



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** NYC LAB SCHOOL FOR COLLABORATIVE STUDIES

**DBN (i.e. 01M001):** 02M412

**Principal:** BROOKE JACKSON

**Principal Email:** BJACKSO8@SCHOOLS.NYC.GOV

**Superintendent:** MARISOL BRADBURY

**Network Leader:** NANCY SCALA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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 Abby Thompson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Paula Andros	Member/ Teacher	
Shawn Rubel	Member/ Teacher	
Theresa Della Valle	Member/ Secretary (UFT)	
Mark Berkowitz	Member/ Assistant Principal	
Lisa Baez	Member/ Parent	
Courtney Brown	Member/ Parent	
Diane Power	Member/ Parent	
Laura Zingmond	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson’s Framework for teaching with a school-wide instructional focus on Reflection/Meta-cognition.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 While teacher performance is generally “Satisfactory” we look to Danielson as Student performance on Regents Exams and students’ scholarship reports/credit accumulation—Student Academic Achievement—as reflected on our Progress Report and Electronic Gradebook warrant teacher attention and development in the 4 Danielson domains.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**  
 1. Teacher Professional Development in Full staff meetings. Teacher Development in guided Department Meetings.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. Instructional Leadership Team. Principal and 2 APs norming, aligning, and collaborating as we engage the Danielson Framework with teachers. Inquiry Team to monitor student progress and performance.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. Evolving Advance ratings. Evolving student performance date (6 progress reports and four reflective portfolio entries).

**D. Timeline for implementation and completion including start and end dates**  
 1. September 2013 – June 2014. Mid April we begin end of year conferences with teachers.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1. Weekly Department Meetings. Weekly Administration Meetings. Weekly Inquiry Team Meetings. Monthly Faculty Conferences. Weekly Instructional Leadership Team Meetings.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).  
 We will discuss the Danielson Framework at a parent meeting.

### **Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014 100% of teachers will have articulated curriculum unit maps that are Common Core Aligned.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 While our school is in the ongoing practice of annually reflecting on and revising our evolving curriculum maps, we are now in the process of cross referencing our maps with the CCLS.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Common planning time for teachers to analyze curriculum maps.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Network Instructional Leadership. Instructional Leadership Team. Weekly Department Meetings. PD on Universal Design and Backward Design.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administration reviews curriculum maps. Department collaboratively analyze maps.

**D. Timeline for implementation and completion including start and end dates**

1. We are in year 2 of this process. Maps will be aligned by June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Protected Department Meeting Time.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum Night for Parents. Common Core Standards Parent Guide Distribution and Discussion. Town Hall Meetings with Principal to discuss Common Core implementation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will inform and consult Inquiry Team-generated Data base that names students' struggles and correlative action plans.

**Comprehensive Needs Assessment**

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

We have students who are not yet fully engaged , academically successful, socially/emotional peaceful.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Weekly Inquiry Meetings. Monthly Grade Team Meetings. Weekly Guidance Meetings. Weekly Attendance Meetings. RTI PD.

**B. Key personnel and other resources used to implement each strategy/activity**

1. 3 Guidance Counselors. Data Specialist.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monitor and assess the efficacy of the interventions (RTI)

**D. Timeline for implementation and completion including start and end dates**

1. Work in Progress—ongoing.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Protected grade team time. Per session for Inquiry Team members. Guidance meets with at risk students (in addition to mandated).

