

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M412

School Name:

N.Y.C. LAB SCHOOL FOR COLLABORATIVE STUDIES

Principal:

BROOKE JACKSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: NYC Lab School for Collaborative Studies School Number (DBN): 02M412
Grades Served: 9-12
School Address: 333 West 17th Street NY, NY 10011
Phone Number: 212-691-9119 Fax: 212-691-2147
School Contact Person: Brooke Jackson Email Address: Bjackso8@schools.nyc.gov
Principal: Brooke Jackson
UFT Chapter Leader: Meaghan Boyle-Lynch
Parents' Association President: Howard Kayne
SLT Chairperson: Brooke Jackson
Title I Parent Representative (or Parent Advisory Council Chairperson): Andree Corroon
Student Representative(s): Alice Westerman
Zoe Levitt

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY
Superintendent's Email Address: mbradu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: _____ Director: Yuet Chu
Director's Office Address: 335 Adams Street, Brooklyn, NY 11201
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brooke Jackson	*Principal or Designee	
Meaghan Boyle-Lynch	*UFT Chapter Leader or Designee	
Howard Kayne	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Andree Corroon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alice Westerman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Zoe Levitt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Amal Abadi Biscaino	Member/ Parent	
Christopher Foss	Member/ Parent	
Susane Kayne	Member/ Parent	
Shawn Rubel	Member/ Teacher	
Paula Andros	Member/ Teacher	
Alyssa Reckhow	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

02M412 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	587	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	23	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	8	# Drama	N/A
# Foreign Language	16	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.5%	% Attendance Rate			94.4%
% Free Lunch	32.6%	% Reduced Lunch			4.3%
% Limited English Proficient	0.8%	% Students with Disabilities			16.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			7.5%
% Hispanic or Latino	16.0%	% Asian or Native Hawaiian/Pacific Islander			28.5%
% White	44.2%	% Multi-Racial			3.0%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)			10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			4.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	85.4%	Mathematics Performance at levels 3 & 4			95.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	98.1%	% of 2nd year students who earned 10+ credits			96.3%
% of 3rd year students who earned 10+ credits	91.7%	4 Year Graduation Rate			96.0%
6 Year Graduation Rate	99.2%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths

- Engaging, Uniquely-designed Curricula
- Special Education/ Inclusion/ ICT/ASD Nest

Needs:

- Hone Formative Assessment Practices
- Employ RTI and PBIS with lowest 3rd

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- Employ new Writing scope and sequence in all classes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Inquiry Team focus on target group--RTI 	<p>Lowest Third</p>	<p>September-June</p>	<p>Principal, AP, Guidance, select teachers</p>
<ul style="list-style-type: none"> • Student Reflective Portfolios and Pilot student-led Conferences 	<p>All students</p>	<p>September-June</p>	<p>All teachers and Guidance</p>
<ul style="list-style-type: none"> • Shared texts: <u>Mechanically Inclined</u> and <u>They Say, I Say</u> 	<p>All students</p>	<p>September-June</p>	<p>Principal, AP, English Department, all teachers</p>
<ul style="list-style-type: none"> • 			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Grade Team Meetings; Dream Director; Curriculum Night and P/T conferences; Technology Teacher; Guidance Department; PROSE; Mastery Collective</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Periodic Writing Assessments</p> <p>Collaborative Analysis of Student Writing</p> <p>First Semester Transcript Review</p> <p>Review of Student Metacognitive Journal Entries</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Climate and Culture
- SEL—RULER approach
- Growth Mindset

Needs:

