



NYC LAB SCHOOL FOR COLLABORATIVE STUDIES

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M412
ADDRESS: 333 WEST 17TH STREET, NEW YORK NY 10011
TELEPHONE: 212 691-6119
FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M412 **SCHOOL NAME:** NYC Lab School for Collaborative Studies

SCHOOL ADDRESS: 333 W 17th NY, NY 10011

SCHOOL TELEPHONE: 212-691-6119 **FAX:** 212-691-2147

SCHOOL CONTACT PERSON: Brooke Jackson **EMAIL ADDRESS:** Bjackso8@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brooke Jackson

PRINCIPAL: Brooke Jackson

UFT CHAPTER LEADER: Alan Duffy

PARENTS' ASSOCIATION PRESIDENT: Elise Ottenberg

STUDENT REPRESENTATIVE:
(Required for high schools) Anne Kaplan

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Elaine Gorman

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
Brooke Jackson	*Principal or Designee	
Alan Duffy	*UFT Chapter Chairperson or Designee	
Elise Ottenberg	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nashwa Rafla	DC 37 Representative, if applicable	
Anne Kaplan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heidi Slatkin	Member/Teacher	
Shawn Rubel	Member/Teacher	
Mark Berkowitz	Member/AP (IA)	
Katrina Yoder	Member/Parent	
Arthur Block	Member/Parent	
Laurie Greenberg	Member/Parent	
Sara D’Amico	Member/Student	

(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.

MISSION STATEMENT

The NYC Lab School for Collaborative Studies

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 four-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

The NYC Lab School for Collaborative Studies (Lab) is an extraordinary place in which to learn and grow. We are a mission driven school; we look to the touchstones of our longstanding school philosophy to guide us:

Collaboration: we are smarter and stronger for having worked together in support of one another's learning. At Lab, students talk together about their learning experiences. We work in groups; we take collective responsibility for the quality and content of classroom discourse; we teach each other.

Compassion: we believe that educating the heart is an essential complement to educating the mind. We teach into the skills of emotional and social intelligence as we do academic skills. At Lab, we are kind and take care of each other.

Academic Rigor: every student is working to approach the next most challenging thing for her. We meet students where they are and help them to rise! We value interdisciplinary studies, project-based learning, and an integrated approach to the arts and technology. We practice writing and research across the curriculum. At Lab, we teach skills in the context of creative pedagogy.

Pluralism and Diversity: we believe that difference in and of itself is a site of learning. Lab embraces a full Inclusion program that positions special education students alongside general education students in our classrooms, almost half of which are collaboratively team-taught (CTT). We know that students and adult learners alike make meaning in different ways and we look to this difference with great pride as it materializes at Lab. Here, multiple perspectives abound.

As our mission suggests, “Inspired by the power of collaboration, The Lab School challenges students to soar intellectually and to act bravely in our complex world community.” Students will be inspired as they develop relationships with Lab’s wildly wise teaching staff; as they enjoy academic kinship with fellow students; as they read, write, research and study daily; and as they take on Lab High School as *their project!* Lab is an ever-changing community and counts on students to get involved, cultivate their voices, exercise their agency, and pursue their own joy as serious students and mindful citizens of Lab and the world beyond. The Lab staff is here to help and guide students.

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	
	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								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
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?
-

Goal 1: Publish curriculum guides in all subject areas.

Goal 2: Improve student attendance.

Goal 3: Improve communication with families

Goal 4: Design and implement a comprehensive professional development plan/curriculum for teaching staff.

