



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_NYC LAB SCHOOL FOR COLLABORATIVE  
STUDIES\_\_\_\_\_

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):  
\_\_\_\_02M412\_\_\_\_\_

PRINCIPAL: \_\_\_\_BROOKE JACKSON\_\_\_\_\_ EMAIL:  
\_\_\_\_BJACKSO8@SCHOOLS.NYC.GOV\_\_\_\_\_

SUPERINTENDENT: \_\_\_\_TAMIKA  
MATHESON\_\_\_\_\_

**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
Brooke Jackson	*Principal or Designee	
Alan Duffy	*UFT Chapter Leader or Designee	
Michael Saccio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sarah Damico Lena Jacobs	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Laura Zingmond	Member/	
Dale Worsley	Member/	
Arthur Block	Member/	
Judy Levine	Member/	
Rene Bosolet	Member/	
Alan Duffy	Member/	
Shawn Rubel	Member	
Mark Berkowitz	Member	
Christina White	Member	

Heidi Slatkin	Member/	
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## **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.

**Goal # 1:** Principal and Assistant Principals Conduct an Action Research Project—under the aegis of the Teachers College Cahn Fellowship: What classroom assessment practices do we at Lab have in place; what do they afford; what are their shortcomings as we work to meet students where they are and support their individual needs?

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our needs assessment is derived from awareness that our scholarship reports reflect that 5% of students are not performing at a passing rate (based on teacher-generated academic assessments; others not performing at projected Mastery Level (identified as scoring an 85 or higher on NYS Regents Exams and informed by their middle school performance).

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
  - A) Meet weekly as a research team to cull and analyze data; Present to Lab Staff evolving data and findings at Faculty Conferences and Department Meetings; Teachers use instruments to assess for student understanding as aligned with the Common Core.
  - B) Lead teachers Participate in CFN 107 instructional “pods” to design Common Core Assessments, Participate in bi-monthly Inquiry/Action Research Study Group with TC faculty and other principal fellows; Present (June 201, Teachers College) to authentic audience of leaders in the field at the annual Cahn Showcase;
  - C) Academic Departments refine assessment instruments; Teachers use instruments to assess for student understanding as aligned with the Common Core.
  - D) Participate in Cahn Fellows Fall Summit at which research frameworks and data analyses are taught and practiced
- Timeline: September to October: Assessing Student needs based on start-of-year assessments; November to May: Ongoing analysis, interventions and reflection on process; June: Meta-Analysis of Teacher & Administrative Reflections of Collaborative Analysis of Student Work; Devising summer school plans

and student-action plans for Fall 2012. Identifying sites where Course Curriculum Maps need revisions to more effectively engage students and promote student achievement.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly School Leadership Teams

Weekly Announcements of School Programs & Practices in support of Student Achievement. Announcements sent in English and Chinese

Bi-Annual meetings, in Chinese, for parents whose home language is Chinese

Fall & Spring Grade-specific Parent-Town Hall Meetings with Principal & Administration

Parent Association monthly meetings and grade parent representative structure

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Conducting Teacher & Administratively crafted Annual Goals via Goals conferences

Conducting Mini-Observations to ensure regular visits to classrooms with focus on the Instructional Core

Engaging staff in weekly study groups (Collaborative Analysis of Student work) and Monthly "Courageous Conversations" to focus on closing the Achievement Gap

Monthly Sharing of "Teacher Best-Practices" via whole-staff meeting

Quarterly Engagement by all teachers in Instructional Rounds

**Service and program coordination**

- Izone 360
- I Learn NYC
- Partnership with Dr. Marc Brackett, PhD Yale University- RULER- a social emotional awareness curriculum for high school communities; we are a participating pilot school as this program aims to customize its curriculum for high school level students
- Network Instructional PODS- lead teachers receive support in learning about and designing Common Core aligned assessments
- Cahn Fellowship, TC

**Budget and resources alignment**

- Izone360 component partners: New tech Networks; Authentic Education; Generation Schools