- Engage all students in the mission and practices central to Lab learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Reduce cuts/Increase timely attendance by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Refine 9th grade peer advisory and 10th grade advisory</p>	<p>9th and 10th graders</p>	<p>September-June</p>	<p>AP, select teachers, Guidance, Dream Director</p>
<p>Develop 12th Grade Intensives for May/June</p>	<p>12th Graders</p>	<p>September-June (implementation May/June)</p>	<p>Guidance, College Director, 12th Grade teaching team</p>
<p>Implement an Accountable Pathways model as a consequence for social/behavioral miscues.</p>	<p>Students at risk (academically/socially/emotionally)</p>	<p>September-June</p>	<p>Dean of Students, teachers, parents, Guidance</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Guidance Team, Comp Time positions of Dean, College Counseling, Professional Periods for Advisory, Grade Team Meetings, The Future Project</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Student Metacognitive Journals
- Scholarship Report
- Review of OORS and Soho
- Mid-year teacher Reflections

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Buy in
- Diversity of Opportunities
- Teacher-led PD

Needs:

- Visit other Schools
- Recursivity and follow through in our PD Plan

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Develop and Instructional Leadership Team to co-craft and implement a backward designed PD plan including Instructional Rounds at Lab and beyond Lab.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Instructional Rounds	All teachers	September-June	Instructional Leadership Committee
Instructional Leadership Team Meetings	Teacher Leaders	September-June	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Team Meetings											
Coverages for Rounds											
Collaboration with HS Manhattan HS collective											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher Mid-Year Reflections
Change of Register Day Town Meeting
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Collaborative Leadership Model; Empowering others; Building Capacity
- Social/Emotional Intelligence and Vulnerability of Leadership

Needs:

- Develop new Dean of Students
- Support new and developing teachers
- Refigure approach to ADVANCE-based developmental conversations with teachers

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Calendar all Observations and Conferences so they are well-paced and provide teachers with targeted, actionable feedback.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide a focus for observations that reflects our instructional goals: formative assessment and RTI</p>	<p>All students and teachers (especially strugglers)</p>	<p>September-June</p>	<p>Principal and AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Work with Superintendent and instructional Team; Standing meeting with AP to norm, and reflect on teacher practice and student performance .</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Mid-Year Conferences with all teachers.</p>
<p>Mid-Year Teacher Reflections</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Strong SLT and PA
- Communication via Jupitergrades and Website

Needs:

- Access and welcome the “hidden voices” and harder to reach families

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Bring more and different families into the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Chinese family outreach program.	Chinese speaking families.	September-June	Guidance
Student-led Conferences.	All families—in particular those who tend not to attend conferences.	September-June	AP and teachers
Courageous Conversations about Race.	Entire Community	September-June	Dean of Students, Dream Director, Select students and teachers and parents.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Shared Texts: Delpit, Singleton, Steele Per Session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Parent Town Hall Meetings Student Town Hall Meetings

Student Government Meetings

Student, Teacher and Parent reflections

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)			Small Group Instruction	During the school Day
Mathematics			Small Group Instruction	During the school Day
Science			Small Group Instruction	During the school Day
Social Studies			Small Group Instruction	During the school Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			Small Group Instruction and One-on One	During the school Day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>New Teacher Meetings with Principal</p> <p>Mentoring beyond required hours</p> <p>Teaming</p> <p>Investment in ICT teaching pairs</p> <p>Staff developed and led PD</p> <p>Special Educators are often dual certified</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>School-based/teacher led PD (including PLCs)</p> <p>The Future Project</p> <p>Digital Ready/Mastery-Collective</p> <p>Innovation Zone/Affinity Groups</p> <p>Ilearn programming</p> <p>Writing and Thinking</p> <p>Restorative Practices</p> <p>The Ruler Approach</p>

PERTS Lab

Intensive Department work

Collaboration with the Whitney and the Highline and Google

ISA math coach

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	Borough Manhattan	School Number 412
School Name NYC Lab School for Collaborative Studies		

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 ENL teacher, and one parent.

Principal Brooke Jackson	Assistant Principal Christina White
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sarah Mirabile	School Counselor Jennifer Schatz
Teacher/Subject Area Jane Berentson	Parent Still searching for parent.
Teacher/Subject Area type here	Parent Coordinator Still searching for parent.
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	549	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				3		1				0
Total	0	0	0	0	0	0	0	0	0	0

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1				0
Chinese										1		1		0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)														0
Commanding (Proficient)										1		1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1		1		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1			
Integrated Algebra/CC Algebra	2			
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2			
Physics	1			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	1			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As a high school we do not need to assess for early literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- 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 co-taught ENL and content-area 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 ENL teacher, Sarah Mirabile, with general education teachers in order to support ELLs' language needs in specific modalities.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?

