



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : NYC LAB MS FOR COLLABORATIVE STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02 M 312

PRINCIPAL: MEGAN ADAMS **EMAIL:** MADAMS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Increase the number of students making academic progress in ELA

By June 2012, the percentage of students scoring level 4 proficiency will increase by 2%

Comprehensive needs assessment

Data is based on the NYST ELA

Currently 89.8% of students are proficient (level 3 and 4). Out of this 89.9%, 73% are level 3's and 17% are level 4's. We are finding that many of our current students are in the mid-high level 3 but are staying stagnant (at high level 3) and are not moving to level 4 or are at times dropping from 4 to 3.

Instructional strategies/activities

- Professional development in writing instruction
- Collaborative meeting structures – e.g. grade team, department and Inquiry Team
- Comprehensive Intervistation Program (within and outside of school)
- Academic Study Groups
- Periodic Assessment System and other ACUITY tools
- After school enrichment – Lab Writers' Group, Yearbook, Drama Playwriting
- Non Fiction Book Group targeting lower performing students
- Ed Performance Series
- 7th Grade Library Periods (as an extension to the humanities model)

Strategies to increase parental involvement

- Student based activities – to bring more families into the school (this is based on parent feedback and focus groups)
- Improvement of the Parent/Teacher conference structure to allow for more effective engagement and feedback
- Mid-quarter progress reports to share student progress
- Jupiter Grades – an online grading program and communication tool

Strategies for attracting Highly Qualified Teachers (HQT)

95% of our faculty is HQT. The two that are not HQT are this way because their licenses are in the process of being changed at the DoE level. These two teachers do have the appropriate training and experience to hold the licenses they are applying for.

We will continue to follow our recruitment and hiring process that has HQT applying to our school.

Service and program coordination

We are using FSF. We receive no additional federal, state or city programs to support this work.

Budget and resources alignment

- NYSTL allocation for book purchase
- Grade Team, Department and Faculty meeting time
- Extended Day time
- Circular 6 (as part of teachers contractual day)
- FSF for funding of faculty
- Per Session (FSF funding and network funding)
- Private Grant 13

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Increase the number of students in our school's lowest third making academic progress

By June 2012, 2.5% of our school's lowest third in math will show academic progress in math.

Comprehensive needs assessment

Data is based on the NYST Math

Currently 97% of our students are proficient. 3% are level 2's or 1's. These are the same students consistently each year.

Instructional strategies/activities

- Professional development in specific math topics as targeted by the department (i.e. 6th grade focus on fractions, etc)
- Collaborative meeting structures – e.g. grade team, department and Inquiry Team
- Comprehensive Intervistation Program (within and outside of school)
- Academic Study Groups
- Periodic Assessment System and other ACUITY tools
- After school enrichment – Stock Market Club and Middle School Math Team

- Ed Performance Series
- Academic Intervention Services
- 8th Grade Math Course (new addition to offerings)

Strategies to increase parental involvement

- Student based activities – to bring more families into the school (this is based on parent feedback and focus groups)
 - Improvement of the Parent/Teacher conference structure to allow for more effective engagement and feedback
 - Mid-quarter progress reports to share student progress
- Jupiter Grades – an online grading program and communication tool

Strategies for attracting Highly Qualified Teachers (HQT)

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We will continue to follow our recruitment and hiring process that has HQT applying to our school.

Service and program coordination

We are using FSF. We receive no additional federal, state or city programs to support this work.

Budget and resources alignment

- NYSTL allocation for book purchase
- Professional Development (including NCTM conference)
- Grade Team, Department and Faculty meeting time
- Extended Day time
- Circular 6 (as part of teachers contractual day)
- FSF for funding of faculty
- Per Session (FSF funding and network funding)
- Private Grant 13

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Development of teacher leadership within the school community

By June 2012, five of the department team leaders will complete a year-long teacher leadership development program and be effective in their leadership positions.

Comprehensive needs assessment

We used two survey instruments to determine this goal – the Learning Environment Survey and an internal department survey. The LES showed us that faculty wanted more meaningful PD and a larger role in decision making. The internal department survey helped us understand the specific needs of each department and what they wanted to do.