**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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Principal and Assistant Principals will engage in “mini-observation” cycles of ongoing feedback with/for all teachers.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
The range of teacher effectiveness and heterogeneity of strengths and struggles as observed by principal and reported by various stakeholders including but not limited to teaching staff.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
All teachers receive frequent (10 times a year) and timely (same day of observation) feedback, aligned with a deliberately focused section of the Danielson rubric for teacher effectiveness;  
Administrators are versed in classroom practice;  
Administrators, in collaboration with teachers, work in support of individualized teacher growth plans;  
Teach into/develop staff’s understanding of a focused section of Danielson Framework for Teaching;  
Meet with each teacher to collaboratively generate individualized growth plans aligned with Danielson;  
Perform frequent mini-observations as a “triad” of instructional leaders (adapted from Elmore’s Instructional Rounds);  
Provide teachers Immediate Feedback;  
Use this observation-based data to inform teacher support and development.  
Use agreed upon strategies to provide targeted support to all students
  - b) staff and other resources used to implement these strategies/activities,  
Perform frequent mini-observations as a “triad” of instructional leaders (adapted from Elmore’s Instructional Rounds); triad includes principal and 2 assistant principals
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
Instructional Rounds (full faculty participation)  
Teacher Goals Conferences conducted with teachers and principals/assistant principals

- Weekly teacher led department meetings
- d) timeline for implementation.
  - September – October: teacher goals conferences;
  - September – June: mini observations

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Monthly School Leadership Teams
- Weekly Announcements of School Programs & Practices in support of Student Achievement. Announcements sent in English and Chinese
- Bi-Annual meetings, in Chinese, for parents whose home language is Chinese
- Fall & Spring Grade-specific Parent-Town Hall Meetings with Principal & Administration
- Parent Association monthly meetings and grade parent representative structure

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Conducting Teacher & Administratively crafted Annual Goals via Goals conferences
- Conducting Mini-Observations to ensure regular visits to classrooms with focus on the Instructional Core
- Engaging staff in weekly study groups (Collaborative Analysis of Student work) and Monthly “Courageous Conversations” to focus on closing the Achievement Gap
- Monthly Sharing of “Teacher Best-Practices” via whole-staff meeting
- Quarterly Engagement by all teachers in Instructional Rounds

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- I zone 360
- I Learn NYC
- Partnership with Dr. Marc Brackett, PhD Yale University- RULER- a social emotional awareness curriculum for high school communities; we are a participating pilot school as this program aims to customize its curriculum for high school level students
- Network Instructional PODS- lead teachers receive support in learning about and designing Common Core aligned assessments
- Cahn Fellowship, TC

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Izone360 component partners: New tech Networks; Authentic Education; Generation Schools
- Comp time program chair arranges instructional rounds schedule
- Two full time assistant principals share in responsibility of instructional leadership

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
100% of all teachers will engage in structured, supported, Collaborative Inquiry Group work.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  1. This goal is based analysis of two data points: historically administered Hidden Voices survey student responses coupled with last year's student scholarship report- particularly percentage of failures. Based on this analysis, we generated this goal to work in the service of closing the achievement gap;
  2. Mission check- we want to ensure that we as a faculty are working towards cultivating a culture of compassion and student achievement
  3. As a school, we desire to move from prescribed curriculum to a more responsive one: ensuring that students learn what we thought we taught and using this analysis to inform next instructional moves

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
All teachers will meet once per month for a protected hour to meet in full staff study group using Courageous Conversations as a foundational text  
All teachers will meet weekly in departmental configurations and engage in articulated collaborative inquiry processes around self-selected topics (all relating to student Engagement).
  - b) staff and other resources used to implement these strategies/activities:  
Teachers adhere to a protocol for collaboratively analyzing student work;  
Assistant Principals lead correlative "Courageous Conversations" piece to inform teacher self-awareness, social-awareness, and biases that may inform group work, research, and teaching at large.  
Affinity Groups (working with staff from other schools to tackle and explore similar challenges, etc)  
Marc Brackett's Yale University - RULER work with staff  
Resources used: staff journaling, RULER study guides, Courageous Conversations text
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
    - SBO vote by staff agreeing to meet on alternating Wednesday mornings for an hour (before students arrive);
    - Collaborative analysis protocol (used by departments to examine student work) is very flexible allowing for multiple entry points based on faculty and department needs
    - Teacher goal setting opportunity around social and self awareness ( in relation to Courageous Conversations and RULER work)

d) timeline for implementation.  
September- June: both inquiry sites follow year long schedule