The school's ENL teacher, Sarah Mirabile, works with all content area teachers to make sure they know which students are ELLs, to make sure they are informed of techniques for scaffolding instruction, and to make sure that they know what testing accommodations should be made available (extra time, bilingual glossaries, and dictionaries). The school's ENL teacher communicates with content area teachers and facilitates dialogue so that they are aware of the expectations for current and former ELLs at our school.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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, and Russian) or through NYC DOE interpretation services. Students who are identified as potential ELLs are then administered the NYSITELL by the ENL Coordinator/Teacher, Sarah Mirabile (Spanish speaker), who has New York State certification in ENL and Spanish. Spanish speaking ELLs are also administered the Spanish LAB by the ENL teacher, Sarah Mirabile. These evaluations 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 ENL classes by Sarah Mirabile. These assessments include writing samples, speaking and listening assessments, and reading comprehension tasks.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL teacher, Sarah Mirabile, 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. In the case that it is necessary, this would include parent/guardians of SIFE students. Interpretation would be done by staff members (currently there are staff members speaking Spanish, Chinese, French, and Russian) or through NYC DOE over-the-phone interpretation services when necessary. Parents would be contacted directly by Sarah Mirabile and come in on an individual basis to complete the SIFE questionnaire and other formal documents if and when necessary. Sarah Mirabile would then describe the program options and parents/guardians will be shown the Parent Orientation Video (offered in 13 languages) describing the program choices. The guidance counselor, 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 would be kept by Sarah Mirabile, ENL Teacher, and guidance counselors so that parents would be notified when programs become available.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Parent Surveys and Program Choice forms are completed in the building when parents meet with the ENL teacher, Sarah Mirabile, to review program choice as described above in question 2. The ENL teacher, Sarah Mirabile, 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. In order to identify newly enrolled students with IEPs, the LPT members would include the certified ENL teacher, Sarah Mirabile, as well as a director of Special Education, a parent/guardian present in each meeting for each specific student, a school administrator, a director of special education, and of course, translation services provided via the DOE at each meeting. For all ELL students who are continuing to receive services, families will be mailed a Continuation of Services letter and those having passed the NYSESLAT will be mailed a Non Entitlement/Transition letter. The ENL teacher, Sarah Mirabile, 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 ENL teacher, Sarah Mirabile.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Our school offers only ENL 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, 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, and Russian) 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, ENL Teacher Sarah Mirabile will update the ELPC screen in ATS with parent program choice data.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The school's ENL teacher, Sarah Mirabile, 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 ENL class periods. The speaking section will be administered between April 12 and May 13 during the 2015-16 school year. The Reading, Listening, and Writing sections will be administered between May 2 and May 13 during the 2015-16 school year.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Due to the very low number of ELLs at Lab High School, it is not difficult to ensure that parents understand all three program choices for their students. At the beginning of September, ENL teacher Sarah Mirabile will reach out directly via letter, phone or email to contact parents and discuss ongoing program options. Parents will also have the opportunity to communicate with teachers and administration during Chinese Family Night in October (2/3 ELLs are native Chinese speakers) and at the mandated parent orientation.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parents of all ELLs are contacted with a letter distributed by hand to students during the first week of school. When deemed appropriate, ENL teacher Sarah Mirabile ensures that letters are mailed directly to parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Due to the very low number of ELLs at Lab High School, it is not difficult to monitor the completion and return of Parent Survey and Program Selection forms. In the case that they have not been received within the appropriate timeline, ENL teacher Sarah Mirabile will reach out directly via phone or email to contact parents. Parents will also have the opportunity to communicate with teachers and administration during Chinese Family Night in October (2/3 ELLs are native Chinese speakers).
9. Describe how your school ensures that placement parent notification letters are distributed.
ENL teacher Sarah Mirabile and Assistant Principal Christina White work closely and collaboratively to ensure that letters have been distributed via handouts to students and direct, certified mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Assistant Principal Christina White is diligent in keeping, recording and monitoring all original copies of ELL documentation in specific school files for each student entitled to services.
11. 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.
Lab High School for Collaborative Studies shares a building with Lab Middle School. Due to the very small number of ELLs at both Lab High School and Lab Middle School, the high school ENL teacher, Sarah Mirabile works closely with the middle school ENL teacher, Jessica Ordonez, to ensure that all sections of the NYSESLAT are administered to middle and high school ELLs and graded within the allotted time frame each spring.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The parents of all ELLs are contacted with a letter distributed by hand to students by ENL teacher Sarah Mirabile during the first 2 weeks of school. ENL teacher Sarah Mirabile also ensures that letters are mailed directly to parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The parents of all current ELLs have requested ENL and all but one in previous years have requested ENL. 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. To our understanding, the ASPIRA Decree is referring to a law that schools must provide bilingual programs for students who demonstrate that they need it. Based on our student population this year, we do not have any students in need of bilingual education.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 - a. ENL instruction is delivered in integrated ENL classes. ELLs are not pulled out of any class. The ENL teacher, Sarah Mirabile, collaborates with content area teachers in Living Environment and AP U.S. History to support ELLs in language acquisition and mastery of content area material. The ENL teacher co-plans and co-teaches with the subject-area teachers in Living Environment and AP U.S. History to ensure that ENL students are provided access to the content-area language necessary to success in each class.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have an ENL teacher, Sarah Mirabile, 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 Transitioning/Intermediate ELL currently enrolled at our school we will provide 180 minutes per week. The Commanding ELLs will receive 90 minutes of instruction, plus additional time during study hall as necessary. Our school is on a mandated, instructional 0-9 period schedule and additional ENL support classes are offered periods 0 and 1, so as not to conflict with any content area classes or electives.
3. Describe how core content is delivered in each program model. 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 optional first-period study hall by the ENL teacher, Sarah Mirabile. In addition, ELLs receive integrated instruction in specific content area classes that are co-taught with the ENL teacher each week. 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 ENL teacher, Sarah Mirabile, 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 home 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, and Russian). In the case of a student speaking a language not spoken by any staff members and in which we were unable to use translation and interpretation services, we would solicit help from our BFSC. We would specifically solicit help from the Deputy Director for ELL support and our designated District 2 specialist.
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 ENL classes by the ENL certified teacher, Sarah Mirabile. Informal assessments take place throughout the year in the form of reading, writing, listening, and speaking tasks and activities. These tasks include written and oral exit tickets, written quizzes, oral summaries by students in their own words, metacognitive self-reflections, informal oral check-ins with content-area teachers, "fist-to-five" self-evaluations, etc. ELLs are

