

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: NYC LAB MIDDLE SCHOOL FOR COLLABORATIVE STUDIES
DBN (i.e. 01M001): 02M312
Principal: MEGAN ADAMS
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Network Leader: NANCY SCALA

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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 2015, 100% of courses will be fully aligned within the cluster (specific course and grade, i.e. 6th Grade Humanities) and to CCLS/other revised standards (where applicable)

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.

- Ongoing observational data of classroom practice
- Assessment data (state test, school-based tests, projects and papers)
- Anecdotal feedback (faculty, students and families)
- Learning Environment Survey data related to Academic Expectations and Engagement
- Past years' curriculum articulations and curriculum letters

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. Professional Learning time on Mondays after school
2. Common Planning Time (built into common preps throughout the week)
3. External workshops and network support

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

1. Ongoing professional learning opportunities for new standards (CCLS, NextGen, etc) exploration especially in the development of new courses
2. Professional Learning time on Mondays used faculty-wide for collaborative planning, action research and inquiry protocols
3. Ongoing observation feedback cycles with school leadership
4. Family outreach (Curriculum Night, family-friendly curriculum maps, curriculum letters, Tuesday family outreach time, May showcase)
5. Network support for targeted help with struggling clusters

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

1. (9/1) Initial Curriculum Maps (collaboratively developed in clusters June – summer)
2. (ongoing) Examination of aligned summative assessments and cluster discussion around summative assessments. This will occur during weekly common planning periods and structured Professional Learning times (Mondays after school)
3. (11/4) Cluster reflection on course alignment and map revision
4. (6/4) Cluster reflection on course alignment and course design for coming year
5. (remaining June) Ongoing reflection in the service of course development for the coming year

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

1. See above

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

1. Professional Learning time on Mondays after school
2. Common Planning Time (built into common preps throughout the week)
3. External workshops and network support

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).

Family outreach (Curriculum Night, family-friendly curriculum maps, curriculum letters, Tuesday family outreach time, May showcase)

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.

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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 2015, 100% teachers will have taken on a leadership role at NYC Lab Middle School for Collaborative Studies.

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.

This goal is derived from the values of our school, our budgetary constraints and our belief around how adult learners grow and develop.

1. School Values – We have a highly collaborative school. We work to engage faculty and staff in authentic decision-making and leadership. We believe that when faculty members are given leadership opportunities they are more likely to engage in the school, invest long-term in the school and care about the school.
2. Budgetary Constraints – We are not a Title 1 school and have no extra funding. We rely on our faculty to serve as teacher leaders (taking on roles like point person, mentor, coach, committee chair, etc).
3. Leadership Development = Professional Development – We believe that when a teacher is able to assume leadership within the school they are growing professionally and that by giving teachers leadership roles they are growing as adult learners. This belief came from years of academic study/research, action research and a fellowship program we participated in.

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. Leadership development programs for specific faculty members (Digital Ready, Teacher Leadership Program, Professional Development Committee)
2. Ongoing leadership support (by Principal and Assistant Principal) for teacher leaders of teacher teams
3. Ongoing leadership support and mentorship (by Athletic Director and Assistant Principal) for teachers who are coaching in our athletics programs
4. Aspiring leader mentoring (through official programs) by Principal and Assistant Principal
5. Teachers being supported and encouraged to assume leadership in professional organizations outside the school
6. Network, DoE and other leadership development opportunities

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

1. All faculty
- See above for more specific information and targeted support

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

1. Ongoing monitoring of who is taking on leadership in the school (overall numbers, types of leadership, types of teachers, etc)
2. Monitoring of leadership support programs (both external and internal)
3. Anecdotal feedback from faculty

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

1. Throughout the year

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

1. Digital Ready (DoE)
2. Teacher Leadership Program (DoE)
3. The Professional Development Committee (Lab MS)
4. Teacher Leader Roles (Lab MS)
5. Athletics and Afterschool roles

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, P-T conferences, student activities

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							
PA grant money for afterschool and athletics programs. Per Session given from Digital Ready and The Teacher Leadership Program							

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.

By June 2015, the number of students that have a connection with the school beyond the core academic experience will increase by 10% (75% to 85%) (i.e. student clubs, athletics, afterschool programming, mentoring support).

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.

This goal is derived from our focus on the CIE for 2014-15 – Knowledge of Students. Based on anecdotal feedback (student, family and teacher), Learning Environment Survey data, research-based studies (Lemov, Wormeli), OORS data over the past 8 years and academic achievement data we believe that student connectivity is of central importance to students engaging and learning in the middle school years. We also believe (based on this same data) that one of the best ways to get to know students is through connections beyond the classroom.