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly School Leadership Teams

Weekly Announcements of School Programs & Practices in support of Student Achievement. Announcements sent in English and Chinese

Bi-Annual meetings, in Chinese, for parents whose home language is Chinese

Fall & Spring Grade-specific Parent-Town Hall Meetings with Principal & Administration

Parent Association monthly meetings and grade parent representative structure

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Conducting Teacher & Administratively crafted Annual Goals via Goals conferences

Conducting Mini-Observations to ensure regular visits to classrooms with focus on the Instructional Core

Engaging staff in weekly study groups (Collaborative Analysis of Student work) and Monthly “Courageous Conversations” to focus on closing the Achievement Gap

Monthly Sharing of “Teacher Best-Practices” via whole-staff meeting

Quarterly Engagement by all teachers in Instructional Rounds

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
I zone 360
- I Learn NYC
- Partnership with Dr. Marc Brackett, PhD Yale University- RULER- a social emotional awareness curriculum for high school communities; we are a participating pilot school as this program aims to customize its curriculum for high school level students
- Network Instructional PODS- lead teachers receive support in learning about and designing Common Core aligned assessments
- Cahn Fellowship, TC

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Izone360 component partners: New tech Networks; Authentic Education; Generation Schools  
Comp time program chair arranges instructional rounds schedule

Two full time assistant principals share in responsibility of instructional leadership

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Improve Student Attendance for persistently late and absent subgroup of students

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
Attendance team review of data revealed that this subgroup of students are also struggling academically

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,:  
Convene Attendance Committee comprised of AP Student Service, AP/Dean of Students, Guidance Counselors, and Attendance Aide on a weekly basis to consider overall processes and individual student cases;
- Reintroduce CAASS;
- Introduce Lateness Communication mechanism (daily phone calls home);
- Convene Parent meetings with students whose attendance is less than 95%;
- Provide positive incentives for students with “perfect” attendance in a given marking period.

a) staff and other resources used to implement these strategies/activities

Campus commitment to reintroduction of electronic attendance mechanism

Attendance Committee comprised of AP Student Service, AP/Dean of Students, Guidance Counselors, Attendance Aide and network attendance teacher

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teacher feedback and referrals to dean and guidance counselors regarding students of concern

Teacher use of JupiterGrades as an informal mechanism for keeping families abreast of student daily attendance

c) timeline for implementation.

September- June

Weekly attendance team meetings

Quarterly student town hall meetings

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly School Leadership Teams

Weekly Announcements of School Programs & Practices in support of Student Achievement. Announcements sent in English and Chinese

Bi-Annual meetings, in Chinese, for parents whose home language is Chinese

Fall & Spring Grade-specific Parent-Town Hall Meetings with Principal & Administration

Parent Association monthly meetings and grade parent representative structure

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Conducting Teacher & Administratively crafted Annual Goals via Goals conferences

Conducting Mini-Observations to ensure regular visits to classrooms with focus on the Instructional Core

Engaging staff in weekly study groups (Collaborative Analysis of Student work) and Monthly "Courageous Conversations" to focus on closing the Achievement Gap

Monthly Sharing of "Teacher Best-Practices" via whole-staff meeting

Quarterly Engagement by all teachers in Instructional Rounds

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Izone 360

- I Learn NYC

- Partnership with Dr. Marc Brackett, PhD Yale University- RULER- a social emotional awareness curriculum for high school communities; we are a participating pilot school as this program aims to customize its curriculum for high school level students

- Network Instructional PODS- lead teachers receive support in learning about and designing Common Core aligned assessments

- Cahn Fellowship, TC

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Izone360 component partners: New tech Networks; Authentic Education; Generation Schools

Comp time program chair arranges individualized, student centered schedules

Two full time assistant principals share in responsibility of operational services leadership