evaluated formally at the end of the year through the NYSESLAT Exam. Additionally, the ENL 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 each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. We currently have no SIFE students, but if we did we would differentiate support by providing additional time with the ENL 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 ENL certified teacher, Sarah Mirabile, 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 and native English speaking peers who can support them.
- c. ELLs receiving service 4 to 6 years continue to participate in integrated ENL/content area classes co-taught with a certified content-area teacher and an ENL certified teacher. They continue to 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 integrated ENL/content area classes and with testing accommodations. The ENL 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 receive 90 minutes of scheduled support each week. They continue to receive testing accommodations, facilitated by ENL teacher Sarah Mirabile.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Content-area teachers as well as the ENL teacher will keep clear records with data pertaining to student progress or lack of progress in each class. Content-area teachers and the school's ENL teacher will meet periodically to review the formative and summative assessments showing ELL student progress or lack-there-of in each content area. If it appears a student's academic progress has been adversely affected by the re-identification process, the school principal, content-area teachers, ENL teacher (Sarah Mirabile) and the student's parent/guardian will work together to determine whether a mistake has been made an another evaluation is necessary.
8. 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 ENL teacher, Sarah Mirabile, works in conjunction with special educators in order to determine the needs of ELL-SWDs. These students receive extra time on exams, separate location for exams, and all other mandated services. The ENL teacher works with content-area teachers to ensure that content vocabulary is a main focus in each class. We use word walls, vocabulary lists, and modified notes to facilitate ELL instructor. In addition, ELLs receive instructional time with an ENL teacher and can 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 1 ELL with special needs. In the case of the arrival of a student with an IEP and parents who request bilingual services, Guidance Counselor 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, and Russian) 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. Optional ENL classes