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent meetings with those students who continue to struggle in one or more of the above areas. Focusing with parents on strategies for supporting student learning.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

n/a

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

n/a

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>Social Studies</b>	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
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual and Small Group Counseling (by Guidance Counselors)	Small Group and Individual	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**  
**MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>412</b>
School Name <b>NYC Lab School for Collaborative Studies</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Brooke Jackson</b>	Assistant Principal <b>Christina White</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jason Koch</b>	Guidance Counselor <b>Jennifer Schatz</b>
Teacher/Subject Area <b>Jane Berentson</b>	Parent <b>Theresa Wu</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>599</b>	Total number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.50%</b>
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## Part II: 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>														
Discrete ESL class										1	1	1	1	4
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	1	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				3						3
Total	0	0	0	3	0	0	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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														0
Chinese												2	1	3
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>	0	0	0	0	0	0	0	0	0	0	0	2	1	3

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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

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

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra				
Geometry	2		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	2		0	
Earth Science				
Living Environment				
Physics	1		1	
Global History and Geography	2		1	
US History and Government	1		1	
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
As a high school we do not need to assess for early literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Given the small size of our ELL population (three current ELLs), it is impossible to find patterns in the available data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
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. For each program, answer the following:
  - a. 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?
  - a. Given the small size of our ELL population (three current ELLs), it is impossible to find patterns in the available data.
  - b. We do not use the ELL Periodic Assessment.
  - c. n/a
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The school's ESL teacher, Jason Koch, works with content area teachers to make sure they know which students are ELLs, techniques for scaffolding instruction, and what testing accommodations should be made available (extra time, bilingual glossaries, and dictionaries).
7. 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?  
n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ESL program by examining students' improvement in NYSESLAT exam scores, their grades in content area courses and credit accrual, as well as the scores in NYS Regents examinations.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon entrance to school all new students are administered the HLIS by Assistant Principal Christina White, who also reviews 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 (to be replaced by the NYSITELL in 2014) 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 also administered the Spanish LAB 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.

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.

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. Because of the small size of the school, the small number of ELLs and parental preferences, our school only offers an ESL Program. The guidance counselors, John Ngai and Jennifer Schatz, would meet with parents to facilitate a transfer to a school offering a Transitional Bilingual or Dual Language program should this be their preference. Records of program choice are kept by Jason Koch, ESL Teacher, and guidance counselors so that parents would be notified when programs become available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. 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.

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. Within 20 business days of an ELL's enrollment, ESL Teacher Jason Koch will update the ELPC screen in ATS with parent program choice data.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The school's ESL teacher, Jason Koch, administers all sections of the NYSESLAT to current ELLs. Eligibility is determined by using the RLER report on ATS. Parents are informed of testing dates by letters and/or phone calls home. Testing occurs during the school day, during scheduled ESL class periods. The speaking section will be administered between April 9 and May 16 during the 2013-14 school year. The Reading, Listening, and Writing sections will be administered between May 5 and May 16

during the 2013-14 school year.

6. 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.) 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.   
The parents of all current ELLs have requested ESL and all but one in previous years have requested ESL. The program model offered at our school is in line with parent requests. In the one case of a student requesting TBE or Dual Language, the guidance counselors explained available programs offered by other schools in New York City and offered to facilitate a transfer, but the family elected to continue enrollment at NYC Lab School.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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. 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)?

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 the one intermediate ELL currently enrolled we provide 360 minutes per week and advanced ELLs receive 180 minutes, plus additional time as necessary. Our school is on a 0-9 period schedule and ESL classes are offered periods 0 and 1, so as not to conflict with any content area classes or electives. Intermediate and Advanced ELLs participate in 225 minutes of ELA class per week in addition to their ESL class.
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 foster language development and meet the demands of the Common Core Learning Standards.
 

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. The ESL teacher, Jason Koch, works collaboratively with content area teachers to ensure that ELLs are supported as they meet the requirements of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are appropriately evaluated in all four modalities in their ESL classes by the ESL certified teacher, Jason Koch. Informal assessments take place throughout the year in the form of reading, writing, listening, and speaking tasks and activities. ELLs are evaluated formally at the end of the year through the NYSESLAT Exam. Additionally, the ESL teacher frequently checks essays, quizzes, and tests completed for subject area courses in order to evaluate language acquisition.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

e. Former ELLs in years one and two after testing proficient will have the option of attending ESL class for additional support as needed. They continue to receive testing accommodations, facilitated by ESL teacher Jason Koch.

