



NYC LAB MIDDLE SCHOOL FOR COLLABORATIVE STUDIES

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M312
ADDRESS: 333 WEST 17TH STREET
TELEPHONE: 212-691-6119 EXT 4222
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 312 **SCHOOL NAME:** NYC Lab Middle School for Collaborative Studies

SCHOOL ADDRESS: 333 West 17th Street

SCHOOL TELEPHONE: 212-691-6119 ext 4222 **FAX:** 212-691-6219

SCHOOL CONTACT PERSON: Megan Adams **EMAIL ADDRESS:** madams@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jonathan Levine

PRINCIPAL: Megan Adams

UFT CHAPTER LEADER: Sanford Cargile

PARENTS' ASSOCIATION PRESIDENT: Caroline Eichman and Igor Lamser

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

NYC Lab School for Collaborative Studies is a screened middle school. Our academic program features a Special Education Inclusion model. We are a mission-driven school; our mission guides all facets of teaching and learning at Lab.

Inspired by the power of collaboration, the Lab School challenges students to soar intellectually and to act bravely in our complex world community. In living our mission, we:

- Embrace students from diverse backgrounds who demonstrate a passion for learning;
- Provide a full inclusion program that celebrates the gifts of all students;
- Nourish each student socially, emotionally, physically, and academically;
- Support students with a humanistic curriculum along a seven-year arc of reflective inquiry;
- Guide students to empathy through understanding;
- Develop students' ability to articulate their wisdom in the interconnected languages of the arts and sciences;
- Sustain the enjoyment of learning for all members of the school community by adhering holistically to tenets of our philosophy: Academic Rigor; Compassion; Diversity and Pluralism; and Collaboration.

Collaboration is the key element upon which all of our academic work rests. Students are expected to work in groups, to be reflective of their own and of others' work, to take responsibility for advocating for their own needs and the needs of others, and to support the school community by seriousness of purpose, ongoing engagement and kindness to all.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

Trends	Data
<p><u>Communication</u></p> <p>As a school community we continue to improve and change our internal and external communication systems. Over the past year we have developed a new (more effective) web based system of communication. This includes a website, email blasts, blog and instructional pages. We have also developed a Google portal for our teachers to access. With these new structures in place we are now challenged to support our community in using these new tools. We also continue to struggle with our non-English speaking families (specifically in the Chinese community).</p>	<p><u>Learning Environment Survey 06-07</u> Communication Score of 6.1 out of 10 Lowest rating by teachers at 5.2</p> <p><u>Learning Environment Survey 07-08</u> Communication Score of a 6 out of 10 -0.1 change from 06-07 Lowest rating by teachers at 4.7 City Horizon Score: 37%</p> <p><u>Learning Environment Survey 08-09</u> Communication Score of a 7 out of 10 +1 change from 07-08 Parent score 6.9</p> <p><u>Learning Environment Survey 09-10</u> Communication Score of a 7.9 +1 change from 08-09</p> <p><u>Parent Town Halls in May 10</u> Improved Communication w/ new website</p>
<p><u>Academic Expectations – Goal Setting</u></p> <p>We have created a goal setting system for each child to have individualized learning goals. We have also worked in</p>	<p><u>Learning Environment Survey 06-07</u> Academic Expectations score of 7.1 out of 10 Lowest score by students at 6.7</p> <p><u>Learning Environment Survey 07-08</u></p>