Goal 5: Data-driven academic and social intervention

Student Performance Trends:

- **Those students who evidence spotty attendance are not fairing well academically;**
- **When we are able to involve parents in matters of students' classroom performance trends, student achievement improves;**
- **Student-engagement is the foundation of successful classroom performance;**
- **Students benefit from targeted small group instruction;**
- **Students benefit from early intervention.**

Greatest Accomplishments:

- **Summer planning time and PD time for teachers to refine course curriculum guides;**
- **Teachers study together Instructional Rounds text;**
- **School-wide electronic grade book has been introduced to all teachers and families;**
- **Introduction of new school website;**
- **Participating in Phase 1 Special Education Reform;**
- **Participating in i-zone AP online learning pilot;**
- **Data-literacy expanded to include teachers at large.**

Significant Aids:

- **Strong teaching staff; 100% teacher retention;**
- **Increase of guidance team—change from 1 to 2 counselors for student body of 520;**
- **Addition of full-time technology teacher;**
- **Strategic Programming along with Phase 1 reform allows for specificity in student scheduling;**

- **Teacher leader; AP (IA): Network Instructional Leadership join in supporting Principal's work examining and strengthening Lab's "Instructional Core."**

Significant Barriers:

- **Ambiguity of externally-determined budgeting and HR practices;**
- **Effectively reaching parents who do not (yet) speak English/lack technology in the home;**
- **Overwhelming family dynamics of students who struggle with consistent attendance/academic performance.**
- **School-budget cuts coupled with families' financial crises;**
- **Tension between our collaborative school's cultural values and emphasis on student and teacher data-based performance.**

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.

Goal 1: Publish curriculum guides in all subject areas

100% of Lab's courses offered will be published on the school website by July 1, 2010.

Goal 2: Improve student attendance.

Increase student attendance by 5% (approximately 25 students) for students whose attendance issues stand in the way of academic achievement.

Goal 3: Improve communication with families

Improve communication with families as evidenced by 90% parents logged onto Snapgrades

Goal 4: Design and implement a comprehensive professional development plan/curriculum for teaching staff.

100% of teachers participate in Instructional Rounds: PD focus based on shared text.

Goal 5: Data-driven academic and social intervention

Data-Driven Academic and Social Intervention for the most needy 125 students who demonstrate academic need and/or social/emotional struggles.

Priority area for improved student performance (based on PR or other metric)

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Recognizing our overall exemplary student attendance consistently Over 96% on PR, we aim to articulate systems of expectations and consequences for the small minority (5%/ approximately 25 students) whose attendance issues stand in the way of academic achievement.</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>Add Daily Homeroom period (for daily attendance-taking); AP Student Services audits (and supports) teacher attendance-taking; Introduce CAAS system to monitor for lateness; Introduce attendance function in Snapgrades (shared electronic grade book; Invoke electronic version of Voice Message system to communicate absences/cutting to families; AP (IA) Supervision/Dean of Students facilitates proactive intervention and reactive detention to impress upon students the imperative of attendance.</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>	<p>AP (IA)/Dean position supported by FSF, Legacy Teacher Supplement, Children First Operating Fund. Dean Assist Comp Time Position; School Aide Position(s) to scan Attendance, Communicate with Families about absences.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Guidance/case counselors review student attendance informally ongoing and formally at each marking period (6 times per year). Counselors hold family conferences in cases where attendance remains of concern. Chronic cases addressed by grade teams (monthly) and referred to Network attendance teacher in extreme cases.</p>

Subject/Area (where relevant): Improving parent involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve Communication with Families as evidenced by 90% parents logged onto Snap grades—our electronic grade book—for information about classroom progress and school-based announcements OR have been indentified as non-English speakers and/or lacking household technology so that modifications are made.</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>Generate a new School Website; Utilize Snapgrades to its fuller potential; Host monthly morning meetings with parents; E-mail weekly bulletins to families; Invite Chinese and Spanish Speaking Parents to "term-setting" intimate sessions in September and February (provide translation services and communicate key information about the semester forthcoming).</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>	<p>Updating electronic communication systems: Potential Technology teacher Position, otherwise, C-6 teaching positions for IT support; Technician position shared with another campus school; Additional Guidance Counselor (changing student load from 520 per counselor to 260 per counselor: first point of contact for parents with student-centered concerns).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>At each marking period (6 times a year) review of parent body's Snapgrades use. Outreach to families not participating to diagnose reason, communicate information, and implement Snapgrades training or alternative method(s) of communication (hard copy/meetings in person/language liaison).</p>

