



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** NYC LAB MIDDLE SCHOOL FOR COLLABORATIVE STUDIES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M312

**PRINCIPAL:** MEGAN ADAMS

**EMAIL:** MADAMS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

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

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

Increase the number of students scoring proficient on the state ELA exam to 93%

### **Comprehensive needs assessment**

Currently 91.7% of our students are proficient. We are looking to increase this number – specifically focusing on our Level 2 students w/ IEPs.

### **Instructional strategies/activities**

#### **Structures and Outputs**

- Academic Study Groups
- Academic Intervention Services
- Acuity Periodic Assessment System - revised system using CC standards and open response questions
- Ongoing Humanities Department Meetings
- Ongoing Inquiry Team Meetings
- Ongoing Grade Team Meetings
- 6-8 Grade ELA Curricula Articulation (with a writing focus)
- School-wide Goal Setting System
- School-wide Writing Reference Textbook

#### **Professional Development**

- ELA Content Professional Development
- Professional Development in Differentiation
- Directed Interventions
- Full conference days focused on Argumentative Essay and literacy across content

#### **Evidence**

- Classroom observations and walk-through visits
- Student work review in Grade Teams, Departments and clusters
- Structured progress checkpoints
- DOE Progress Report
- Common Core literacy projects
- ACUITY and other ongoing diagnostic assessments

### **Strategies to increase parental involvement**

- Student based activities – to bring more families to the school (this is based feedback and a Chinese Parent focus group work session)
- Improvement of the Parent /Teacher conference structure to allow for more effective engagement and feedback

- Mid-Quarter progress reports quarterly in all subject areas to share students' progress
- 100% usage roll-out of Jupiter Grades – an online grading program and communication tool
- School-wide standards (set collaboratively with staff) for parent communication

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Monies provided through the allocation to have Instructional Leads – noted in GALAXY.

**Service and program coordination**

We are using FSF Tax Levy Money. We will also be using the funds to support schools in the new city-wide instructional goals to pay for an ELA and Sped instructional lead.

## **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**

By June 2013, 75% of our students will leave (at the end of 8<sup>th</sup> grade) with high school credit.

### **Comprehensive needs assessment**

We currently offer three courses that can lead to HS credit – Integrated Algebra, Accelerated Integrated Algebra and 8<sup>th</sup> Grade Spanish. 83% of our students are enrolled in one if not both of these courses.

### **Instructional strategies/activities**

#### **Structures and Outputs**

- PD Curriculum - faculty meetings center around themes (sharing of best practices) and learning-walks
- Collaborative meeting structures, e.g. grade team, department, Inquiry Team
- Comprehensive Intervisitation program
- Academic Study Groups (and Regents prep)
- Periodic Assessment system - ACUITY Tools
- Individualized goal-setting systems

#### **Resource Allocation**

- NYSTL allocation for book purchases
- Professional Development (including NCTM conference)
- Grade Team, Departments and Faculty meetings
- Extended Day time

#### **Evidence**

- Integrated Algebra results - June 2013
- Spanish Proficiency results - June 2013
- Students' transcripts - course grade data
- Classroom observations
- Periodic assessments (ACUITY and internally designed assessments)
- Teacher's daily collected data (student work, anecdotal observations and assessments)

### **Strategies to increase parental involvement**

- Student based activities – to bring more families to the school (this is based feedback and a Chinese Parent focus group work session)
- Improvement of the Parent /Teacher conference structure to allow for more effective engagement and feedback
- Mid-Quarter progress reports quarterly in all subject areas to share students' progress
- 100% usage roll-out of Jupiter Grades – an online grading program and communication tool
- School-wide standards (set collaboratively with staff) for parent communication

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Monies provided through the allocation to have Instructional Leads – noted in GALAXY.

**Service and program coordination**

We are using FSF Tax Levy Money. We will also be using the funds to support schools in the new city-wide instructional goals to pay for an ELA and Sped instructional lead.

### **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**

By June 2013, 100% of faculty members will receive 9 walk-through observations based on the Danielson Framework for Teaching.

#### **Comprehensive needs assessment**

Goal derives from the 2012-2013 City-Wide Instructional Expectations and is a continuation of our work from the previous year.