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. Implement a comprehensive enrichment program for all students in the school
 - Athletics – 15 sports offerings over 3 seasons
 - Afterschool Enrichment – 16 enrichment course that run year-long
 - Student Clubs – student club process at lunchtime
 - CBO – Hudson Guild runs a Beacon program 2- 6 and weekends
 - Academic Mentoring – a program that targets specific students for more support
2. All program are run by Lab MS faculty (with the exception of the CBO)
3. Athletics Information Sessions – three times a year at the beginning of each season
4. Activities Fair – for student clubs and afterschool course run in late September
5. Referral system for academic mentoring program
6. Ongoing communication with students, families and school community around programming
7. Targeted outreach to students that are not involved
8. Celebrations of work (end-point performances, competitions, projects, etc) and school-wide ceremony

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

1. Teachers who advisors and coaches
2. Parents' Association
3. Hudson Guild Beacon Staff
4. Students
5. Other outside partnerships for specific programs – Digital Ready partners, MORE Art

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

1. Monitoring of athletics participation in the middle of each season
2. Ongoing monitoring of student clubs (this is a fluid number because clubs can form at any time)
3. Monitoring of participation rates for afterschool programming in October, February and May
4. Monthly data reports of attendance at Beacon
5. Ongoing monitoring of mentorship

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

1. See above for monitoring dates
2. Athletics starts at three points in the year (September, November and March)
3. Afterschool programming and clubs start in mid-September

4. Mentoring is ongoing (with start date of mid-September)
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Implement a comprehensive enrichment program for all students in the school
 - Athletics – 15 sports offerings over 3 seasons
 - Afterschool Enrichment – 16 enrichment course that run year-long
 - Student Clubs – student club process at lunchtime
 - CBO – Hudson Guild runs a Beacon program 2- 6 and weekends
 - Academic Mentoring – a program that targets specific students for more support
 2. All program are run by Lab MS faculty (with the exception of the CBO)
 3. Athletics Information Sessions – three times a year at the beginning of each season
 4. Activities Fair – for student clubs and afterschool course run in late September
 5. Referral system for academic mentoring program
 6. Ongoing communication with students, families and school community around programming
 7. Targeted outreach to students that are not involved
 8. Celebrations of work (end-point performances, competitions, projects, etc) and school-wide ceremony

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).

State of the School, Beginning of school year meetings, Curriculum Night, other parent communication (website, Gator Gab blasts, backpacked information)

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

Parents' Association Funding, Digital Ready funding, CBO grant funding

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.

By June 2015, 85% of students will be proficient on the NY State ELA exam

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.

Current rates of proficiency. We are choosing to target ELA because that is where we consistently score lower.

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. Academic Intervention Services for Level 1's, 2's and students who are receiving below a 75% in literacy based content (Humanities and Science) with an online referral process
2. Ongoing professional development on CCLS and curium planning
3. Formation of literacy committee to focus on school-wide culture of literacy

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

1. Teaching faculty. We will also make use of network and DoE offerings for curriculum support.
2. AIS coordinate (F-status teacher)
3. Special Education Teacher teaching AIS
4. School Leadership

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

1. Initial review of state test scores from 2013-14
2. Ongoing cluster-wide summative assessment data review
3. Ongoing monitoring of course grades
4. Ongoing monitoring of AIS program

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

1. (Summer/September) – Review of test data
2. (September) – literacy baseline assessments
3. (Ongoing) – Humanities summative assessment monitoring
4. (8 times) - grade progress report data
5. (Ongoing, starting in Mid-September) – AIS online system

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

1. Academic Intervention Services for Level 1's, 2's and students who are receiving below a 75% in literacy based content (Humanities and Science) with an online referral process
2. Ongoing professional development on CCLS and curium planning
3. Formation of literacy committee to focus on school-wide culture of literacy

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, P-T conferences, State of the School, website, 8 progress reports communicated to families, Jupiter Grades, family friendly curriculum maps

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 #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.

Throughout the 2014-15 school year, 100% of teachers will have on-going collaborations through inquiry-based reflective practices to reflect upon and improves classroom instruction school-wide.

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.

Lab is a collaborative environment and the collaborative team structure is where much of the work of the school occurs. Some teams struggle more than others in being effective at inquiry – this is why it has become our focus.