Subject/Area (where relevant): Improving teacher quality and effectiveness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Design and Implement a comprehensive Professional Development Plan/Curriculum for teaching staff. 100% of teachers participate in Instructional Rounds: PD focus based on shared text.</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>Assign shared text: Instructional Rounds; Lead teachers having participated in Network pilot co-facilitate the roll out of "rounds"; Close collaboration with Network Instructional Data Specialist; Monthly Staff Meetings and Monthly Grade Team Conferences in which to process shared observations when visiting one another's' classrooms/developing a shared sense of (and shared language to describe) "best practices.; Network support, schedule of inter-visitations.</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>	<p>FSF to support Professional Development Materials and Workshops; Teacher Comp Time Positions for Instructional Leadership roles.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formal and informal observations by peers and administration, grade and subject meeting minutes, use of Rounds "language", documentation of inter-visitations. As per "Instructional Rounds" rhetoric: developing a school-wide "problem of practice" and theory of action."</p>

Priority area for improved student performance (based on PR or other metric)

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Data-Driven Academic and Social Intervention for the most needy 125 students who demonstrate academic need and/or social/emotional struggles.</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>100% Teachers engage in Inquiry work; Weekly Department Meetings, Weekly Inquiry team Meetings; Monthly Grade team Conferences to engage in student-centered data-analysis and action planning; Small Group Instruction (SGI) deliberately programmed for targeted students during Extended Day; Guidance Groups (themed for non-mandated students); Introduce 9th Grade Advisory program.</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>	<p>Inquiry Team per session; FSF supports 2nd full time guidance Counselor.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Re-evaluation of SGI rosters at the close of each marking period (6 times a year) so as to meet evolving demonstrated student need. Student attendance in SGI sessions leads to higher pass rate in all courses for these students.</p>

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								
7								
8								
9	20	10	10	20	5	N/A	N/A	N/A
10	30	20	20	20	10			
11	10	30	30	15	10			
12	10	10	10	10	10			

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.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>One on one & small group tutoring sessions occur both during extended day and after school Differentiated instruction in all English 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</p>
<p>Mathematics:</p>	<p>One on one & small group tutoring sessions occur both during extended day and after school Differentiated instruction in all math 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</p>
<p>Science:</p>	<p>Individualized course offerings based on student credit recovery needs. One on one & small group tutoring sessions occur both during extended day and after school 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</p>
<p>Social Studies:</p>	<p>One on one & small group tutoring sessions occur both during extended day and after school Differentiated instruction in all history 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</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>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</p>

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

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.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

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.

ATS provides us with reports indicating number of students whose home language is other than English. We have 176 households whose home language is one other than English. Findings are communicated during SLT meetings.

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 dialects – as this group is the second most dominant language preferred by families. Provide access to all parents regardless of written or spoken language.

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; Department of Education over-the-phone translation services 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 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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 one student 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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	N.Y.C. Lab School for Collaborative Studies					
District:	2	DBN:	02M412	School	310200010412	

DEMOGRAPHICS

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

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		95.2	94.6	94.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	135	122	130				
Grade 10	138	135	125				
Grade 11	132	136	134				
Grade 12	131	127	135				
Ungraded	0	0	0				
Total	536	520	524				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.2	98.1	96.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	13.6	20.2	23.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	4	0

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	0	1

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	35	39	44
# in Collaborative Team Teaching (CTT) Classes	76	65	67	Superintendent Suspensions	5	0	4
Number all others	3	13	14				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	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	28	37	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	7
# receiving ESL services only	1	4	TBD	Number of Educational Paraprofessionals	1	2	3
# ELLs with IEPs	0	0	TBD				