7. 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?

The ESL teacher, Jason Koch, works in conjunction with special educators in order to determine the needs of ELL-SWDs. They receive instructional time with an ESL teacher and be enrolled in SETTS or ICT 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 no ELLs 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school offers ICT 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 periods 0 and 1 so that all ELLs, including ELL-SWDs, receive language support without missing any time in content area courses and still have 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**

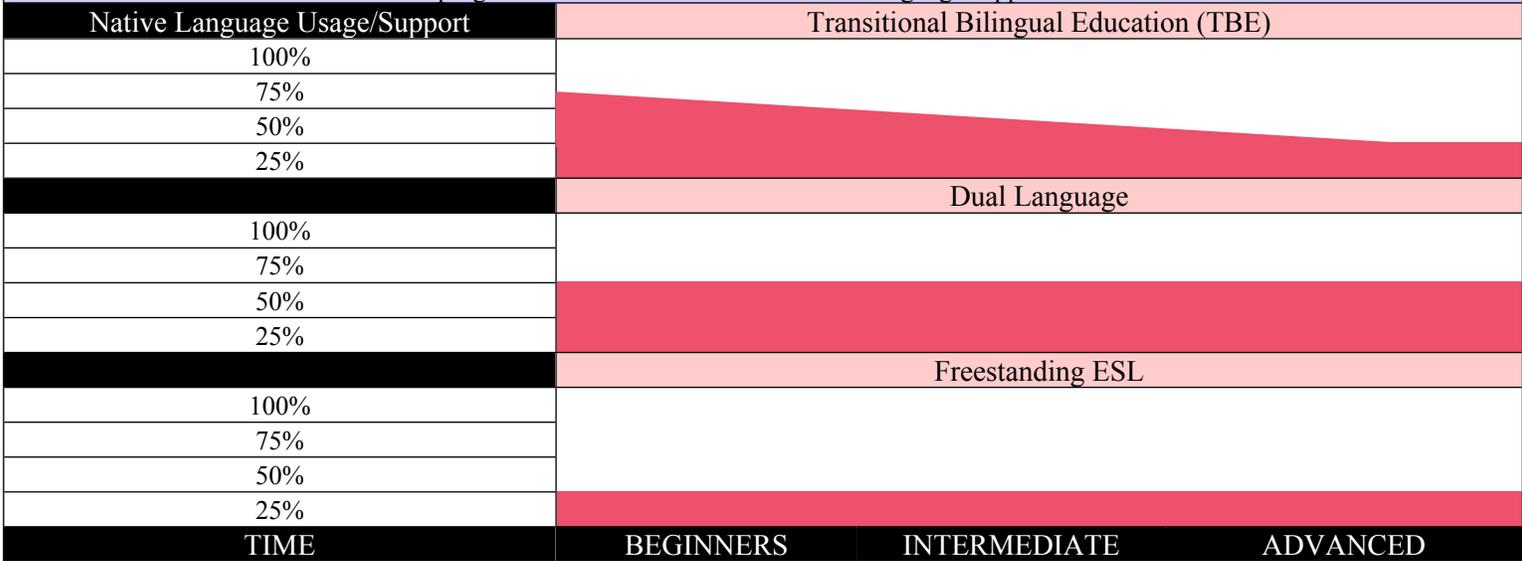
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- 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 (3), we offer all targeted intervention only in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is effective in meeting the needs of ELLs in both content and language development. Two of the six ELLs from the 2012-13 school year received scores of Proficient on the NYSESLAT. All ELLs showed overall score improvements from 2011-12 to 2012-13 school years, with one student moving from Intermediate to Advanced. Two of the three current ELLs meet grade level targets for credit accrual. Targeted intervention programs (as described above) are being used for the one ELL who has not earned sufficient credits.
11. What new programs or improvements will be considered for the upcoming school year?
- 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.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue any support services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
- The schools 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 (Bowling, Boys Soccer, Girls Golf, Girls Volleyball, Boys Basketball, Girls Basketball, Indoor Track, Boys Baseball, Boys Golf, Girls Softball, Girls Tennis), clubs ( Gay Straight Alliance, Asian Cultural Club, Black Alliance, Jewish Culture Club, Food Enthusiasts Club, Social, Action Club, Go Green!, Learn Japanese Club, Ping Pong, AMC Math Club, Feminist Focus, Comic Book Club, Student Government, Community Service Club), and after school opportunities (Lab Theater Company, Model United Nations, Newspaper, Animation, Chorus). ELLs receive support services in the programs offered by the school (SETSS, ELL, CTT, Related Services) as per IEP in the case of Special Education ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Support provided and resources used in ESL classes are age appropriate. Teacher-made resources such as graphic organizers and modified assignments are designed with consideration to developmental appropriateness. Language texts and readers are appropriate for high school aged students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Spanish language electives are available to ELLs. We offer five levels of Spanish, from Spanish 1 for beginners to AP Spanish.