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
Create personalized schedules including targeted academic and social/emotional support for those students who continue to struggle and underperform. Individualized Educational/Support Plans for the 20 students who are failing multiple classes after the first marking period of each term.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student scholarship report and pupil personnel team (PPT) meetings reveal that there is a concentration of students who struggle in all academic subject areas  
Mission check- we want to ensure that we as a faculty are working towards cultivating a culture of student achievement  
Desire to move from prescribed curriculum to a more responsive one: ensuring that students learn what we thought we taught and using this analysis to inform next instructional moves including student schedule of classes

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
a) strategies/activities that encompass the needs of identified student subgroups:

Teachers use Jupitergrades (online grade book/communication system) to record performance and progress data;  
Guidance and Administration review Jupitergrades and proactively intervene—involving teachers and parents—when students demonstrate struggles;  
Lab Lead Inquiry Team, in response to student data, propose modifications to student programs, student goals, and instructional modes;  
Izone360 Leadership Team launches “smart experiments” that reposition the role of the teacher, the use of technology and creditable learning experiences in response to “the needs, strengths, and motivations of individual students” (izone360 framework) in this case, those who struggle most at Lab.  
iLearn NYC courses for select students

- b) staff and other resources used to implement these strategies/activities:

Guidance and Administration review Jupitergrades and proactively intervene—involving teachers and parents—when students demonstrate struggles;  
Lab Lead Inquiry Team, in response to student data, propose modifications to student programs, student goals, and instructional modes;  
Izone360 Leadership Team launches “smart experiments” that reposition the role of the teacher, the use of technology and creditable learning experiences in response to “the needs, strengths, and motivations of individual students” (izone360 framework) in this case, those who struggle most at Lab.  
Izone 360 and I Learn NYC resources are used to implement these strategies: iLearn NYC courses for select students

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:  
Cabinet meeting discussions

Inquiry Team discussions and meetings  
 Izone360 Principal meetings to share experiences, strategies and best practices regarding individualized student learning initiatives  
 Comp time technology coordinator position to help spearhead I Learn initiatives and troubleshoot use of technology  
 Full staff meetings and professional development sessions with Marc Brackett, Yale University RULER program to discuss proposals and response to student need  
 d) timeline for implementation.  
 September 2011- June 2014  
 Weekly cabinet meetings  
 Weekly inquiry team meetings  
 Bimonthly meetings with I Learn NYC implementation manager  
 Weekly meeting with iZone 360 Innovation Coach

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Monthly School Leadership Teams

Weekly Announcements of School Programs & Practices in support of Student Achievement. Announcements sent in English and Chinese  
 Bi-Annual meetings, in Chinese, for parents whose home language is Chinese  
 Fall & Spring Grade-specific Parent-Town Hall Meetings with Principal & Administration  
 Parent Association monthly meetings and grade parent representative structure

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
 Conducting Teacher & Administratively crafted Annual Goals via Goals conferences  
 Conducting Mini-Observations to ensure regular visits to classrooms with focus on the Instructional Core  
 Engaging staff in weekly study groups (Collaborative Analysis of Student work) and Monthly “Courageous Conversations” to focus on closing the Achievement Gap  
 Monthly Sharing of “Teacher Best-Practices” via whole-staff meeting  
 Quarterly Engagement by all teachers in Instructional Rounds

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Izone 360
- I Learn NYC
- Partnership with Dr. Marc bracket, PhD Yale University- RULER- a social emotional awareness curriculum for high school communities; we are a participating

pilot school as this program aims to customize its curriculum for high school level students

- Network Instructional PODS- lead teachers receive support in learning about and designing Common Core aligned assessments
- Cahn Fellowship, TC

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Izone360 component partners: New tech Networks; Authentic Education; Generation Schools
  - Comp time program chair arranges individualized, student centered schedules
  - Two full time assistant principals share in responsibility of instructional leadership
  - Comp time technology coordinator

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	30	50	24	24	10	n/a	n/a	n/a
<b>10</b>	20	20	5	5	2	n/a	n/a	n/a
<b>11</b>	10	20	5	2	1	n/a	n/a	n/a
<b>12</b>	5	10	5	3	11	n/a	n/a	n/a