We also met with department point people to gather more in depth feedback on their experiences and needs.

We also looked toward the student achievement data and the impact departments have in moving forward instruction – and these scores.

Instructional strategies/activities

- Monthly meetings with departmental leaders (development and reflection)
- Supporting leaders in an ongoing cycle of direct learning, implementation and reflection
- Meeting observation and feedback
- Monthly meetings with Cahn TC faculty and cohort
- Summer institute and fall retreat for leadership related to the development of this program

Strategies to increase parental involvement

- Student based activities – to bring more families into the school (this is based on parent feedback and focus groups)
 - Improvement of the Parent/Teacher conference structure to allow for more effective engagement and feedback
 - Mid-quarter progress reports to share student progress
- Jupiter Grades – an online grading program and communication tool

Strategies for attracting Highly Qualified Teachers (HQT)

95% of our faculty is HQT. The two that are not HQT are this way because their licenses are in the process of being changed at the DoE level. These two teachers do have the appropriate training and experience to hold the licenses they are applying for.

We will continue to follow our recruitment and hiring process that has HQT applying to our school.

Service and program coordination

The principal and assistant principal are participating in the Cahn Fellows Program. This program is sponsored by Columbia University, Teachers College. Most of the professional development and support comes from this program. We are also using supports from the network as they relate to city-wide instructional expectations.

Budget and resources alignment

- Membership in ASCD and content specific organization
- Common planning time and lunch meeting time
- Per Session allocation from city-wide instructional goals funding
- Additional per session funds through FSF

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Implementation of the Common Core standards within the curriculum

By June 2012, all Humanities (literacy) and Math curriculum maps will be revised and reflective of the Common Core standards

Comprehensive needs assessment

The CC is a new set of national standards. The DoE has set city-wide expectations that the CC would be studied, applied and implemented throughout the course of this year. More specifically, one of the instructional expectations is that all schools have students participate in a math task and literacy task (taken from the CC standards).

Instructional strategies/activities

- Provide professional development for teachers
- Departmental teams
- Grade team (interdisciplinary project development)
- Integrate Inquiry Team work into daily classroom practice
- Network and cluster workshop support to understand the common core
- Network and cluster support for teacher teams to develop, implement and reflect on tasks (as defined by the city-wide expectations)
- Faculty will meet in planning teams to develop, implement in class and reflect on tasks (see evidence below)
- All students will participate in a literacy task and a math task aligned to Common Core

Strategies to increase parental involvement

- Student based activities – to bring more families into the school (this is based on parent feedback and focus groups)
- Improvement of the Parent/Teacher conference structure to allow for more effective engagement and feedback
- Mid-quarter progress reports to share student progress
- Jupiter Grades – an online grading program and communication tool

Strategies for attracting Highly Qualified Teachers (HQT)

95% of our faculty is HQT. The two that are not HQT are this way because their licenses are in the process of being changed at the DoE level. These two teachers do have the appropriate training and experience to hold the licenses they are applying for.

We will continue to follow our recruitment and hiring process that has HQT applying to our school.

Service and program coordination

We are using FSF. We are also involved in a network program that helps support this work.

Budget and resources alignment

- NYSTL allocation for book purchase
- Professional Development (including NCTM conference)
- Grade Team, Department and Faculty meeting time
- Extended Day time
- Circular 6 (as part of teachers contractual day)
- FSF for funding of faculty
- Per Session (FSF funding, city-wide instructional and network funding)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Active teacher participation in the Inquiry Process

By June 2012, 100% of teachers will be participating in the Inquiry process

Comprehensive needs assessment

Currently faculty gather weekly in grade teams and other collaborative clusters to plan and talk about students. This year we have added extra meeting time to do more extensive student talk.