19. For schools with dual language programs:

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

n/a

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 as opportunities arise.

Already

this year, "When to Refer ELL Students for Disability Evaluations: What to Do Before the Referral" at Columbia Teachers College

was attended by ESL teacher Jason Koch on November 21, 2013. Additional professional development (for teachers, guidance counselors, paraprofessionals, assistant principals, and secretaries) 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. Weekly department meeting time will be used for Common Core review and alignment. In addition, professional development will take place during full staff meetings on October 7, November 4, December 2, January 6, February 10, March 3 and 31, and May 5 of the 2013 - 2014 school year.

2. Teachers of ELLs are encouraged to attend city-wide professional development in supporting ELLs as they engage in the

Common

Core Learning Standards. In addition, department and full staff meetings dedicate time to Common Core review and alignment.

3. 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.

4. 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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. The Parent's Association works to facilitate communication, with bilingual parents notifying parents of ELLs of meetings and events. Parent volunteers have translated weekly announcements into Chinese, the language spoken by most of 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.

Twice a year we hold Chinese-Speaking Family Outreach Meetings to introduce Chinese-speaking families to the school and staff. With interpretation services provided by NYC DOE, families learn about important upcoming events, how to use Jupitergrades to monitor their children's performance in school, and ways that they can be involved in the Parent's Association and school community.

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, parent Town Hall meetings, as well as in direct conversation (with the use of 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.

## E. 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 response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brooke Jackson	Principal		1/1/01
Christina White	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jason Koch	ESL Teacher		1/1/01
Theresa Wu	Parent		1/1/01
Jane Berentson	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Schatz	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M412 School Name: NYC LAB School

Cluster: 1 Network: 107

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

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home language survey of students, Parents' Association taskforce outreach; teacher survey of classes; guidance review of students from non-English speaking households.

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

ATS provides us with reports indicating number of students whose home language is other than English who require both written translation and oral interpretation. We have 194 households whose home language is one other than English: Albanian= 8, Amoy= 9, Arabic= 3, Bengali= 5, Cantonese= 65, Chinese (any/ other)= 37, Czech =1, Darsi = 1, French = 2, Hebrew= 1, Italian = 1, Japanese= 1, Mandarin = 14, Nepali=1, Other=1, Philipino = 1, Polish = 2, Portuguese= 2, Russian = 4, Serbo-Croatian = 5, Spanish = 27, Swedish=1, Tibetan=1, Urdu=1. Findings have been communicated during SLT meetings, Parent Association meetings, scheduled meetings with principal and parents, faculty conferences and department meetings with the school community.

## Part B: Strategies and Activities

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

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

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

Translations for scheduled parent conferences and workshops via an approved vendor: Language Interpretation Services; we utilize Department of Education over-the-phone translation services for one on one parent meetings and bilingual staff members and parent volunteers 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.