



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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: **MARISOL BRADBURY**

07-02-2013

2012-13 CEP TEMPLATE

FOR REWARD, RECOGNITION AND IN GOOD STANDING SCHOOLS

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	
Jodi Harawitz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ethan Marcus 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/Parent	
Lisa Baez	Member/Parent	
Arthur Block	Member/Parent	
Barbara Gold	Member/Parent	
Rene Bosolet	Member/Teacher	
Paula Andros	Member/Teacher	
Shawn Rubel	Member/Teacher	
Mark Berkowitz	Member/Assistant Principal	
Christina White	Member/Assistant Principal	

** 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

- By June 2013, 100% students will experience 2 Common Core-aligned Performance Tasks as evidenced by tasks, student work products, and teacher-team observations and evaluations.

Comprehensive needs assessment

- The teaching of writing is not yet occurring, and student written work product is not yet being generated in a systematized, complementary, consistent interdisciplinary fashion.

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) To complement full class teaching of writing, Small Group Instructional Sessions will be provided for those students who do not yet meet expectations as indicated on our school-wide Common Core Aligned Writing Rubric.
 - b) Instructional Leadership Team meets weekly to chart the course of the staff's efforts to teach into and assess for (argumentative) writing skills.
 - c) Academic Departments meet every other week to collaboratively analyze student work and to use student work products to inform continued planning, instruction, intervention, and assessment.
 - d) In collaborative with CFN 107, we adhere to a timeline that had all students complete their Common Core Writing Task (in the content of a Common Core aligned Unit if study) by **December 14, 2012**. January and February constitute a period for reflection and revision. The second task will be administered by April 19, 2013 (depending on curricular context).

Strategies to increase parental involvement

- We discuss the Common Core Standards and our school's approach to alignment at Parent Town Hall Meetings and with our SLT.

Budget and resources alignment

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

Service and program coordination

- Tax Levy: Per Session for Department/Instructional Leaders. Tax Levy: Network support.

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, School Leaders will conduct 4 informal/mini observations and 2 formal and provide timely feedback aligned with the Danielson Framework.

Comprehensive needs assessment

- Teachers and School Leaders are not yet using the same language when we talk about the Instructional Core: that interplay of what students are doing, what the teacher(s) is/are doing, and how the course content is operating. This challenges our collective and individual growth.

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) Teachers are introduced to the Danielson Framework.
 - b) Principal and Assistant Principals (2) conduct daily “mini-observations” providing timely feedback for development as aligned with Danielson.
 - c) Teachers meet with Administration to set goals as aligned with Danielson.
 - d) September/October 2012: Teachers are introduced to Danielson Framework; Teachers set Goals aligned with Danielson. October 2012-June 2013: Mini-Observations provide teachers with timely ongoing feedback. May 2013/June 2013: Teachers reflect on progress in key Danielson Domains and anticipate goals for the 2013/14school year.

Strategies to increase parental involvement

- Our SLT and PA are made aware of the means by which with teachers are developed. Specifically, we have shared the Danielson Framework at Parent Town Hall meetings.

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:

Service and program coordination

- OTPS/NYSTL: Danielson literature and software to help develop and norm our understanding of this framework. Tax Levy: Network PD and continued support.

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 pedagogues will implement a Ladder of Intervention, and will be effective in carrying out their role(s) as teacher/coach/counselor/advisor in supporting students' academic and social/emotional needs as evidenced by a 2% increase in student satisfaction on the Learning Environment Survey.

Comprehensive needs assessment

- Groups of students and individual students struggle academically, socially, and emotionally. As a collaborative staff, we need to systematize our ongoing interventions so that staff communication is coordinated and strong enabling us to most effectively intervene on students' behalf. This is also critical as we embrace an RTI framework: we need to be more consistent in observing and documenting—thereby providing a trace—of interventions and their efficacy.