Instructional strategies/activities

- Provide professional development for teachers
- Redefine the purpose of the grade team structure (redistribution of other tasks and additional time allotment)
- ARIS and SESIS training for all faculty
- Intervistation (led within Departments) for the purposes of data gathering and understanding
- Technology pilot programs (iPad) that focus on individualized instruction and data gathering systems

Strategies to increase parental involvement

- Student based activities – to bring more families into the school (this is based on parent feedback and focus groups)
- Improvement of the Parent/Teacher conference structure to allow for more effective engagement and feedback
- Mid-quarter progress reports to share student progress
- Jupiter Grades – an online grading program and communication tool

Strategies for attracting Highly Qualified Teachers (HQT)

95% of our faculty is HQT. The two that are not HQT are this way because their licenses are in the process of being changed at the DoE level. These two teachers do have the appropriate training and experience to hold the licenses they are applying for.

We will continue to follow our recruitment and hiring process that has HQT applying to our school.

Service and program coordination

We are using FSF. We are also involved in a network program that helps support this work.

Budget and resources alignment

- FSF for equipment purchases
- Grade Team, Department and Faculty meeting time
- Extended Day time
- Circular 6 (as part of teachers contractual day)
- Per Session (FSF funding, city-wide instructional and network funding)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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							
1								
2								
3								
4								
5								
6	33	26	12	33	3	N/A	N/A	0
7	15	20	3	15	4	N/A	N/A	0
8	22	24	19	22	4	N/A	N/A	0
9	N/A							
10								
11								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Starting Over, a literacy program occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team.</p> <p>Recommendations for improvement will be made & implemented based on student need</p>
Mathematics	<p>Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all mathematics classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team.</p> <p>Recommendations for improvement will be made & implemented based on student need</p>
Science	<p>Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all science classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team.</p> <p>Recommendations for improvement will be made & implemented based on student need</p>

Social Studies	<p>Academic study groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Starting Over, a literacy program occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team.</p> <p>Recommendations for improvement will be made & implemented based on student need</p>
At-risk Services provided by the Guidance Counselor	<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	<p>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.</p>
At-risk Services provided by the Social Worker	<p>N/A</p>
At-risk Health-related Services	<p>N/A</p>

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DSSI Cluster 1/Scala	District 02	Borough Manhattan	School Number 312
School Name NYC Lab Middle School for Collaborative			

B. Language Allocation Policy Team Composition [?](#)

Principal Megan Adams	Assistant Principal Lisa Weber
Coach type here	Coach type here
ESL Teacher Kelsey Collins	Guidance Counselor Jeanine Mastrangelo
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Marilyn Coston
Related Service Provider type here	Other type here
Network Leader Nancy Scala	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	574	Total Number of ELLs	1	ELLs as share of total student population (%)	0.18%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon entrance to school possible ELLs are administered the HLIS by Marlene Ellis, a licensed pedagogue. At this time, Marlene Ellis also conducts the informal interview. Translation and Interpretation are provided by teachers who speak a second language, by members of the Parent Association who speak a second language or through the NYC DOE interpretation services. Students who are identified as potential ELLs are then administered the LAB-R exam by the ESL Coordinator/Teacher, Kelsey Collins. She is fully certified in Teaching of English to Speakers of Other Languages (TESOL) as well as Spanish (k-12). Spanish speaking ELLs are administered the Spanish Lab, also by the ESL teacher, Kelsey Collins. HLIS and the LAB-R are both administered during the first ten days of a student's entrance into the school system. Further initial assessments of language proficiency (reading, writing, speaking and listening) are conducted during the ESL classes provided by Kelsey Collins. The ESL teacher, Kelsey Collins utilizes ATS and prints out the RLER report to determine students who are eligible for the NYSESLAT exam. Eligible ELLs are administered the NYSESLAT exam in May to determine progress. The ESL teacher works with the testing coordinator to schedule all four components (reading, writing, listening, speaking) of the NYSESLAT exam.

2. Parent program choice letters are sent home to parents within the first ten days of school. Parents are invited to meet with the ESL teacher, Kelsey Collins, at the start of the school year to review all three program options. Throughout the year program options are also reviewed in one-on-one conversations, school meetings and phone conversations. Since parents of ELLs often speak a language other than English, the ESL teacher, Kelsey Collins uses translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit. Translation services are also performed by members of the staff who speak a second language or will be provided by the NYC DOE over-the-phone interpretation services. Over the past few years all parents of ELLs have elected to enroll their students at Lab in a freestanding ESL program model. If a transitional bilingual or dual language program becomes available at the school, the ESL teacher, Kelsey Collins, members of the guidance department and the parent coordinator will reach out to parents using the aforementioned methods to inform them of their new program choice options.