<p>departments to better align and communicate our curriculum with families. We have also built in more extensive structures for teacher collaboration and co-planning time. All of this helps to improve our curriculum and student learning</p>	<p>Academic Expectations Score of 7.4 out of 10 0.3 change from 06-07</p> <p><u>Learning Environment Survey 08-09</u> Academic Expectations Score of 7.9 out of 10 0.5 change from 07-08</p> <p><u>Learning Environment Survey 09-10</u> Academic Expectations Score of 8.1 0.2 change from 08-09</p>
<p><u>Capacity Building and Development</u></p> <p>Teachers have expressed, and student academic points to, the need for professional development to support the learning needs of our academically diverse population. Principal observations and conferences with teachers have also reinforced this need.</p>	<p><u>CEP Accountability Snapshot 07-08</u> Qualification 32.4% more than 5 yrs teaching (-2.9% over 3 years) Qualification 70.3% more than 2 yrs teaching (20.3% over 3 years)</p> <p><u>Quality Review 07-08</u> Reviewer Feedback "Continue the leadership professional development"</p> <p><u>06-07 Progress Report</u> 48.7% score students making 1 yr progress ELA -0.01 change in student proficiency</p> <p><u>07-08 Progress Report</u> 51.1% score students making 1 yr progress ELA</p> <p><u>L.E. Survey 06-07</u> Teacher Engagement Score 5.8 Specific PD Questions scored 3.3, 3.3 and 3.5</p> <p><u>L.E. Survey 07-08</u> Teachers' Engagement Score 5.7 Specific PD Questions scored 3.3, 4.4 and 4.2</p>
<p><u>Systematized Data Structures</u></p> <p>Our Quality Review scores indicate the need to develop and implement systematized data structures. There is a desire within our school community to build structures that facilitate the sharing and analysis of student data. This is in alignment the need for more explicit communication around academic expectations.</p>	<p><u>Quality Review 06-07</u> 1 – Gather Data 1.1, 1.2, 1.3 1.4 – Proficient 5 – Monitor and Revise 5.2, 5.3, 5.4 – Proficient Reviewer Feedback "Enable teachers to make better use of data consistently"</p> <p><u>Quality Review 07-08</u> 3 - Align Instructional Strategy to Goals 3. 1, 3.3, 3.4 – Proficient Reviewer Feedback "Use PA system more systematically" "Use data more systematically...annual goals"</p> <p><u>Quality Review 08-09</u> The underlying theme was a need for consistent data</p>

	structures and goal setting systems
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SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1. Increase the number of students making academic growth on the ELA exam by 3% by June 2011.**
- 2. Increase the number of students in our school's lowest third making academic progress on math by 2.5%.**
- 3. 75% of teachers will indicate that they have received appropriate and relevant professional development on the 10-11 Learning Environment Survey.**
- 4. Increase our "Communication" survey score by 1 point on the 10 - 11 Learning Environment Survey.**
- 5. By June 2009, 100% (38) of teachers will be participating in the Inquiry process.**