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) Peer Advisory, Staff Coaching, Staff Led Advisory allow us to better know where students are and how we may support them. Izone360 framework pushes us to position the individual student at the center of all planning and programming.
 - b) Three Guidance Counselors work with students, “rolling up” with them so as to become intimately familiar with the specificity of each student's experiences, strength, and struggles. Grade Teams meet three times each month to engage in student case conferences and to monitor the effectiveness of interventions. Inquiry Team meets weekly to examine student performance and progress from a “data-smart” standpoint.
 - c) Teachers co-authored our Ladder of Intervention. Every teacher participates in at least one Grade Team. Select teachers are members of our Inquiry Team. Guidance works in close collaboration with teachers to meet each student where she is and to help her to learn and grow,
 - d) September 2012: Teachers co-author revised shared Ladder of Intervention. September 2012-June 2013: Guidance, Teams, Administration, and Individual teachers employ Ladder to guide, reflect upon and document interventions.

Strategies to increase parental involvement

- The Ladder of Intervention is shared in our family handbook. When students are in crisis, parents/guardians are invited to case conferences and are privy to the way in which the Ladder serves as a guidepost for academic, behavioral, and social/emotional intervention and action planning,

Budget and resources alignment

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

Service and program coordination

- Tax Levy: Supplementary Guidance Position. Tax Levy: Per session for teachers and counselors participating in case conferences. Tax Levy: Network support. Tax Levy: PD in RTI.

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	Small group instruction(SGI)- preview, review of content, teaching of organizational skills	Small group	During the school day and after school based on teacher and student availability
Mathematics	SGI- small group instruction- preview, review of content, teaching of organizational skills	Small group	During the school day and after school based on teacher and student availability
Science	SGI- small group instruction- preview, review of content, teaching of organizational skills	Small group	During the school day and after school based on teacher and student availability
Social Studies	SGI- small group instruction- preview, review of content, teaching of organizational skills	Small group	During the school day and after school based on teacher and student availability

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group counseling by guidance counselors	Small group and individual	During the school day

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.

We have very little teacher turnover.

We have an admissions committee that collaboratively interviews and views/deconstructs demonstration lessons.

As a collaborative school, teachers are very connected. They work together in various configurations and rely on each other for ongoing support. Every teacher belongs to a Grade Team and to an Academic Department. This allows for constant conversation about students' needs and progress.

New teachers work with an onsite mentor. Principal and APs conduct monthly New Teacher

Workshops. Teachers meet monthly as a full staff to forward shared instructional goals—

Common Core, Instructional Rounds.

Staff works with Marc Brackett of Yale University to to develop Social Emotional Learning Skills—both primarily, and to support students in their SEL development.

Teachers enjoy a Professional Period—as per our SBO—that allows them

protected co-planning time. Teachers attend external PD that is content specific (i.e.

Math for America).

Teachers share expertise and conduct “master lessons” from which others learn best

pedagogical practices. Teachers engage in inter-school visitations-especially in light of

our izone affiliation.

Teachers attend Affinity Group Session that zero in on aspects of the izone 360 framework.

Teachers are encourages to take responsible risks as they hone their craft and pursue their passions!

2012-13 CEP TEMPLATE FOR REWARD, RECOGNITION AND IN GOOD STANDING SCHOOLS

**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.

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 1st 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 1st 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 with 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 promptly 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 Nancy Scala / CFN 107	District 02	Borough Manhattan	School Number 412
School Name NYC Lab School for Collaborative Studies			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	579	Total Number of ELLs	9	ELLs as share of total student population (%)	1.55%
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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 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										5	2	1	1	9
Push-In														0
Total	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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____

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
TOTAL	0	5	2	1	1	9								

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 8th and 9th 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