3. The ESL teacher contacts families via telephone to ensure that the program choice letters are understood and returned promptly. 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. All of these letters will be provided in the families' native language as well as in English. These forms are stored in the ELL Coordinator room.

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

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

6. 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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
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	Total
Total	0	0	0	0	0	0	1	0	1	1
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.a. Instruction is delivered in a push-in pull-out program model. All ESL teachers communicate with content teachers to ensure the proper support of core curriculum.

b. ELLs meet in heterogeneous, ungraded groupings.

2. The ESL teacher, Kelsey Collins, provides the mandated number of instructional minutes. Her schedule allows for the mandated number of minutes of instruction. The ESL teacher pushes-in and supports instruction in the content area classes.

3. All content classes are in English and ELLs participate in English language content courses with their English proficient peers. English language work in the content areas is scaffolded and made comprehensible through the use of graphic organizers, visual aids, simplified language and native language materials. Students have native language support through the use of glossaries, dictionaries and online resources. The teaching strategies being used are based on a modified form of the Readers and Writers Workshop and the techniques of Balanced Literacy.

4. In order to assess ELLs in their native language we would utilize the support of teachers who speak a second language or we would utilize the services that can be provided by Children's First Network.

5. a. We do not currently have SIFE students. SIFE students benefit from highly scaffolded literacy instruction during the school day. SIFE students would be required to attend Academic Intervention during mandated after school small group instruction. SIFE ELLs will follow the established ESL program but will receive more ESL instruction based on their needs.

b. Newcomers 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. The ESL teacher regularly meets with content area teachers to support content instruction and will modify content area instruction and assignments to ensure understanding and second language acquisition. Translations are provided when possible and testing accommodations are made. Newcomers are paired with a former ELL who can support them in the school community.

c. ELLs receiving 4 – 6 years of instruction will continue to receive ESL support throughout the day in the push – in/ pull- out model and

A. Programming and Scheduling Information

will receive testing accommodations. They continue to receive native language support and are encouraged to read and research in their own language. The ESL teacher will regularly meet with all content area teachers to ensure acquisition of academic language and grammatical concepts while studying content specific subjects. They will also attend mandated instruction after school.

d. Long Term ELLs will have access to small group instruction focusing on literacy across the curriculum while addressing language skills. The ESL teacher will work with guidance and content area teachers to determine skills students continue to struggle with and to devise an appropriate plan to support said skills and to continue to develop language proficiency. Long Term ELLs will also attend mandated small group instruction after school.

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 will be enrolled in CTT inclusion classes for content area coursework, in accordance with their IEPs. Instruction will be modified as per IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Spanish as a Foreign Language	Spanish			