- Anecdotal and internal survey feedback from faculty and staff based on 2013-14 PLCs
- Learning Environment Survey data related to staff experience
- Anecdotal, observational data from team meetings
- A desire to focus on elements of the Citywide Instructional Expectations

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. Teachers all meet in a variety of collaborative teams weekly.
2. Team leaders are given support and feedback for leading their teams.
3. The Professional Development Committee developed a professional learning cycle that engages faculty in an inquiry approach through various teaming structures.
4. Specific teacher leaders are involved in the Teacher Leadership Program where they are trained on inquiry based approaches/protocols that they implement back with their teams.

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

1. All teaching faculty and school leadership
2. Teacher leaders assume leadership roles in guiding colleagues through these practices

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

1. Use of Googledocs/Googleforms to record minutes and other team created documents
2. The Professional Development Committee will survey everyone twice (December and June) to determine effectiveness of structures and use the data to plan

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

1. (2013-14) PLC piloted inquiry based protocols to examine student work
2. (summer) Staff readings, etc regarding these topics and this goal
3. (9/2) Initial sharing of the goals for professional learning and the collaborative structures shared by the Professional Development Committee
4. (9/2 – 10/1) Staff training on inquiry and collaborative structures
5. (Ongoing) Staff meets in collaborative groups for inquiry based reflection
6. (12/1 – 12/23) School-wide internal survey about Professional Learning administered by the Professional Development Committee
7. (January) POTENTIALLY revise the Professional Learning structures based on feedback from the staff
8. (Ongoing Spring Semester) Staff meets in collaborative groups for inquiry based reflection
9. (June) School-wide internal survey about Professional Learning administered by the Professional Development Committee

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

1. Monday Professional Learning time
2. The Professional Development Committee
3. Online collaborative structures

- 4. Digital Ready support
- 5. Teacher Leaders and School Leadership
- 6. All faculty

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).

Parents are aware of this goal through State of the School and Curriculum Night and SLT

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.

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p>Differentiated instruction in all humanities classes- Tier 1 Intervention</p> <p>through consistent assessment the effectiveness of Tier 1 intervention will be determined by principal, teachers & Inquiry Team.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus</p>	<p>Small group and one-on-one (depending on student need)</p>	<p>Both push-in and pull-out (depending on student need) All mandated during the school day. There is additional support offered afterschool voluntary (by the teachers) for some students.</p>

	on non-fiction texts.		
Mathematics	<p>Differentiated instruction in all Math classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 principal, teachers & Inquiry Team will determine intervention.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p>	Small group and one-on-one (depending on student need)	Both push-in and pull-out (depending on student need) All mandated during the school day. There is additional support offered afterschool voluntarily (by the teachers) for some students.
Science	<p>Differentiated instruction in all Science classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 principal, teachers & Inquiry Team will determine intervention.</p>	Small group and one-on-one (depending on student need)	Both push-in and pull-out (depending on student need) All mandated during the school day. There is additional support offered afterschool voluntary (by the teachers) for some students.

	<p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus on non-fiction texts.</p>		
<p>Social Studies</p>	<p>Differentiated instruction in all humanities classes- Tier 1 Intervention</p> <p>Through consistent assessment the effectiveness of Tier 1 principal, teachers & Inquiry Team will determine intervention.</p> <p>Peer Tutoring provided for some students that need extra guidance and support in completing HW and understanding concepts but do not</p>	<p>Small group and one-on-one (depending on student need)</p>	<p>Both push-in and pull-out (depending on student need) All mandated during the school day. There is additional support offered afterschool voluntary (by the teachers) for some students.</p>

	<p>need remediation.</p> <p>AIS Push-in/Pull-out – Individual students are scheduled for math and literacy support with a teacher. This is specific to the student’s need.</p> <p>Book Groups – an afterschool program for students that are reluctant and struggling readers. Students classified by need (based on ELA scores and teacher recommendation). There is a focus on non-fiction texts.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>3 Year Advisory and Transitions program for all students – this is use dot help monitor who might need more services.</p> <p>Guidance Staff (2) does both at-risk and mandated counseling. There is a referral process that school staff can utilize in making referrals.</p> <p>Academic Mentor program – targets students that are chronically low in pass rates and gives them a daily check-in with a faculty member. The faculty member communicates with the parents.</p>	<p>During the school day. 1-on-1 and small group – depending on the need of students</p>	<p>During the school day.</p>

**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 *TA 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

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.

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. The school will maintain this information.