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

##### **Structures and Outputs**

- Ongoing yearlong faculty development on the Danielson Framework [reflection/introduction pre-school days in Sept, monthly faculty work sessions, text study]
- PD for school leadership [principal, AP and leadership cabinet]
- Use of internally developed walk-through visit templates for feedback and data tracking
- Weekly meetings with AP and Principal the walk-through visits and share information
- Formal observation cycle
- Network sessions and support from Network personnel

##### **Evidence**

- Walk-through tracker showing completion of this cycle (on Google docs)
- Agendas from work sessions
- Other tools developed to support this work
- Student achievement data

#### **Strategies to increase parental involvement**

- Student based activities – to bring more families to the school (this is based feedback and a Chinese Parent focus group work session)
- Improvement of the Parent /Teacher conference structure to allow for more effective engagement and feedback
- Mid-Quarter progress reports quarterly in all subject areas to share students' progress
- 100% usage roll-out of Jupiter Grades – an online grading program and communication tool
- School-wide standards (set collaboratively with staff) for parent communication
- State-of-the-School included information for parents on the Danielson Framework

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

Monies provided through the allocation to have Instructional Leads – noted in GALAXY.

**Service and program coordination**

We are using FSF Tax Levy Money. We will also be using the funds to support schools in the new city-wide instructional goals to pay for instructional leads.

## **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**

By June 2013, curriculum maps in core subject areas will be revised and reflective of the Common Core standards.

By June 2013, students will have participated in CCSS based projects in all core subject areas (2 in Humanities, 2 in Math and 1 in all other core subject areas).

### **Comprehensive needs assessment**

Goal derives from the 2012-2013 City-Wide Instructional Expectations and is a continuation of our work from the previous year. This goal also is in response to the changes in the Math and ELA NYS exams for this current school year – this is why we decided to have 2 goals in this area. We believed that it was crucial to have our ELA and Math courses be completely aligned to CC.

### **Instructional strategies/activities**

#### **Structures and Outputs**

- Provide professional development for teachers
- Departmental teams
- Grade team (interdisciplinary project development)
- Integrate Inquiry Team work into daily classroom practice
- Network and cluster workshop support to understand the common core
- Network and cluster support for teacher teams to develop, implement and reflect on tasks (as defined by the city-wide expectations)
- Faculty will meet in planning teams to develop, implement in class and reflect on tasks (see evidence below)
- All students will participate in a literacy task and a math task aligned to Common Core
- Conference days committed to literacy CC (see goal 1)

#### **Resource Allocation.**

- Per Session for Inquiry Team
- Per Session for CC teachers - Citywide Expectations funds
- Funds for Instructional Leads
- Faculty Meetings protected CC topics
- Teacher schedules to allow for common meeting times

#### **Evidence**

- Literacy projects and math projects based on the common core standards identified in the city-wide initiative
- February (mid-year) CC symposium at faculty meeting
- Department and Grade Teams meeting minutes
- Classroom observations, lesson plans and other instructional data
- Year-long curriculum articulations reflecting the common core
- Common (across cluster) designed CC projects and curricula
- NYS ELA and Math tests (because they are based on CC standards)

**Strategies to increase parental involvement**

- Student based activities – to bring more families to the school (this is based feedback and a Chinese Parent focus group work session)
- Improvement of the Parent /Teacher conference structure to allow for more effective engagement and feedback
- Mid-Quarter progress reports quarterly in all subject areas to share students’ progress
- 100% usage roll-out of Jupiter Grades – an online grading program and communication tool
- School-wide standards (set collaboratively with staff) for parent communication
- State-of-the-School included information for parents on the Common Core

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Monies provided through the allocation to have Instructional Leads – noted in GALAXY.

**Service and program coordination**

We are using FSF Tax Levy Money. We will also be using the funds to support schools in the new city-wide instructional goals to pay for instructional leads. We are also utilizing the network as a resource in doing this work.

## **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**

By June 2013, 100% of teachers will be participating in the Inquiry Process.