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
<b>ELA</b>	<p><b>One on one &amp; small group tutoring sessions occur both during and after school</b>  <b>Differentiated instruction in all English classes- Tier 1 Intervention</b>  <b>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</b>  <b>Recommendations for improvement will be made &amp; implemented based on student need</b></p>
<b>Mathematics</b>	<p><b>One on one &amp; small group tutoring sessions occur both during &amp; after school</b>  <b>Differentiated instruction in all math classes- Tier 1 Intervention</b>  <b>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</b>  <b>Recommendations for improvement will be made &amp; implemented based on student need</b></p>
<b>Science</b>	<p><b>Individualized course offerings based on student credit recovery needs.</b>  <b>One on one &amp; small group tutoring sessions occur both during and after school</b>  <b>Differentiated instruction in all science classes- Tier 1 Intervention</b>  <b>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</b>  <b>Recommendations for improvement will be made &amp; implemented based on student need</b></p>
<b>Social Studies</b>	<p><b>One on one &amp; small group tutoring sessions occur both during extended day and after school</b>  <b>Differentiated instruction in all history classes- Tier 1 Intervention</b>  <b>Through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</b>  <b>Recommendations for improvement will be made &amp; implemented based on student need</b></p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>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</b></p>
<b>At-risk Services provided by the School Psychologist</b>	<p><b>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</b></p>

	<b>student support services.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>N/A</b>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**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 <b>Nancy Scala / CFN 107</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>412</b>
School Name <b>NYC Lab School for Collaborative Studies</b>			

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

Principal <b>Brooke Jackson</b>	Assistant Principal <b>Christina White/Mark Berkowitz</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jason Koch</b>	Guidance Counselor <b>John Ngai/Jennifer Schatz</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Michael Saccio</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Christina White</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>579</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.55%</b>
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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 Theresa DellaValle, the pupil accounting secretary, and a guidance counselor (licensed pedagogogue), John Ngai (Cantonese speaker) or Jennifer Schatz, who also review the HLIS (available in many languages) with students and families through an informal interview (conducted in English and in their home language). Parents and students are afforded native language support during the intake process through translation and interpretation provided by teachers speaking second languages (currently there are staff members speaking Spanish, Chinese, French, Russian, and Japanese) 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. Students will be individually administered the Speaking portion of the NYSESLAT between April 18 and May 18, 2012. The Listening, Reading, and Writing components of the exam will be administered between May 7 and May 18, 2012. The ESL teacher will schedule and administer this exam.

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 directly by Jason Koch and come in on an individual basis. Jason Koch will describe the program options and parents will be shown the Parent Orientation Video (offered in 13 languages) 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, who would help them determine the schools where such programs are available and facilitate a transfer to another school. Translation and interpretation provided by teachers speaking second languages (currently there are staff members speaking Spanish, Chinese, French, Russian, and Japanese) or through NYC DOE interpretation service would allow guidance counselors to communicate with families while facilitating this transfer of schools.

5. Parents of ELLs in our school have consistently elected to enroll their children in our ESL program (100%). We have 9 current ELLs, in grades 9, 10, 11, and 12, and all have chosen ESL. We have no first year ELLs; all had chosen ESL in previous years or at their middle schools. 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 high 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 choose to apply to our school and do not 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

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										5	2	1	1	9
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	2	1	1	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7
SIFE	0	ELLs receiving service 4-6 years	
		Special Education	1
		Long-Term (completed 6 years)	2

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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	0	0	0	0	0	2		1	9
Total	7	0	0	0	0	0	2	0	1	9

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 <u>1</u>														0
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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:

Native American: \_\_\_\_

White (Non-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										3	1		1	5
Russian										1				1
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>9</b>								