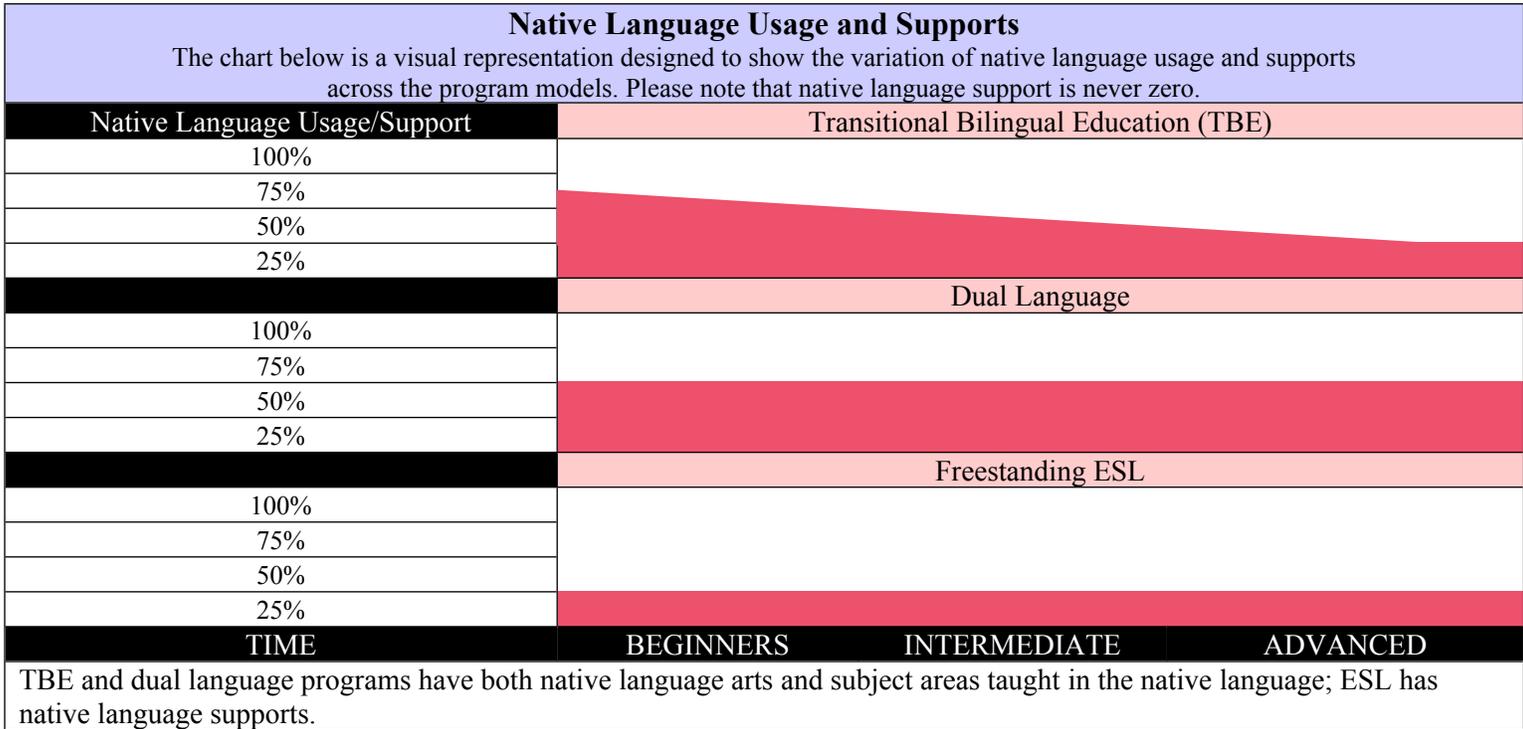
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

8. 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.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
6. Teachers of ELLs-SWDs use iPad technology and use techniques of re-presenting content area material to make it more comprehensible. Teachers also utilize a variety of visual material to support instruction.
7. The ESL teacher, Kelsey Collins, and teachers of ELLs meet on a weekly basis to discuss progress of the ELL students. Due to curricular and scheduling flexibility we are able to create a customize instruction for our ELL-SWDs. Within the weeklymeeting time the teachers determine the best curricular design for the ELL-SWD for that week. The ESL teacher can adjust her schedule in order to push-in for instructional support within the classroom or to pull-out a student for small group instruction.
8. For ELLs that might need targeted intervention programs we provide Small Group Instruction (available for all content areas - ELA, History, Science and Math) and after school peer tutoring. The intervention services are provided in English.
9. Transitional ELLs may continue to meet with the ESL teachers for support on an as-needed basis. They are paired with a newcomer to

B. Programming and Scheduling Information--Continued

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10. The ESL teacher has been selected to work with a committee of teachers and an instructor from Apple to learn how to use iPad technology to support instruction. Incorporating iPad technology in language instruction could prove to be very beneficial to ELLs of all levels.

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

12. ELLs are introduced to the guidance counselors, content area teachers and the support staff by the ESL teacher. ELLs learn about the school through meetings with the guidance counselor (interpretation services will be provided if necessary). Outreach to families by guidance encourages ELL participation in all school related events, such as field trips and after school activities. ELLs are encouraged to and do participate in after school clubs or sports teams with their English language proficient peers. Some of the offerings at the school include: Chess Club, Film Club, Drama Club, Glee Club, Cheerleaders, Yearbook, Track and Field, Soccer, Volleyball and Basketball. The school offers all ELLs equal access to all academic courses, sports, clubs and after school activities.