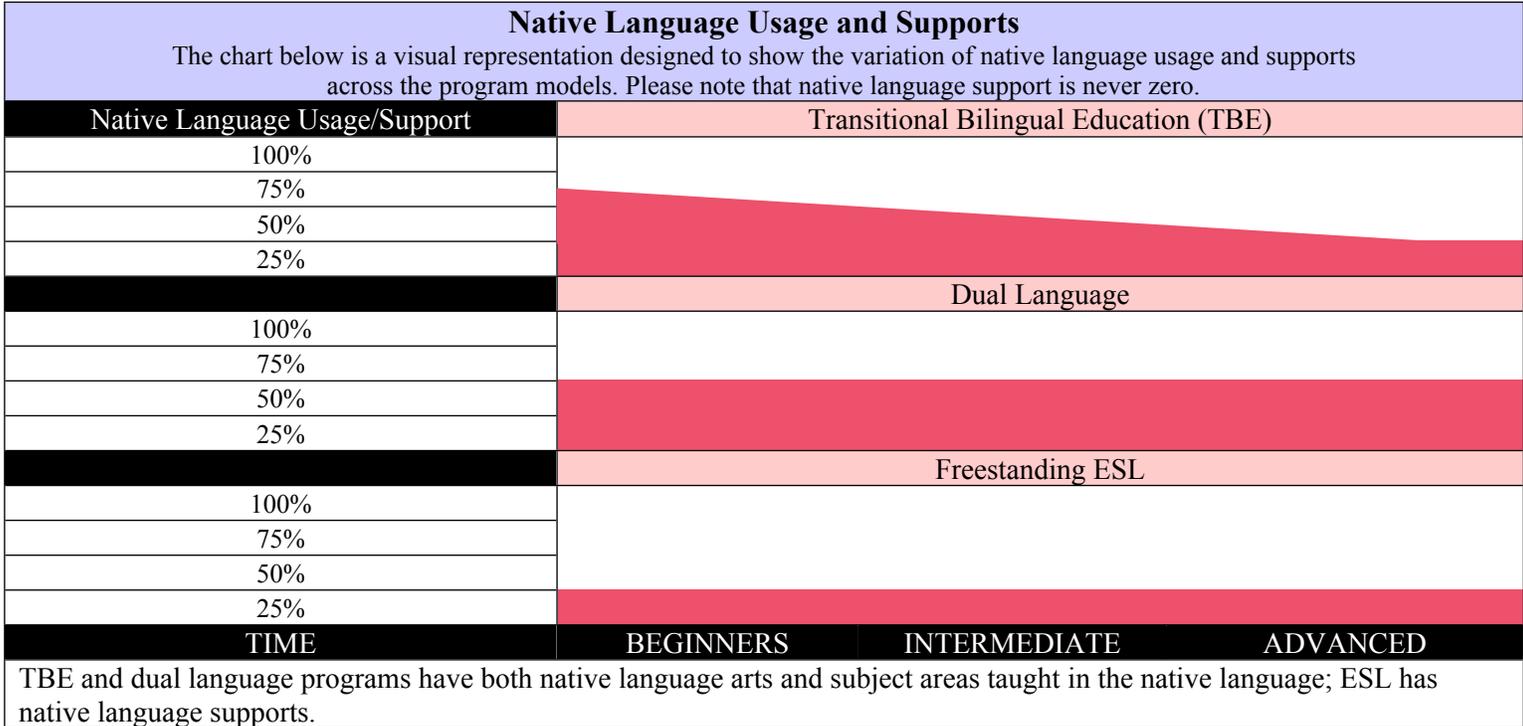
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

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

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 8th or 9th 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.

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.

17. Spanish language electives are available to ELLs. We offer Spanish for non-speakers of Spanish and Spanish for students who are AP

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 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?
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.

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
	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

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

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 Geography	1		1	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. As a high school we do not need to assess for early literacy skills.
2. Given our small number of ELLs (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.
3. The performance by ELLs in NYSESLAT modalities will inform instruction in ESL classes, as it helps reveal areas in which individual ELLs need support. As described above, the small ELL population precludes finding data patterns across proficiency levels and grades, but it may be used to 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.
4.
 - a. Given the small ELL population, it is impossible to find patterns across proficiencies and grades. We do not have students taking exams in their native languages, with the occasional exception of some New York State Regents Content Examinations, but we do not have enough students taking these exams to draw any conclusions.
 - b. The ELL periodic assessment is not being used; periodic assessment in ELA classes is done through Acuity.
 - c. Given the small ELL population, periodic assessment has been useful in learning about individual students, but has not yielded data applicable on a school-wide basis. Native language is not used on periodic assessments.
5. n/a
6. We evaluate the success of our ESL program by students' improvement in NYSESLAT exam scores, their grades in content area courses and credit accrual, as well as the scores in NYS Regents examinations. During the 2010-2011 school year, all ELLs taking Regents exams passed them and all ELLs earned passing grades in every content area and elective course taken.

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

Part VI: LAP Assurances

School Name: 02M412 - NYC Lab School

School DBN: _____

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

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

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.