# 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. ESL 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. The ESL teacher, Jason Koch, collaborates with content area teachers to support ELLs in language acquisition and mastery of content area material.
  - 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 1-9 period schedule with most content classes taking place during periods 1-7. Periods are 48 minutes long except for Wednesdays, when they are 40 minutes. Intermediate ELLs meet periods 8 and 9 for a total of 8 periods per week (368 minutes total) while advanced ELLs meet at least 5 times during period 8 (232 minutes total). This scheduling does not exclude ELLs from any content classes or electives. Intermediate and Advanced ELLs participate in 232 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 bilingual 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. Incoming ELLs are evaluated in their native languages by bilingual pedagogues at the school (currently there are teachers speaking Spanish, Chinese, French, Russian, and Japanese). In the case of a student speaking a language not spoken by any staff members, we would solicit help from the school's network CFN 107.
5.
  - 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 based on proficiency level (as determined by the LAB-R) with an ESL certified teacher, Jason Koch, 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 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 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,

## A. Programming and Scheduling Information

the school psychologist, and the grade team in order to determine a plan for long term ELLs to improve language proficiency.

6. The ESL teacher, Jason Koch, works in conjunction with special educators in order to determine the needs of ELL-SWDs. They will receive instructional time with an ESL teacher and be enrolled in SETTS or CTT inclusion classes for content area coursework, in accordance with their IEPs. Special education certified teachers modify curriculum and instruction as per IEPs. We currently have one ELL with special needs. Guidance Counselors John Ngai and Jennifer Schatz would work with families, with the aid of translation and interpretation provided by teachers speaking second languages (currently there are staff members speaking Spanish, Chinese, French, Russian, and Japanese) or through NYC DOE interpretation services, in order to facilitate a transfer to a high school with a bilingual program for students whose IEP mandates bilingual instruction. We currently have no students with IEPs mandating bilingual instruction.

7. Our school offers CTT inclusion classes and SETTS for students with IEPs. These inclusive models allow students with IEPs to receive the curricular and instructional modifications while participating in classes with their general education peers. ESL classes are scheduled during 8<sup>th</sup> and 9<sup>th</sup> periods so that all ELLs, including ELL-SWDs, receive language support without missing any time in content area courses and still having the opportunity to participate in electives and foreign language classes.

### 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:				

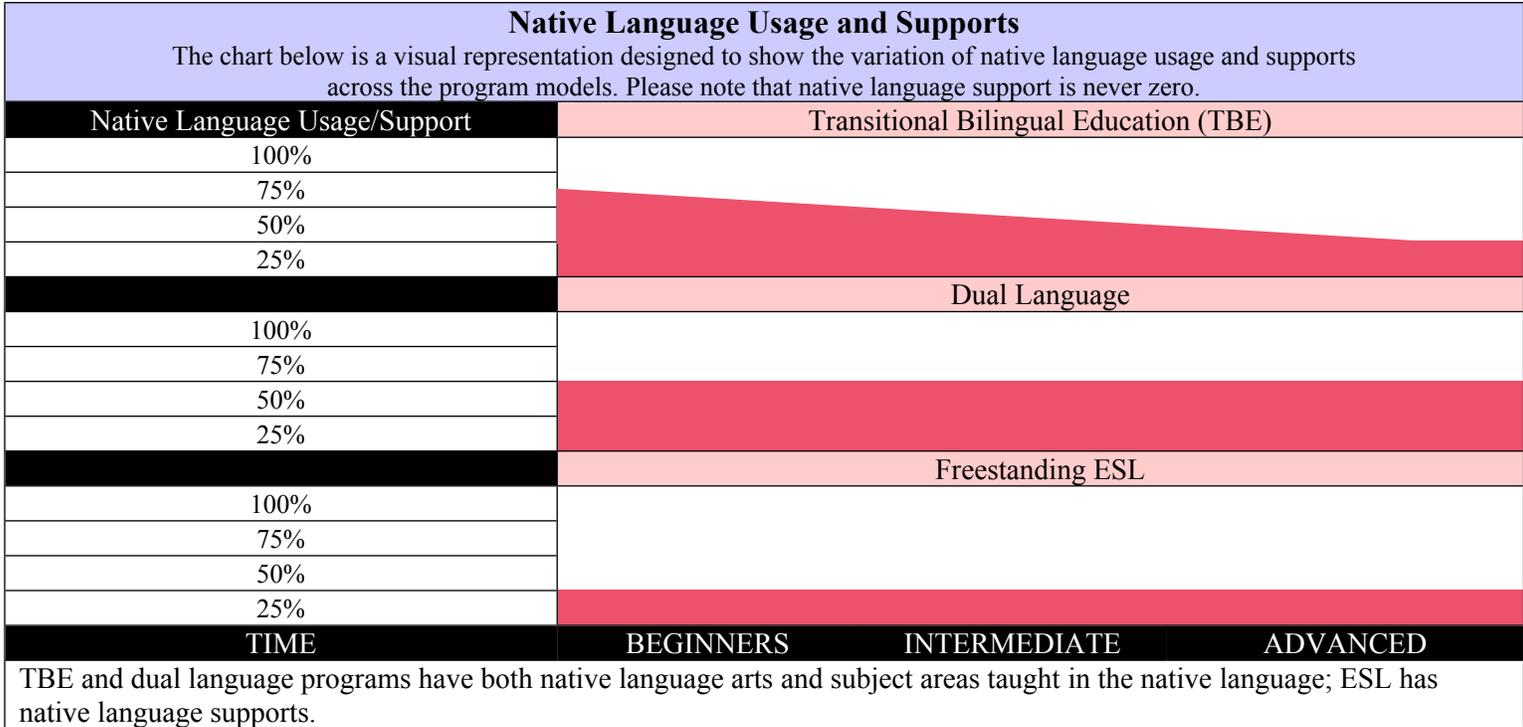
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
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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
<b>FOR TBE/DL PROGRAMS:</b> 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?