### **Comprehensive needs assessment**

Our school is collaborative in nature – it is central value in our work. Currently faculty gather weekly in grade teams and other collaborative clusters to plan and talk about students. This year we have worked to program teachers to have more common preps as cluster teams and restructured the Faculty Work Sessions.

### **Instructional strategies/activities**

#### **Structures and Outputs**

- Provide professional development for teachers
- Redefine the purpose of a grade team structure
- Integrate Inquiry Team work into daily classroom practice
- Inquiry Team projects at the school-wide and grade team levels -related to CC curriculum design
- ARIS Training for faculty and staff
- Implement and inter-visitation system that features inquiry practices

#### **Resource Allocation**

- Faculty Meetings protected for Inquiry topics
- Teacher schedules to allow for common meeting times
- Use of ACUITY via web-based version that allows for quicker and school-wide data access

#### **Evidence**

- Interim progress reports from the Inquiry Team
- Interim progress reports from the Grade Team
- Mid-year and end-of-year teacher reflections around the Inquiry process

### **Strategies to increase parental involvement**

- Student based activities – to bring more families to the school (this is based feedback and a Chinese Parent focus group work session)
- Improvement of the Parent /Teacher conference structure to allow for more effective engagement and feedback
- Mid-Quarter progress reports quarterly in all subject areas to share students' progress
- 100% usage roll-out of Jupiter Grades – an online grading program and communication tool
- School-wide standards (set collaboratively with staff) for parent communication

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Monies provided through the allocation to have Instructional Leads – noted in GALAXY.

**Service and program coordination**

We are using FSF Tax Levy Money.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Academic Study Groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Starting Over - a literacy program for students with dyslexia. We do a screening of all 6<sup>th</sup> grade students (and students when they enter the school at other grades) to determine student need.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual</p>	<p>All sessions are either small group or 1-on-1</p>	<p>Starting Over and General AIS push-in/pull-out support are provided within the school day.</p> <p>All other programs are provided during the Extended Day period (after the school day is over).</p>

	<p>students are scheduled for math and literacy support with a teacher. This is specific to the student's need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus on non-fiction texts.</p>		
Mathematics	<p>Academic Study Groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student's need.</p>	All sessions are either small group or 1-on-1	<p>General AIS push-in/pull-out support are provided within the school day.</p> <p>All other programs are provided during the Extended Day period (after the school day is over).</p>

<p>Science</p>	<p>Academic Study Groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus on non-fiction texts.</p>	<p>All sessions are either small group or 1-on-1</p>	<p>General AIS push-in/pull-out support are provided within the school day.</p> <p>All other programs are provided during the Extended Day period (after the school day is over).</p>
<p>Social Studies</p>	<p>Academic Study Groups provide targeted instruction in areas of skills deficits to students in small groups no larger than 10 children. This occurs after school</p>	<p>All sessions are either small group or 1-on-1</p>	<p>General AIS push-in/pull-out support are provided within the school day.</p>

	<p>during extended day sessions 1-3 times per week.</p> <p>Differentiated instruction in all humanities classes- Tier 1 Intervention through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers &amp; Inquiry Team.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus on non-fiction texts.</p>		<p>All other programs are provided during the Extended Day period (after the school day is over).</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>3 Year Advisory and Transitions program for all students – this is use dot help monitor who might need more services.</p> <p>Guidance Staff (2) does both at-risk and mandated counseling. There is a</p>	<p>During the school day. 1-on-1 and small group – depending on the need of students</p>	<p>During the school day.</p>

	<p>referral process that school staff can utilize in making referrals.</p> <p>Academic Advisor program – targets students that are chronically low in pass rates and gives them a daily check-in with a faculty member. The faculty member communicates with the parents.</p>		

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

95% of our staff is HQT (37 out of 39). We are working with the non-HQT teacher to get the license changed (the teacher has fulfilled the requirements) so that all of our staff is HQT.