SECTION VI: ACTION PLAN

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students making academic growth on the ELA exam by 3% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Structures and Outputs</p> <ul style="list-style-type: none"> • Academic Study Groups • Academic Intervention Services • Acuity Periodic Assessment System • Ongoing Humanities Department Meetings • Ongoing Inquiry Team Meetings • Ongoing Grade Team Meetings • 6-8 Grade ELA Curricula Articulation (with a writing focus) • School-wide Goal Setting System • School-wide Writing Reference Textbook <p>Professional Development</p> <ul style="list-style-type: none"> • ELA Content Professional Development • Professional Development in Differentiation • Directed Intervisitations <p>Special Education Coordinator working in CTT Sites</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • NYSTL allocation for book purchases • Grade and faculty meeting plan • Extended Day time • Circular 6 • Grade Team and Faculty Meeting Time
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formative</p> <ul style="list-style-type: none"> • ACUITY and Scantron Reports • In-class Assessments (tests, quizzes, projects) • Classroom Observations • Goal System <p>Summative Reports generated by ATS and ARIS documenting the results of the Math exam.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the number of students in our school’s lowest third making academic progress on math by 2.5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Structures and Outputs</p> <ul style="list-style-type: none"> · PD Curriculum - faculty meetings center around themes (sharing of best practices) and learning-walks · Math department builds partnerships with city math groups · Sharing the goal at town halls with students · providing Professional Development in math instruction. · Collaborative meeting structures, e.g. grade team, department, Inquiry Team · Comprehensive Intervisitation program · Academic study groups · Periodic Assessment system - ACUITY Tools · Individualized goal-setting systems · Math Team and Stock Market - Afterschool math programs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resource Allocation</p> <ul style="list-style-type: none"> · NYSTL allocation for book purchases · Professional Development through fundraising · Grade Team, Departments and Faculty meetings · Extended Day time · Circular 6
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formative</p> <ul style="list-style-type: none"> • ACUITY Reports • In-class Assessments (tests, quizzes, projects) • Classroom Observations • Goal System <p>Summative</p> <ul style="list-style-type: none"> · Reports generated by ATS and ARIS documenting the results of the Math exam.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>75% of teachers will indicate that they have received appropriate and relevant professional</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Outputs and Structures</p> <ul style="list-style-type: none"> · Directed walk-through observations of all classrooms on a regular basis. · Professional development opportunities utilizing DOE and city resources · Comprehensive inter-visitation program <p>Individualized professional development plans based on a reflective cycle</p> <ul style="list-style-type: none"> · Ongoing formal observation of teacher lessons · Professional learning communities focused on looking at and learning from student work · Year-long new teacher induction process
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resource Allocation</p> <ul style="list-style-type: none"> · Professional development opportunities offered by DOE Internal Services · Utilizing external partnerships (e.g. Math for America, university partnerships). · Circular 6 used for mentoring
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · Mid-year and end-of-year teacher reflections · Analysis of walk-through templates · Principal observations of classroom teaching and student work · Learning Environment Survey

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase our “Communication” survey score by 1 point on the 10 - 11 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use SchooHub and public website for primary communication • Weekly communications through “Gator Gab” and Principle Meg blog • Improved teacher- parent communications • Provide for the professional development of our Parent Support Office, which houses our Parent Coordinator. • Update and repair our school’s telephone system. • Designate a staff member to provide consistent switchboard coverage. • Implementation of a Homeroom-based communication structure.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resource Allocation</p> <ul style="list-style-type: none"> • Allocation to fund the creation, upkeep, and professional development around using the website. • A portion of the Parent Coordinator’s time will go toward participating in professional development. • Budget allocation for phone maintenance. • School aide (7 Hr) • Circular 6 as homeroom assignment • Resources towards Family Handbook
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · Parent feedback at quarterly Parent Town Hall Meetings · Results on the Learning Environment Survey · Teacher feedback at staff meetings · Website usage analysis

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% (38) of teachers will be participating in the Inquiry process.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Structures and Outputs</p> <ul style="list-style-type: none"> · Provide professional development for teachers · Redefine the purpose of a grade team structure · Integrate Inquiry Team work into daily classroom practice · Inquiry Team projects at the school-wide and grade team levels · ARIS Training for faculty and staff · Implement and inter-visitation system that features inquiry practices
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resource Allocation.</p> <ul style="list-style-type: none"> · Per Session for Inquiry Team · Faculty Meetings protected for Inquiry topics · Teacher schedules to allow for common meeting times · Sessions for ARIS Training - with Network Team
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · Interim progress reports from the Inquiry Team · Interim progress reports from the Grade Team · Mid-year and end-of-year teacher reflections around the Inquiry process

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	27	36	9	27	50	27	36	9
7	34	37	8	34	15	34	37	8
8	38	43	10	38	15	38	43	10
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K - 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 - 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 - 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week. Starting Over, a literacy program occurs after school during extended day sessions 1-3 times per week. Differentiated instruction in all humanities classes- Tier 1 Intervention Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team. Recommendations for improvement will be made & implemented based on student need
Mathematics:	Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week. Differentiated instruction in all mathematics classes- Tier 1 Intervention Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team. Recommendations for improvement will be made & implemented based on student need
Science:	Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week. Differentiated instruction in all science classes- Tier 1 Intervention Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team. Recommendations for improvement will be made & implemented based on student need
Social Studies:	Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week. Starting Over, a literacy program occurs after school during extended day sessions 1-3 times per week. Differentiated instruction in all humanities classes- Tier 1 Intervention Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team. Recommendations for improvement will be made & implemented based on student need
At-risk Services Provided by the Guidance Counselor:	Regularly scheduled individual counseling sessions, topic driven group counseling groups, arranging/ coordinating peer tutoring. Counseling sessions are provided both throughout and after the school day. Peer tutoring occurs either during student lunch periods, during extended day or after school.