8. 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 (9) and the diversity of languages (Amoy, Chinese, Spanish, Russian, and Bengali) we offer all targeted intervention in English.

9. Transitional ELLs continue to meet with the ESL teacher, Jason Koch, for support on an as-needed basis during 8<sup>th</sup> or 9<sup>th</sup> period ESL classes. They are paired with a newcomer as a mentor. They continue to receive testing accommodations for two years after passing the NYSESLAT exam.

10. Our school is part of the iZone and we are currently working on ways to alter programming and use technology to provide more individualized educational plans to all students, including ELLs. We have not finalized plans yet, but are exploring ways to allow ELLs to meet with teachers in smaller groups than our current class sizes allow in all content areas.

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

12. 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, clubs (Ping Pong, Asian Culture Club, Community Service Club, Learn Japanese Club, Learn Chinese Club, Work Readiness Club). We have one 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, Learn Chinese 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.

13. Graphic organizers, modified assignments, and native language materials (bilingual glossaries published by New York State, bilingual dictionaries, picture dictionaries) are provided to ELLs in all subgroups. A variety of readers and English language texts (with "Understanding and Using English Grammar" by Azar used most often) are used to accelerate language acquisition. 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.

14. Native language support is given through reading materials, bilingual glossaries and dictionaries, and online resources. These are provided by the certified ESL teacher, Jason Koch, during ESL class and are used by students during ESL instruction as well as during their content area courses.

15. 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. Language texts and readers are appropriate for high school aged students.

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

## B. Programming and Scheduling Information--Continued

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## 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's Association to facilitate communication, along with bilingual parents who notify other parents of meetings and events. This year parent volunteers are translating weekly announcements into Chinese, the language spoken by most our non-English speaking families, in order to keep parents up to date on important school news. NYC DOE translation and interpretation services are used as well to facilitate communication in the native language of parents of ELLs.

Parents have access to students' grades via an online grading program, Jupitergrades. Jupitergrades is used by all teachers in all classes and is available in English and Spanish. Guidance counselors use NYC DOE interpretation 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 principals, guidance counselors, and ESL teacher meet to discuss ELL parent needs. Parents opinions are solicited during events such as the Chinese-Speaking Family Outreach Meeting held twice a year, as well as in direct conversation (with the use NYC DOE interpretation/translation services) by assistant principals, guidance counselors, and the ESL teacher.

4. Parents are invited to attend Curriculum Night, when teachers explain the curriculum and expectations for each course, Parent-Teacher Conferences, and other Parent's Association events. At these events bilingual staff members and NYC DOE interpretation services are used to facilitate communication. Twice a year 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 households. In this 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, Jupitergrades, 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.