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
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 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 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 312
School Name NYC Lab Middle School for Collaborative		

B. Language Allocation Policy Team Composition [i](#) 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 Megan Adams	Assistant Principal Lisa Weber
Coach type here	Coach type here
ESL Teacher Jessica Ordonez	Guidance Counselor Jeanine Mastrangelo
Teacher/Subject Area type here	Parent Emily Lee
Teacher/Subject Area type here	Parent Coordinator Marilyn Coston
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Caroll	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	574	Total number of ELLs	2	ELLs as share of total student population (%)	0.35%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							1	1						2
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years		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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL				1			1			2

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	1	0	0	1	0	0	2
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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	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							1	1						2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	1	0	0	0	0	0	2

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
Intermediate(I)														0
Advanced (A)							1	1						2
Total	0	0	0	0	0	0	1	1	0	0	0	0	0	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	1				1
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					1				1
8					1				1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.
The school uses Brigance, Wilson Just Words, EdPerformance Series, and Acuity to assess literacy skills.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Given our extremely small number of ELLs (2) it is not possible 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 [AMAOC tool](#))
- The performance by ELLs in the NYSESLAT modalities will inform instruction in ESL classes, as it helps to reveal in which areas individual ELLs need the most support. This information is shared by the ESL teacher with the content area teachers so that ELLs can be accommodated and supported in all of their classes.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Given the small number of ELLs (2) it is difficult to find patterns across the proficiencies and grades.
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?
- ESL teacher communicates daily with the content teacher to discuss how ELLs needs in the classroom.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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 based on student's improvement on the NYSESLAT exams, their grades in content area courses and their scores on state wide exams.

Part IV: ELL Identification Process

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

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

Parent program choice letters are sent home to parents within the first ten days of school. Parents are invited to meet with the ESL teacher, Jessica Ordonez, at the start of the school year to review all three program options. Throughout the year program

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

3. 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 [\[see tool kit\]](#).)

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

4. 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.

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

5. 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 ESL teacher, Jessica Ordonez utilizes ATS and prints out the RLER report to determine students who are eligible for the NYSESLAT exam. Eligible ELLs are administered the NYSESLAT exam in May to determine progress. The ESL teacher works with the testing coordinator to schedule all four components (reading, writing, listening, speaking) of the NYSESLAT exam. The ESL teacher works with the testing coordinator to schedule all four components (reading, writing, listening, speaking) of the NYSESLAT exam. On the day of the written exam students come in and are read the directions of the exam and then begin. The oral part of the exam is given on a separate date, because another teacher is required to be in the room to grade the exam. The oral part is administered to students individually.

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. 

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

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

b. ELLs meet in heterogeneous, ungraded groupings.

2. 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)?

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

3. 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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to assess ELLs in their native language we would utilize the support of teachers who speak a second language or we would utilize the services that can be provided by Children's First Network.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to assess ELLs in all four modalities a pre, intermediate and post assessments are created and administered to all students.
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 do not currently have SIFE students. SIFE students benefit from highly scaffolded literacy instruction during the school day. SIFE students would be required to attend Academic Intervention during mandated after school small group instruction. SIFE ELLs will follow the established ESL program but will receive more ESL instruction based on their needs.

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

c. ELLs receiving 4 – 6 years of instruction will continue to receive ESL support throughout the day in the push – in/ pull- out model and will receive testing accommodations. They continue to receive native language support and are encouraged to read and research in their

own language. The ESL teacher will regularly meet with all content area teachers to ensure acquisition of academic language and grammatical concepts while studying content specific subjects. They will also attend mandated instruction after school.

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

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

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?

Ells are exposed to authentic material based on content area such as songs, magazines, newspapers and audios. Ells are also provided with graphic organizers to aid with students comprehension of material.

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?

We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELLs-SEDs within the least restrictive environment. ELLs with disabilities are programmed for either self-contained, SETSS or ICT classes in addition to their mandates ESL classes at their particular level of study.