At-risk Services Provided by the School Psychologist:	The school psychologist will offer clinical services, agency referrals and educational, social during the school day on an as needed basis to at risk students. This service will identify emotional, social and educational factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	n/a
At-risk Health-related Services:	n/a

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy

LAP Team

Megan Adams, Principal
Kelsey Collins, ELL Coordinator & ESL/Spanish teacher
Marilyn Coston, Parent Coordinator
Marlene Ellis, Pupil Accounting Secretary
Jamie Duzant, Data Manager
Jeanine Mastrangelo, Middle School Guidance Counselor
Christina White, Director of Student Services
Elina Edlyn, Speech Teacher

Teacher Qualifications

ESL services are provided by Ms. Kelsey Collins. She is fully certified and licensed in Teaching of English to Speakers of Other Languages. Shana Clavijo, Hortense DeCastro, Jessica Ordonez and Kelsey Collins are all Spanish as a Foreign Language Teachers. All teachers' licenses and certifications are on file.

Student Demographics

The NYC Lab Middle School for Collaborative Studies serves grades 6-8 and is located in the Chelsea section of Manhattan. Our middle school serves a population of 563 students. Students come to Lab from all boroughs of the city as well as from a variety of different cultural, educational and economic backgrounds. Currently the middle school has a total of 3 ELL students and 1 transitional ELL student. Of these students, 2 speak Chinese, 1 speaks Spanish, 1 speaks Serbo-Croatian. All of these students are advanced.

Currently we do not have any SIFE students but we have 3 Special Education ELLs. Of these 3 Special Education ELLs, 1 is an X-Coded student and is serviced according to his IEP. The Special Education ELLs have been provided with ESL services for 6 years. One ELL is in her second year and we have one newcomer.

All ELLs receive the required minutes per day of ESL instruction as mandated by the state.

ESL Program Description and Parent Program Choice

In accordance with parental choice on the HLIS Parent Survey and Program Selection all instruction is conducted in English. Parents are invited to meet with the ESL teacher in the beginning of the school year to review the program options that are available for their children. Over the past few years all parents of ELLs have elected to enroll their students at LAB in a free-standing ESL program model.

ESL services are provided by Ms. Kelsey Collins who is licensed and fully certified in the Teaching of English to Speakers of Other Languages. We utilize a Freestanding ESL program model for grades 6-8: a pull-out program in addition to a push-in program. When necessary students work with the ESL teacher will push-in to a class in addition to the pull-out time. To further support ELLs we also offer an after-school program to work with students on a more individualized basis. ELL students who are at risk of failing classes will be mandated to attend after school small group tutoring. Although all programs are conducted in English, students may read and conduct research in their own language.

Number of Periods Per Day of ESL Instruction According to Level

GRADE	BEGINNER	INTERMEDIATE	ADVANCED
6	2*	2*	1*
7	2*	2*	1*
8	2*	2*	1*

Currently, all advanced ELLs receive one period a day of instruction in the pull-out model in addition to extra help when deemed necessary. The teaching strategies being used are based on scaffolded instruction, and the techniques of Balanced Literacy. Additional teaching methods include both Content Based Construction and the Communicative Approach. When working in small groups, the ESL teacher works to develop oral and aural language skills that the ELLs are often lacking. The ESL program also emphasizes writing skills across the curriculum.

