Mar 27, May 7  
Curriculum Night--October  
Parent Teacher Association Meetings--September  
Montefiore Clinic Services--September  
Title III Enrollment Forms--October  
School Leadership Team meeting dates--September  
School Calendar--October  
TESOL Entitlement Letters--Septembers  
NYSESLAT testing dates--March  
Project Based Assessment Tasks (PBAT) Dates--January and June  
Extra-curricula Activities/Afterschool Programs--October  
Promotion In-Doubt Letters--January and March  
School messenger emails and texts--Daily  
TESOL Information Brochures--October  
TESOL Parent Program Selection--upon enrollment  
FEGS Social Services flyers and brochures  
WilmarHale Law Firm flyers for free legal support

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

IEP Meetings  
Parent Teacher Conferences  
PTA Meeting  
SLT Meetings  
Curriculum Night  
TESOL Orientation  
Financial Aid night  
Senior Parent Meeting  
College Advising Conferences  
Guidance Counselor conferences and calls home  
Mediations  
Social Worker Conferences and calls home  
Dean of students conferences and calls home  
Open Houses  
Parents requesting Face-to-face letters  
Discharges  
Enrollment and transfers  
Attendance conferences/meetings  
Peer Group Connections (PGC) Parent Night

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

A portion of the \$1,830 allocated to the school has been set aside to pay per session to translate emails, letters, flyers, meetings, and conferences for Spanish speaking families by our Administrative Support Staff. Teachers and the Administrative Support Staff are also paid to provide translation services during evening parent meetings and conferences. For low frequency languages, we use the services from the Translation and Interpretation Unit, Spanish Teacher, ESOL, and Social Worker all provide additional translation support.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be notified of translations services and over-the phone services via email, and announcements during Faculty Meetings.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have the Language Access Guide and Welcome posters posted in front of the main office. Notices are also created at our Parent Welcoming Table for our Parent Teacher Conferences and Curriculum Night.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our Family Assistant and ESOL Teacher will work collaboratively to implement and monitor our translation services to parents. Administration will ask for regular updates to ensure fidelity in our procedures and at year end conduct Language and Interpretation surveys through our PTA, Parent Teacher Conferences, and parent surveys.