Courses Taught in Languages Other than English

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

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

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

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

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

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

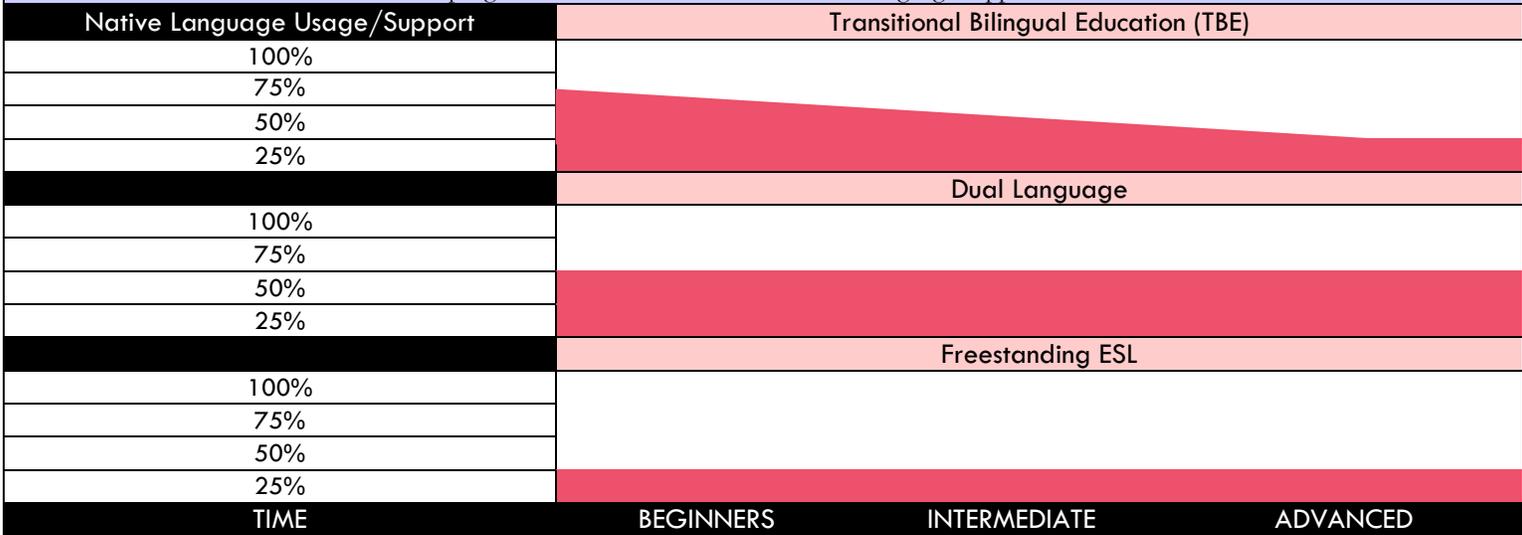
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	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

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, History, Science and Math) and after school peer tutoring. The intervention services are provided 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 ESL program is designed to meet students academic needs. Students are mainstreamed and taken out only for ESL classes. Lessons incorporate gestures and visual aids to help students access the content.
11. What new programs or improvements will be considered for the upcoming school year?
The ESL teacher has been selected to work with a committee of teachers and an instructor from Apple to learn how to use iPad technology to support instruction. Incorporating iPad technology in language instruction could prove to be very beneficial to ELLs of all levels.
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 to the guidance counselors, content area teachers and the support staff by the ESL teacher. ELLs learn about the school through meetings with the guidance counselor (interpretation services will be provided if necessary). Outreach to families by guidance encourages ELL participation in all school related events, such as field trips and after school activities. ELLs are encouraged to and do participate in after school clubs or sports teams with their English language proficient peers. Some of the offerings at the school include: Writer's Workshop, Math Team, Yearbook, Track and Field, Soccer, Volleyball and Basketball. The school offers all ELLs equal access to all academic courses, sports, clubs and after school activities.
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 (glossaries provided by New York State, bilingual dictionaries, picture dictionaries) are provided to ELLs in all subgroups. All ELLs have access to computers with internet access and printers during ESL classes in order to provide native language support and facilitate the completion of coursework.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is given through reading materials, dictionaries and online resources. These are provided by the ESL teacher or can be ordered by the school librarian.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support provided and resources used are age appropriate. Teacher-made resources such as graphic organizers and modified assignments are made with consideration to developmental stages.
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.
Family outreach is provided by guidance, the parent coordinator and by the Parents Association.
18. What language electives are offered to ELLs?
Spanish as a Second Language courses are available to ELLs in grades 6 - 8.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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. The ESL teacher also provides small group professional development to teachers of ELLs throughout the year during grade team meetings. Grade teams meet on a weekly basis and professional development occurs during this time frame. The goal is to provide teachers with strategies and skills needed to assist ELLs in their content area courses.

2. Esl teachers are provided with information on professional development seminars throughout the year.

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

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

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

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

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

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

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: **NYC Lab Middle School**

School DBN: **02M312**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M312** School Name: **NYC LAB MIDDLE SCHOOL**

Cluster: **01** 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.

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

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

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

Part B: Strategies and Activities

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

All school generated letters, such as a child's educational options, parent meetings, school policy, and admissions information are sent to translation services for translation into Chinese and Spanish. Additionally, we routinely employ the services of the DOE Translation and Interpretation Unit to provide in person and over the phone services during school conferences as well as translation of school wide documents. However, we have routinely found that these services are too expensive and they take too long. Therefore, when available, bilingual members of the Parents Association (PA) or bilingual members of the faculty have served as translators. When we require the translation of a single document we utilize school funds to employ the use of an approved DOE vendor.

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

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

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

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