Implications for Instruction

While all classes are instructed in English students are able to research and review materials in their native language to assist them in their learning. The ELL Coordinator (Ms. Kelsey Collins) has been working extensively on establishing a viable ESL program and curriculum. In order to ensure the success of this the ELL Coordinator:

- meets regularly with Director of Student Services and Principal
- attends all Department Point Person Meetings in order to better understand the scope and sequence of all departmental curriculums.
- regularly meets with the guidance counselors to foresee and identify the social and emotional ramifications concerning ELL students adaptation to the new school and culture.
- is working with the school's Librarian in ordering bilingual reference books as well as reading material in other languages.
- is authoring a handbook on the ELL program for the upcoming school year to establish school wide communication concerning ELLs in anticipation of a growing ELL community.

Families of ELLs are welcomed into the Lab community. Translation monies are used to translate Lab school items such as the Lab School Newsletter into student's native languages. We have recently ordered a number of new books in Chinese, Korean, Spanish, French and Arabic for the school library that will be available for both ELL students and parents. We have increased our parent outreach and have established a school wide organization whose main goal is to strengthen community ties.

Resources and Support:

A variety of instructional materials are used in order to support ELLs not only to learn the content of their core courses but also to develop their grammatical understanding of academic English. We have a library of leveled texts that support their reading in the content areas. We encourage students to conduct research and to continue reading in their native language. We have recently acquired a network hosted Rosetta Stone U. S. English accessible via any computer in the school. Professional Development is promoted and teachers are encouraged to take advantage of the many offerings provided by the NYC Department of Education. There are also in-house PD opportunities such as:

- PD support for classroom teachers of ELL students during conference days
- Monthly Special Education lunches (which include ELL support)
- On-going PD between ELL coordinator and classroom teachers

SIFE:

Incoming SIFE will benefit from highly-scaffolded literacy instruction during school day sessions. Specific programs these students will gain access to include:

- Academic Intervention: Students will participate in the mandated after school small group instruction

- SIFE students will follow the established ESL program at Lab (ESL push-in and pull-out classes) but will receive more pull out instruction based on their needs.

Long Term ELLs:

- Small group or individual coaching to help these students to prepare for standardized tests with the goal to place out of ESL. Coaching will focus on literacy across the curriculum while addressing language skills.
- ESL teacher will meet weekly with the student's content area teacher to determine skills students to continue to struggle with and devise plan to support said skills.
- Academic Intervention: Students will participate in small group instruction after school.

ELLs reaching proficiency:

- Small group or individual coaching to help these students to prepare for standardized tests with the goal to place out of ESL. Coaching will focus on literacy across the curriculum while addressing language skills.
- ESL teacher will meet weekly with the student's content area teacher to determine skills students to continue to struggle with and devise plan to support said skills.
- Academic Intervention: Students will participate in small group instruction after school

Newcomers:

- Academic Intervention: Students will participate in small group instruction after school. Sessions may include group discussion skills to develop oral language and are often technology based.
- Students will be paired with a highly proficient ESL student as well as a mainstream student as a buddy. The ELL student buddy will help the newcomer adjust to the cultural aspects of the school and expectations within each class. The Mainstream buddy will act as a mentor and tutor to the newcomer.

Transitional ELLs

- ELLs that have reached proficiency via the NYSESLAT continue to be supported. Transitional ELLs meet with the ESL teacher after school for small group instruction.
- Transitional ELLs also receive the NY State testing accommodations for two years after passing the NYSESLAT exam.
- The ESL teacher regularly meets with the content teachers to ensure the academic progress of the former ELLs

Alternatively Placed ELLs in Special Education:

- Small group or individual coaching to help these students to prepare for standardized tests with the goal to place out of ESL. Coaching will focus on literacy across the curriculum while addressing language skills.
- Student will be paired with a work buddy who will help peer tutor the student.
- ESL teacher, Inclusion teacher and guidance counselor will meet regularly to discuss student's needs and progress.

Assessment Analysis

- According to the NYSESLAT scores from year to year the ELLs need the most support in developing their reading and writing skills.