## 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 counselors, paraprofessionals, assistant principals, 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. The ESL

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2. ESL teachers and guidance counselors meet with content area teachers to discuss ways that ELLs can be supported. The ESL teacher, Jason Koch, provides content area teachers with a list of ELL students, results from their LAB-R/NYSESLAT exams, and information on testing accommodations.

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?
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4. Parents are invited to attend Curriculum Night, when teachers explain the curriculum and expectations for each course, Parent-Teacher Conferences, and other Parent's Association events. At these events bilingual staff members and NYC DOE interpretation services are used to facilitate communication. Twice a year 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 households. In this 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, Jupitergrades, 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)										2	1		1	4
Advanced (A)										3	1	1		5
Total	0	0	0	0	0	0	0	0	0	5	2	1	1	9

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

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

## 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. As a high school we do not need to assess for early literacy skills.

2. Given our small number of ELLs (9), the fact that one transferred in from another high school in 11th grade, five are 9th graders just entering high school, and the diversity of native languages, it is impossible 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									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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	4		4	
Geometry	2		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		1	
Earth Science	1		1	
Living Environment	3		3	
Physics				
Global History and	1		1	

### 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	1		1	
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

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- 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.

- As a high school we do not need to assess for early literacy skills.
- Given our small number of ELLs (9), the fact that one transferred in from another high school in 11th grade, five are 9th graders just entering high school, and the diversity of native languages, it is impossible to find patterns in the available data.
- 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 help 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.
- 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 occasional exception of some New York State Regents Content Examinations, but we do not have enough students taking these exams to draw any conclusions.
  - The ELL periodic assessment is not being used; periodic assessment in ELA classes is done through Acuity.
  - 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.

## 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

<b>School Name: 02M412 - NYC Lab School</b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brooke Jackson	Principal		1/1/01
Christina White	Assistant Principal		1/1/01
Mark Berkowitz	Parent Coordinator		1/1/01
Jason Koch	ESL Teacher		1/1/01
Michael Saccio	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
John Ngai and Jennifer Schatz	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:** 02M412      **School Name:** NYC LAB School for Collaborative St

**Cluster:** 1      **Network:** 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**

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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, Parents' Association 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 who require both written translation and oral interpretation. We have 199 households whose home language is one other than English: Albanian= 5, Amoy= 8, Arabic= 1, Bengali= 1, Cantonese= 73, Chinese (any/ other)= 5, Czech =1, Darsi = 1, French = 2, Greek =1, Hebrew= 1, Indonesian =1, Italian = 1, Japanese= 3, Korean = 2, Mandarin = 8, Philipino = 2, Polish = 2, Portuguese= 2, Russian = 8, Serbo-Croatian = 3, Spanish = 35. Findings have been communicated during SLT meetings, Parent Association meetings, scheduled meetings with principal and parents, faculty conferences and department meetings with the school community.

## Part B: Strategies and Activities

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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 Department of Education translation services for translation into Chinese dialects – as this group is the second most dominant language preferred by families. We provide access to all parents regardless of written or spoken language by posting I speak signs in general office, utilizing Department of Education translation services over the phone services when needed as well as in house staff to translate during group and individual parent conferences. We also utilize Language Interpretation Services translators and parent volunteers for school events to provide oral interpretation services. Administration, staff and parent volunteers collaborate to provide timely translation and interpretation services for our families.

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 conferences and workshops via an approved vendor: Language Interpretation Services; we utilize Department of Education over-the-phone translation services for one on one parent meetings and bilingual staff members to communicate with non-English speaking parents during one on one and group parent meetings, when available.

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 Parents' Association 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.

We provide translated key documents to our parent body and utilize staff members, phone messenger system and Department of Education translation services unit to communicate with parents who speak a language other than English. Interpretation notice signs are displayed in our general office and parent volunteers have also communicated with families whose home language is one other than English. Translated copies of Parents Bill of Rights will be distributed to families as well. Cover letters will accompany school documents notifying families of how to access translation services if needed. We will continue to use over the phone translation services, bilingual staff members and parent volunteers to communicate with families who speak a language other than English.