We have an extensive requirement and hiring process to bring in the most qualified applicants into our school. We also work to have a model of school leadership that values and empowers teachers – we find that this helps them invest long-term in our school community.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>DSSI Cluster</b> 1/Scala	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>312</b>
School Name <b>NYC Lab Middle School for Collaborative</b>			

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

Principal <b>Megan Adams</b>	Assistant Principal <b>Lisa Weber</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kelsey Collins</b>	Guidance Counselor <b>Jeanine Mastrangelo</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marilyn Coston</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Nancy Scala</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>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>4</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>574</b>	Total Number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.18%</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 possible ELLs are administered the HLIS by Marlene Ellis, a licensed pedagogue. At this time, Marlene Ellis also conducts the informal interview. Translation and Interpretation are provided by teachers who speak a second language, by members of the Parent Association who speak a second language or through the NYC DOE interpretation services. Students who are identified as potential ELLs are then administered the LAB-R exam by the ESL Coordinator/Teacher, Kelsey Collins. She is fully certified in Teaching of English to Speakers of Other Languages (TESOL) as well as Spanish (k-12). Spanish speaking ELLs are administered the Spanish Lab, also by the ESL teacher, Kelsey Collins. HLIS and the LAB-R are both administered during the first ten days of a student's entrance into the school system. Further initial assessments of language proficiency (reading, writing, speaking and listening) are conducted during the ESL classes provided by Kelsey Collins. The ESL teacher, Kelsey Collins utilizes ATS and prints out the RLER report to determine students who are eligible for the NYSESLAT exam. Eligible ELLs are administered the NYSESLAT exam in May to determine progress. The ESL teacher works with the testing coordinator to schedule all four components (reading, writing, listening, speaking) of the NYSESLAT exam.

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

3. The ESL teacher contacts families via telephone to ensure that the program choice letters are understood and returned promptly. Families of ELLs who are continuing to receive services will be mailed a Continuation of Services letter and those having passed the NYSESLAT will be mailed a Non Entitlement/Transition letter. All of these letters will be provided in the families' native language as well as in English. These forms are stored in the ELL Coordinator room.

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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> (60%;40% → 50%;50% → 75%;25%)														0
<b>Dual Language</b> (50%;50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1							1
<b>Total</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

## B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	0	0	0	0	0	0	1	0	1	1
Number of ELLs in a TBE program who are in alternate placement:										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</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. Instruction is delivered in a push-in pull-out program model. All ESL teachers communicate with content teachers to ensure the proper support of core curriculum.

b. ELLs meet in heterogeneous, ungraded groupings.

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

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

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

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

b. Newcomers receive mandated instructional time with an ESL certified teacher, who supports them in their content classes while also working to improve language proficiency. Native language support is part of these classes and newcomers are encouraged to read and research in their native language in addition to English. The ESL teacher regularly meets with content area teachers to support content instruction and will modify content area instruction and assignments to ensure understanding and second language acquisition. Translations are provided when possible and testing accommodations are made. Newcomers are paired with a former ELL who can support them in the school community.