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	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	46.4	48.6	42.4
				% more than 5 years teaching anywhere	32.1	43.2	69.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	92.0	97.0
American Indian or Alaska Native	0.9	0.6	0.6	% core classes taught by "highly qualified" teachers	81.3	85.8	84.0
Black or African American	9.3	9.0	8.0				
Hispanic or Latino	14.2	13.3	14.3				
Asian or Native Hawaiian/Other Pacific	28.4	29.2	27.5				
White	46.8	46.2	49.4				
Male	48.9	50.2	48.9				
Female	51.1	49.8	51.1				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	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,					
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Overall NCLB/Differentiated 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:

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

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

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

American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				v	v		
White				v	v		
Multiracial						-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	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 Nancy Scala / CFN 107	District 2	School Number 412	School Name NYC Lab School
Principal Brooke Jackson		Assistant Principal Christina White/Mark Berkowitz	
Coach type here		Coach type here	
Teacher/Subject Area Jason Koch/ESL		Guidance Counselor John Ngai/Jennifer Schatz	
Teacher/Subject Area type here		Parent Elise Ottenberg	
Teacher/Subject Area type here		Parent Coordinator Joe Nardelli	
Related Service Provider Sharmilla Araya		Other type here	
Network Leader type here		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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	524	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	1.15%
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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 all new students are administered the HLIS by Annie Faison, the pupil accounting secretary, and a guidance counselor (licenced pedagogue), John Ngai (Cantonese speaker) or Jennifer Schatz, who also review the HLIS with students and families through an informal interview. Translation and intererpretation are provided by teachers speaking second languages or through NYC DOE interpretation services. Students who are identified as potential ELLs are then administered the LAB-R exam by the ESL Coordinator/Teacher, Jason Koch (Spanish and Japanese speaker), who has New York State certification in ESL and Spanish. Spanish speaking ELLs are administered the Spanish LAB, also by the ESL teacher, Jason Koch. HLIS and LAB-R are both administered within the first 10 school days of a student's entrance into the school system. Further initial assessments of language proficiency are conducted in the context of ESL classes by Jason Koch. These assessments include writing samples, speaking and listening assessments, and reading comprehension tasks. ELLs are evaluated annually with the NYSESLAT, also administered by the ESL teacher, Jason Koch.

2. The ESL teacher, Jason Koch, meets with parents of ELLs to review program choice and ensure completion of Program Choice forms within ten days of the beginning of the school year or within ten days of student enrollment in the case of transfer students. Interpretation is done by staff members (currently there are staff members speaking Spanish, Chinese, French, Russian, and Japanese) or through NYC DOE over-the-phone interpretation services. Given the small number of ELLs, parents will be contacted and come in on an individual basis. Jason Koch will describe the program options and parents will be shown the DVD describing the program choices. This will occur immediately following identification of students as ELLs by LAB-R examination, within the first ten days of the school year or within ten days of a student's enrollment.

3. Parent Surveys and Program Choice forms are completed in the building when parents meet with the ESL teacher, Jason Koch, to review program choice as described above in question 2. The ESL teacher, Jason Koch, contacts families by telephone (using NYC DOE over-the-phone interpretation services when necessary) to obtain any Parent Surveys or Program Choice forms that were not completed in the building. Families of ELLs who are continuing to receive services will be mailed a Continuation of Services letter and those having passed the NYSESLAT will be mailed a Non Entitlement/Transition letter. The ESL teacher, Jason Koch, will contact families to ensure that these have been received and to answer any questions (interpretation will be provided as described above). All of these letters will be in the families' native language and English. Copies of all of the above documents will be kept in students' cumulative files as well as a file kept by the ESL teacher, Jason Koch.

4. Our school offers only ESL and parents choosing for their child to enroll in a transitional bilingual or dual language program would be directed to speak with a guidance counselor, John Ngai or Jennifer Schatz, and parent coordinator, Joe Nardelli, who would help them determine the schools where such programs are available and facilitate a transfer to another school.

5. Parents of ELLs in our school have consistently elected to enroll their children in our ESL program (100%). We have 6 current ELLS, in grades 9, 10, and 11 and all have chosen ESL. These records can be found on ATS as well as in the records kept at school (as described above in question 3). Our school is a screened school and students must apply for admission. Program choice is explained to families (as described above), but most families preferring Transitional Bilingual or Dual Language do not apply to our school and go through the admissions process.