CR-Part 154

- Parents complete the HLIS upon entrance to the school.
- Based on this survey potential ELL students are tested with the LAB-R
- Run the RLAT and the RLER to determine a student's eligibility
- Parental Choice Letters are sent home
- Program Choice Information Session offered
- Students are placed in our free standing ESL program per parent choice
- Students are serviced as per the required units of time

Parent Involvement

- Revise description of parent review process

Support Services

- What bilingual services are provided for ELLs - None but can elect to go to another school

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 **Number of Students to be Served:** 4 **LEP** **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Home language survey of students, PC outreach, SLT taskforce outreach; teacher survey of classes; guidance review of students from non-English speaking households. We conduct a biannual collection of parent information via our emergency contact cards. The home language survey is also distributed to families upon a student's admission to our school. The oral and written language preference is entered and maintained electronically on ATS. Updates are continually made based on our receipt of updates to this information.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
We have a large population of Chinese speaking households who need both translation and oral interpretation services. We've published this information via the SLT year-end summary, available on school website.

Part B: Strategies and Activities

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

All school generated letters re: child's educational options, parent meetings, school policy, and admissions information are sent to translation services for translation into Chinese and Spanish. Provide access to all parents regardless of written or spoken language. During the month of October 2008, we disseminated the Bill of parent Rights &

Responsibilities to all families. Those families who indicated a preferred language of communication other than English

were provided with copies in the indicated tongue. All school communications include a translation informing parents of the availability of documents in their preferred language. Additionally, we employ the services of the DOE Translation & Interpretation Unit routinely to provide in person and over the phone services during school conferences as well as translation of school wide documents. When available, faculty have served as translators as well. When we require the translation of a single document, we utilize school funds to employ an approved DOE vendor.

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

Translations for scheduled parent-teacher conferences via LIS; over-the-phone translation for informal impromptu meetings; bilingual staff to communicate with non-English speaking parents (Chinese/ Spanish).

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

Our SLT taskforce on community outreach through translation services works to communicate with non-English speaking families to let them know of their rights and works to organize parents to support one another in this regard.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
We currently have two students residing in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Academic programs and educational support services, basic/emergency supplies, counseling services and intervention programs

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New York City Lab Middle School for Collaborative					
District:	2	DBN:	02M312	School		310200010312

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.6	97.7	97.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.5	99.3	98.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	186	189	186	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	193	181	195		12.6	20.0	33.4
Grade 8	186	192	181				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	4
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	565	562	562	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	38	18	20
# in Collaborative Team Teaching (CTT) Classes	64	60	50	Superintendent Suspensions	4	6	0
Number all others	7	12	14				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	37	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	6
# receiving ESL services only	3	1	TBD				
# ELLs with IEPs	1	3	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.3	62.2	56.8
				% more than 5 years teaching anywhere	32.4	35.1	43.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	95.0	91.9
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	88.0	96.4	86.5
Black or African American	7.3	7.1	4.4				
Hispanic or Latino	9.7	8.4	11.0				
Asian or Native Hawaiian/Other Pacific	43.5	46.8	41.8				
White	38.8	37.2	34.3				
Male	51.9	52.3	49.5				
Female	48.1	47.7	50.5				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					P
Overall Score:	77	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	40.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster ESA/2	District 02	School Number 312	School Name NYC LAB Middle School
Principal Megan Adams		Assistant Principal Christina White	
Coach type here		Coach type here	
Teacher/Subject Area Kelsey Collins/ ESL & Spanish		Guidance Counselor Jeanine Mastrangelo	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Marilyn Coston	
Related Service Provider type here		Other type here	
Network Leader Hurwitz		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	569	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	0.53%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. Upon entrance to school possible ELLs are administered the HLIS by Annie Faison, the pupil accounting secretary. Students who are identified as potential ELLs are then administered the LAB-R exam by one of the ESL teachers, Kelsey Collins. She is fully certified in Teaching of English to Speakers of Other Languages (TESOL). ELLs are administered the NYSESLAT exam in May to determine progress.