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

## A. Programming and Scheduling Information

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

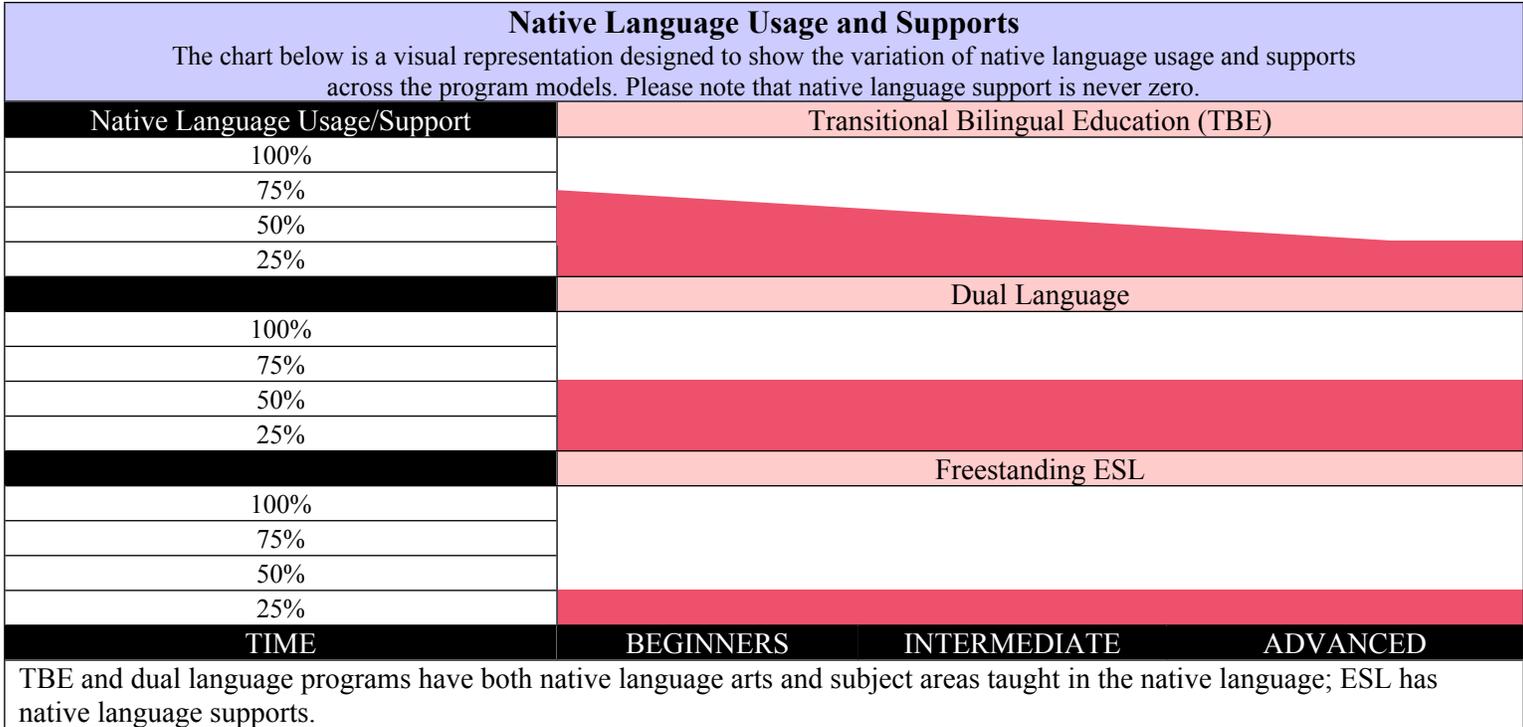
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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?

6. Teachers of ELLs-SWDs use iPad technology and use techniques of re-presenting content area material to make it more comprehensible. Teachers also utilize a variety of visual material to support instruction.

7. The ESL teacher, Kelsey Collins, and teachers of ELLs meet on a weekly basis to discuss progress of the ELL students. Due to curricular and scheduling flexibility we are able to create a customize instruction for our ELL-SWDs. Within the weekly meeting time the teachers determine the best curricular design for the ELL-SWD for that week. The ESL teacher can adjust her schedule in order to push-in for instructional support within the classroom or to pull-out a student for small group instruction.

8. For ELLs that might need targeted intervention programs we provide Small Group Instruction (available for all content areas - ELA, History, Science and Math) and after school peer tutoring. The intervention services are provided in English.

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

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

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

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

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

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

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

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

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

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

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

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

### **E. Parental Involvement**

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>													
	<b>A</b>							1						
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. The school uses Brigance, Wilson Just Words and Acuity to assess literacy skills.
2. Given our extremely small number of ELLs (1) it is not possible to find patterns in the available data.
3. The performance by ELLs in the NYSESLAT modalities will inform instruction in ESL classes, as it helps to reveal in which areas individual ELLs need the most support. This information is shared by the ESL teacher with the content area teachers so that ELLs can be accommodated and supported in all of their classes.
4.
  - a. Given the small number of ELLs (1) it is difficult to find patterns across the proficiencies and grades.
  - b. The ELL Periodic Assessment is not being used. Periodic Assessment is completed in the ELA classes through Acuity.
  - c. Given the small number of ELLs the periodic assessment has not yielded any data on a school-wide basis.
5. n/a
6. We evaluate the success of our ESL program based on student's improvement on the NYSESLAT exams, their grades in content area courses and their scores on state wide exams.

### 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:</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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster: 01**      **Network: CFN 107**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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