6. Yes, our program model is aligned with parent requests.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	1	2		6
Push-In														0
Total	0	0	0	0	0	0	0	0	0	3	1	2	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	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	3	0	0	2	0	0	0	0	1		5
Total	3	0	0	2	0	0	0	0	1		5

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

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
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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

1.
 - a. Instruction is delivered in self-contained ESL classes. These courses are in addition to content area courses and electives for ELLs; they are not pulled out of any class.
 - b. ELLs meet in ungraded, heterogeneous groupings.

2. We have an ESL teacher, Jason Koch, who provides the mandated number of instructional minutes. We have no beginner ELLs, but would provide 540 minutes per week if we did. For intermediate ELLs we provide 360 minutes per week and advanced ELLs receive 180 minutes, plus additional time as necessary. Our school is on a 0-9 period schedule with most content classes taking place during periods 1-7. Periods are 46 minutes long. Intermediate ELLs meet periods 8 or 9 for a total of 8 periods per week (368 minutes total) while advanced ELLs meet at least 5 times during periods 8 or 9 (225 minutes total). This scheduling does not exclude ELLs from any content classes or

electives. Intermediate and Advanced ELLs participate in 225 minutes of ELA class per week in addition to their ESL class.

3. ELLs participate in English language content courses with their English proficient peers. They are supported in all content areas during ESL classes by the ESL teacher, Jason Koch. During these classes students have native language support through the use of glossaries, dictionaries and online resources. English language work is scaffolded and made comprehensible through the use of graphic organizers, visual aids, simplified language and native language materials.

4. a. We currently have no SIFE students, but if we did we would differentiate support by providing additional time with the ESL teacher, placement in SGI classes based on need, and additional support and family outreach from guidance counselors.

b. Newcomers receive mandated instructional time with an ESL certified teacher, who supports them in their content classes while also working to improve language proficiency. Native language support is part of these classes and newcomers are encouraged to read and research in their native language, in addition to English. Translations are provided when possible and testing accommodations are be made. Newcomers are paired with former ELLs who can support them.

c. ELLs receiving service 4 to 6 years continue to participate in ESL classes with an ESL certified teacher and receive testing accommodations. They continue to receive native language support, and are encouraged to read and research in their native language, in addition to English. They are be paired with newcomers to help them adjust to the school.

d. Long term ELLs will receive support in ESL classes and testing accommodations. The ESL teacher will work with guidance, the school psychologist, and the grade team in order to determine a plan for long term ELLs to improve language proficiency. Typically we have few or no long-term ELLs; currently we have one special education student in this category.

e. The ESL teacher will work in conjunction with special educators in order to determine the needs of ELLs with special needs. They will receive instructional time with an ESL teacher and be enrolled in CTT inclusion classes for content area coursework, in accordance with their IEPs. Instruction will be modified as per IEPs. We currently have one ELL with special needs.

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

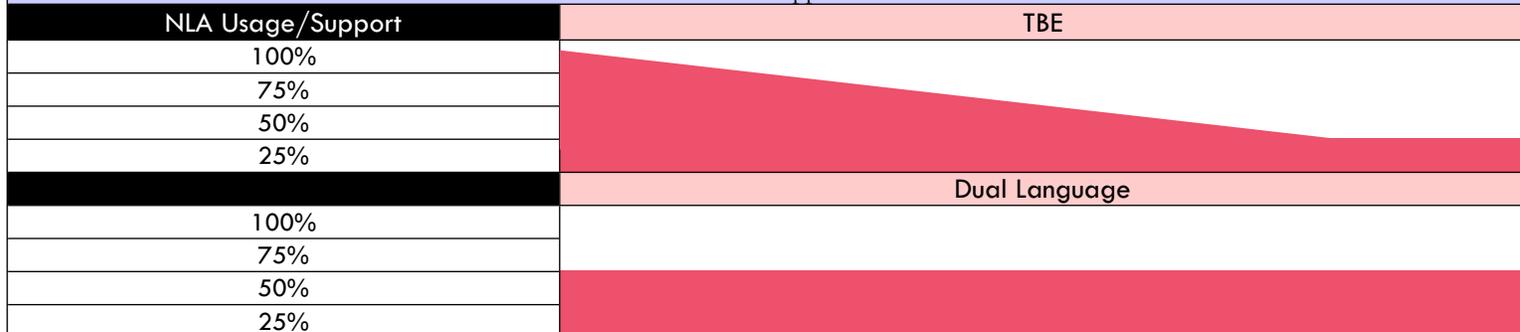
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. For ELLs that might need targeted intervention programs we provide Small Group Instruction (available for all content areas - ELA, Social Studies, Math, and Science), after school peer tutoring, and Regents preparation sessions. Given the small number of ELLs (6) and the diversity of languages (Chinese, Spanish, and Bengali) we offer all targeted intervention in English.