13. Graphic organizers, modified assignments and native language materials (glossaries provided 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 the completion of coursework.

14. Native language support is given through reading materials, dictionaries and online resources. These are provided by the ESL teacher or can be ordered by the school librarian.

15. Yes, support provided and resources used are age appropriate. Teacher-made resources such as graphic organizers and modified assignments are made with consideration to developmental stages.

16. Family outreach is provided by guidance, the parent coordinator and by the Parents Association.

17. Spanish as a Second Language courses are available to ELLs in grades 6 - 8.

B. Programming and Scheduling Information--Continued

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17. Spanish as a Second Language courses are available to ELLs in grades 6 - 8.

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. The Parents Association helps to plan a number of school related activities. Parents of ELLs are encouraged to join all activities and the parent coordinator, Marilyn Coston, works to facilitate communication. Parents who speak another language also assist in notifying non-English speaking parents of upcoming events and activities. Guidance counselors use interpretation and translation services to ensure that parents understand student grades.

2. The school seeks out community partnerships when necessary and when we are looking for further support. We have a very involved Parents Association (PA) who sponsor and create events that foster community among all school members. Members of the PA often serve as translators for those parents who do not speak English.

3. The ESL teacher, Kelsey Collins, meets with members of guidance and other members of the staff on an ongoing basis to evaluate needs of the parents. During the parent orientation at the beginning of the year and throughout the year in one-on-one conversations, phone conversations, curriculum night, parent-teacher conferences, PA meetings, and at school events the ESL teacher and the parent coordinator speak with parents to determine parent needs. Translations are provided by members of the PA or by a bilingual member of the staff.

4. Parents are invited to attend Curriculum Nights, Parent-Teacher Conferences, and other PA sponsored events. Parents are invited to meet the school leaders, staff and guidance during these times. This also allows parents to meet each other. Translation services are provided by members of the PA or by bilingual teachers.

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. The ESL teacher also provides small group professional development to teachers of ELLs throughout the year during grade team meetings. Grade teams meet on a weekly basis and professional development occurs during this time frame. The goal is to provide teachers with strategies and skills needed to assist ELLs in their content area courses.

2. The ESL teacher, Kelsey Collins, meets with grade teams, the guidance counselors and the parent coordinator on an ongoing basis. The ESL teacher meets with incoming ELLs in the beginning of the year and introduces them individually to each of their teachers, the other teachers in the building, and the parent coordinator. The 6th grade team has developed an extensive transition program for all new 6th grade students. This includes a year long program entitled "Transitions" where small groups of 6th grade students meet with the guidance counselor on a weekly basis to discuss their needs, anxieties and questions. This program while designed for all students is particularly helpful to ELLs in the transition period. The guidance counselor has time to meet one-on-one with transitional ELLs along with their peers.

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2. The ESL teacher, Kelsey Collins, meets with grade teams, the guidance counselors and the parent coordinator on an ongoing basis. The ESL teacher meets with incoming ELLs in the beginning of the year and introduces them individually to each of their teachers, the other teachers in the building, and the parent coordinator. The 6th grade team has developed an extensive transition program for all new 6th grade students. This includes a year long program entitled "Transitions" where small groups of 6th grade students meet with the guidance counselor on a weekly basis to discuss their needs, anxieties and questions. This program while designed for all students is particularly helpful to ELLs in the transition period. The guidance counselor has time to meet one-on-one with transitional ELLs along with their peers.

3. The minimum hours of ELL training is provided by the ESL teacher, Kelsey Collins, during small group meetings, grade team meetings, department meetings and full staff meetings. Some of the topics that are covered are how to assess ELLs, literacy and writing, and ways to scaffold work to better support instruction in the classroom. Records are maintained by the school secretary.

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. The Parents Association helps to plan a number of school related activities. Parents of ELLs are encouraged to join all activities and the parent coordinator, Marilyn Coston, works to facilitate communication. Parents who speak another language also assist in notifying non-English speaking parents of upcoming events and activities. Guidance counselors use interpretation and translation services to ensure that parents understand student grades.