2. Parent program choice letters are sent home to parents and parents are invited to meet with ESL teachers at the start of the school year to review program options. Over the past few years all parents of ELLs have elected to enroll their students at Lab in a freestanding ESL program model.

3. ESL teachers contact families to ensure that the program choice letters are understood and returned promptly.

4. If parents were to choose for their child to enroll in a transitional bilingual or bilingual program they would be directed to speak with our guidance counselor, Jeanine Mastrangelo, and parent coordinator, Marilyn Coston, who would help them determine the schools where such programs are available. Translators would be made available.

5. Parents of ELLs in our school have consistently elected to enroll their children in our ESL program (100%).

6. Given the number of ELLs in our school population we can only offer a freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	1

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1						1		1	2
Total	1	0	0	0	0	0	1	0	1	2

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1					1
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

1.
 - a. Instruction is delivered in a pull-out program, in addition to a push-in program when deemed necessary. All ESL teachers communicate with content teachers to ensure support of core curriculum.
 - b. ELLs meet in ungraded, heterogeneous groupings.
2. We have an ESL teacher who provides the mandated number of instructional minutes.
3. All content classes are in English. The teaching strategies being used are based on a modified form of the Readers and Writers Workshop and the techniques of balanced literacy.
4.
 - a. SIFE ELLs We do not currently have SIFE students. SIFE students benefit from highly scaffolded literacy instruction during the school day. SIFE students would be required to attend Academic Intervention during mandated after school small group instruction. SIFE ELLs will follow the established ESL program but will receive more ESL instruction based on their needs.
 - b. Newcomers are allowed to read and research in their native language and the ESL teacher regularly meets with content area teachers to support content instruction and will modify content area instruction and assignments to ensure understanding and second language acquisition.
 - c. ELLs receiving 4-6 years of instruction will continue to receive ESL support throughout the day in the push-in/pull-out model. The ESL teacher will regularly meet with all content area teachers to ensure acquisition of academic language and grammatical concepts while studying content specific subjects. They will also attend mandated small group instruction after school.
 - d. Long Term ELLs will have access to small group instruction focusing on literacy across the curriculum while addressing language skills. The ESL teacher will meet with the content area teachers to determine skills students continue to struggle with and devise an appropriate plan to support said skills. Long Term ELLs will also attend mandated small group instruction after school.
 - e. ELLs with special needs will have small group or individual instruction in the push-in or pull-out model that will focus on literacy across the curriculum. Students will be placed with a work buddy that will help peer tutor the student. The ESL teacher, guidance counselor and inclusion teacher will meet regularly to discuss student's needs and progress.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All Gen-Ed teachers of ELL students receive direct support and guidance from our ELL coordinator. The ELL Coordinator supports lesson planning and modifications to support ELLs and F-ELLs.
2. Our ELL coordinator supports faculty as they work to transition ELLs to HS. Many of our students transition out of ELL status in the first two years of being at our school. More guidance is given on how to support F-ELL in their progress.
3. Staff are given training in September (conference day before school) and ongoing support with the ELL coordinator (mentioned above). This totals far beyond the 7.5 minimum hour requirement.

E. Parental Involvement

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

1. We have an active Parents' Association that all parents are invited to join. We also create opportunities for parents to be involved in classroom projects, experiences and activities. Parents have multiple avenues to communicate with teachers and school staff about any questions and concerns that they have. We utilize translation services to communicate with households where the primary language is not English.
2. No
3. We use the homelanguage survey to determine language needs in communicating. We also gather specific parent concerns and needs through direct contact with families. We have a small population of ELLs and our coordinator is able to make direct contact with these families.
4. Our activities are varied in topic and type. Many of our PA meetings have specific guest speakers that relate to different issues that middle schoolers and their families might be experiencing. We work to provide language translation services at these and other functions. We have also built in cultural functions to help encourage increased involvement from our Chinese population.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)									1					1
Advanced (A)							1							1
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P									1				
READING/ WRITING	B													
	I									1				
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		