6. Transitional ELLs may continue to meet with the ESL teachers for support on an as-needed basis. They are paired with a newcomer as a mentor. They continue to receive testing accommodations for two years after passing the NYSESLAT exam.

7. This year the school schedule has been altered to create two 46 minute SGI periods. This will benefit ELLs in particular because they will receive additional support in small groups (or in some cases one-on-one) with general education teachers in core content areas, particularly ELA.

8. There are no plans to discontinue any support services.

9. ELLs are introduced by the ESL teacher (Jason Koch), guidance counselors (John Ngai and Jennifer Schatz), and content teachers to after school programs and supplemental services. ELLs learn about course offerings and support services during meetings with guidance counselors (interpretation is provided). ELLs are brought to the annual "Club Fair" by ESL teacher, Jason Koch, and are encouraged to join

clubs. Outreach to families by guidance (with interpretation services) encourages participation by ELLs in school events such as field trips. ELLs currently participate in a wide range of school clubs and sports alongside their English proficient peers. We have ELLs taking part in AP courses (English and US history), clubs (Ping Pong, Community Service Club, Learn Japanese Club). We have on special education ELL who receives services through our CTT (Collaborative Team Teaching) program in which courses are co-taught by special education certified teachers and content area certified teachers.

The school offers ELLs equal access to all academic courses (offerings in math, English, sciences, social studies, foreign language (Spanish), technology, physical education, art, and music), sports (Boys Soccer, Girls Golf, Girls Volleyball, Boys Basketball, Girls Basketball, Indoor Track, Boys Baseball, Boys Golf, Girls Softball, Girls Tennis), and clubs (Gay Straight Alliance, Asian Cultural Club, Black Alliance, Jewish Culture Club, Food Enthusiasts Club, Social, Action Club, Go Green!, Learn Japanese Club, Ping Pong, AMC Math Club, Feminist Focus, Comic Book Club, Student Government, Community Service Club), and after school opportunities (Lab Theater Company, Model United Nations, Newspaper, Animation, Chorus). ELLs receive support services in the programs offered by the school (SETSS, ELL, CTT, Related Services) as per IEP in the case of Special Education ELLs.

10. Graphic organizers, modified assignments, and native language materials (glossaries published by New York State, bilingual dictionaries, picture dictionaries) are provided to ELLs in all subgroups. All ELLs have access to computers with internet access and printers during ESL classes in order to provide native language support and facilitate completion of coursework.

11. Native language support is given through reading materials, dictionaries, and online resources. These are provided by the certified ESL teacher, Jason Koch.

12. Yes, support provided and resources used in ESL classes are age appropriate. Teacher-made resources such as graphic organizers and modified assignments are made with consideration to developmental appropriateness.

13. ELLs and their parents may participate in a June orientation to introduce them to the school. Family outreach is done by guidance or the Parent Coordinator, with use of interpretation services provided by NYC DOE or bilingual staff.

14. Spanish language electives are available to ELLs, including an online AP Spanish pilot course we are offering this year for the first time.