2. The school seeks out community partnerships when necessary and when we are looking for further support. We have a very involved Parents Association (PA) who sponsor and create events that foster community among all school members. Members of the PA often serve as translators for those parents who do not speak English.

3. The ESL teacher, Kelsey Collins, meets with members of guidance and other members of the staff on an ongoing basis to evaluate needs of the parents. During the parent orientation at the beginning of the year and throughout the year in one-on-one conversations, phone conversations, curriculum night, parent-teacher conferences, PA meetings, and at school events the ESL teacher and the parent coordinator speak with parents to determine parent needs. Translations are provided by members of the PA or by a bilingual member of the staff.

4. Parents are invited to attend Curriculum Nights, Parent-Teacher Conferences, and other PA sponsored events. Parents are invited to meet the school leaders, staff and guidance during these times. This also allows parents to meet each other. Translation services are provided by members of the PA or by bilingual teachers.

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)														0
Advanced (A)							1							1
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1				1

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The school uses Brigance, Wilson Just Words and Acuity to assess literacy skills.

2. Given our extremely small number of ELLs (1) it is not possible to find patterns in the available data.

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

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					1				1
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					1				1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- The school uses Brigance, Wilson Just Words and Acuity to assess literacy skills.
- Given our extremely small number of ELLs (1) it is not possible to find patterns in the available data.
- The performance by ELLs in the NYSESLAT modalities will inform instruction in ESL classes, as it helps to reveal in which areas individual ELLs need the most support. This information is shared by the ESL teacher with the content area teachers so that ELLs can be accommodated and supported in all of their classes.
- Given the small number of ELLs (1) it is difficult to find patterns across the proficiencies and grades.
 - The ELL Periodic Assessment is not being used. Periodic Assessment is completed in the ELA classes through Acuity.
 - Given the small number of ELLs the periodic assessment has not yielded any data on a school-wide basis.

5. n/a

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M312 **School Name:** NYC Lab Middle School for Collabora

Cluster: 01 **Network:** CFN 107

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.

In order to ensure that parents are provided with appropriate and timely information in a language that they understand we gather home language information in a variety of ways. We collect data using the Home Language Survey of Students (HLIS) which is distributed to families upon a student's admission to our school. The School Leadership Team (SLT) has also formed a taskforce that works on outreach to non-English speaking parents, the teachers conduct a survey of their classes each year to understand language needs and the guidance counselors review and know students from non-English speaking households. We conduct a biannual collection of parent information via our emergency contact cards. The oral and written language preferences are netered and maintained electronically on ATS. Updates are continually made based on our receipt of updates to this information.

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

Based on our school's written translation and oral interpretation findings we have determined that we have a large population of Chinese speaking households who need both written translation and oral interpretation services. We've published this information via the SLT year-end summary which is presently availbale on the school website.

Part B: Strategies and Activities

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

All school generated letters, such as a child's educational options, parent meetings, school policy, and admissions information are sent to translation services for translation into Chinese and Spanish. During the month of October 2008, the school disseminated the Bill of Parent Rights and Responsibilities to all families. The Bill of Parent Rights and Responsibilities is provided in multiple languages provided by the DOE. The families who indicated a preferred language of communication other than English were provided with copies in the indicated home language. Additionally, we routinely employ the services of the DOE Translation and Interpretation Unit to provide in person and over the phone services during school conferences as well as translation of school wide documents. However, we have routinely found that these services are too expensive and they take too long. Therefore, when available, bilingual members of the Parents Association (PA) or bilingual members of the faculty have served as translators. When we require the translation of a single document we utilize school funds to employ the use of an approved DOE vendor.

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

Translations are provided for scheduled parent-teacher conferences and over-the-phone meetings by the DOE Translation and Interpretation Unit, staff members who speak more than one language to communicate with non-English speaking parents as well as parent volunteers.

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

We utilize all translated materials that the DOE provides. Our School Leadership Team (SLT) taskforce on community outreach through translation services works to communicate with non-English speaking families to let them know and understand their rights. The taskforce also works to organize parents to support one another in this regard.