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. Teachers of ELLs are encouraged to attend city-wide professional development in ELL instruction. Additional professional development (for teachers, guidance, secretaries and parent coordinator) and teacher support is done by the school's ESL teacher, Jason Koch, and the ESL instruction specialist from Children First Network 107. The goal is to provide content area teachers with the skills, strategies and knowledge to enhance the language development of ELLs and former ELLs by taking their needs and strengths into account in the design and delivery of lessons.

2. ESL teachers and guidance counselors meet with content area teachers to discuss ways that ELLs can be supported.

3. The school's ESL teacher, along with the ESL instruction specialist from Children First Network 107, provides professional development to all staff by presenting different teaching strategies and discussion of modifications that can be used in their work with ELL students. Records are maintained by the Principal's secretary who has files with the attendance from staff meetings. Additionally, staff is sent information on city-wide professional development in ELL instruction.

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. Parents are highly involved in the school community and we have an active Parent's Association. Parents of ELLs are encouraged to join all activities and the parent coordinator Joe Nardelli works to facilitate communication, along with bilingual parents who notify other parents of meetings and events. Parents have access to students' grades via an online grading program, Snapgrades. Snapgrades is used by all teachers in all classes and is available in English and Spanish. Guidance counselors use interpreting services and translations to ensure that all families can access this online grading tool.

2. We have partnered with Council for Chinese American Children & Families in the past to host parent workshops and identify community based resources for ELL families.

3. The assistant principal, guidance counselor, and ESL teacher meet to discuss ELL parent needs.

4. Parents are invited to attend Curriculum Night, in teachers explain the curriculum and expectations for each course, Parent-Teacher Conferences, and other PA events. In the fall the school holds a Family Outreach Meeting specifically for Chinese speaking families, as many of our students (ELLs and English proficient) come from Chinese speaking families. In the event the school principal, Brooke Jackson, introduces the school staff, school policies, and procedures through an interpreter (Mandarin and Cantonese). Chinese speaking staff are present to answer questions, help parents log on to the online grading program, Snapgrades, and welcome families to the school. Students from the school's Asian Culture Club participate in the event, as well. Translations of documents and interpretation services are provided.

These address parents needs by allowing parents the opportunity to meet with school leaders, staff, and guidance, who can answer questions and address their concerns. They also allow for parents to meet one another.

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)														0
Intermediate(I)										1		1		2
Advanced (A)										2	1	1		4
Total	0	0	0	0	0	0	0	0	0	3	1	2	0	6

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

	A										1		1	
	P										1			
READING/ WRITING	B													
	I										1			
	A										1		1	
	P												1	

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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
Comprehensive English				
Math <u>Algebra</u>	2		2	
Math <u>Geometry</u>	1		1	
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. As a high school we do not need to assess for early literacy skills.
2. Given our small number of ELLs (6), the fact that two transferred in from other high schools in 10th or 11th grade, two are 9th graders just entering high school, and the diversity of native languages, it is impossible to find patterns in the available data.
3. The performance by ELLs in NYSESLAT modalities will inform instruction in ESL classes, as it helps reveal areas in which individual ELLs need support. As described above, the small ELL population precludes finding data patterns across proficiency levels and grades, but it may be used to determine areas in which individual students require extra support. This information will be shared by the ESL teacher, Jason Koch, with general education teachers in order to support ELLs' language needs in specific modalities.
4.
 - a. Given the small ELL population, it is impossible to find patterns across proficiencies and grades. We do not have students taking exams in their native languages, with the exception of some New York State Regents Content Examinations, but we do not have enough students taking these exams to draw any conclusions.
 - b. The ELL periodic assessment is not being used; periodic assessment in ELA classes is done through Acuity.
 - c. Given the small ELL population, periodic assessment has been useful in learning about individual students, but has not yielded data applicable on a school-wide basis. Native language is not used on periodic assessments.
5. n/a
6. We evaluate the success of our ESL program by students' improvement in NYSESLAT exam scores, their grades in content area courses and credit accrual, as well as the scores in NYS Regents examinations.

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		