Chart 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

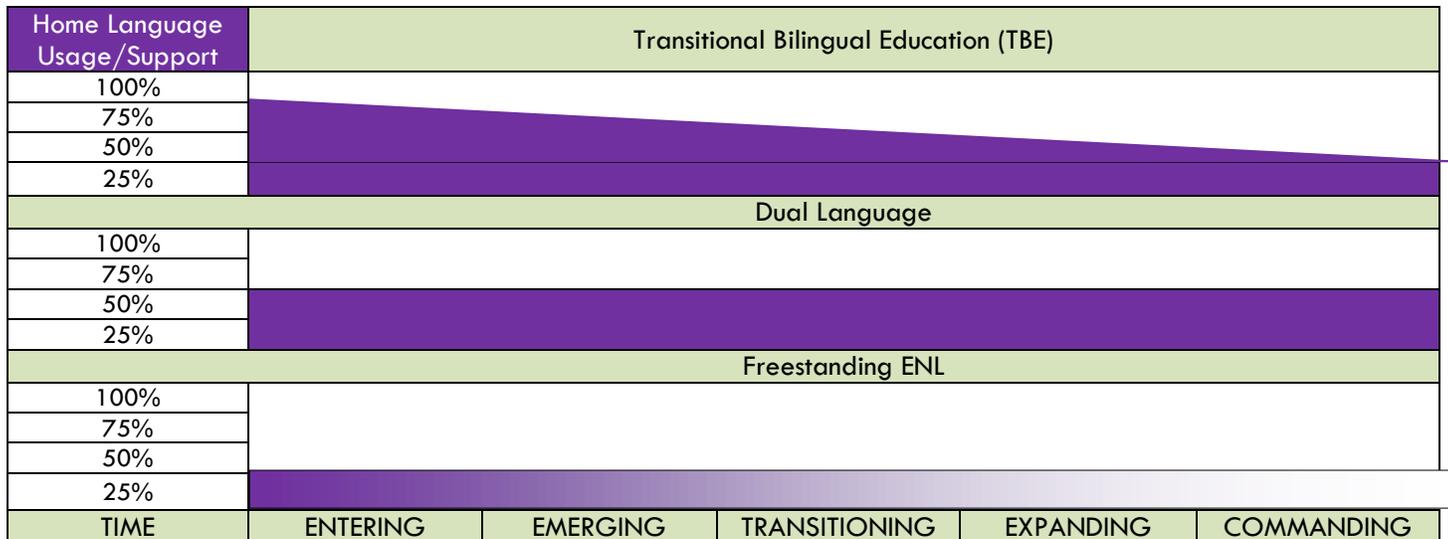


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 during office hours that are part of a mandated instructional period "0" at the beginning of the school day. The ENL teacher will always collaborate/ consult with all subject area teachers to support language acquisition & mastery of content area language necessary for student achievement in each course.
11. 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 three English Language Learners are incoming 9th graders. The only ELL who was matriculated in our school last year is currently in the 11th grade. She scored Commanding on the 2015 NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
This year the ENL teacher Sarah Mirabile will be co-teaching in an inclusive, integrated environment to support the 3 ELLs at our school. The ENL teacher will be co-teaching in a 9th grade Living Environment class and an 11th grade AP U.S. History class.
13. What programs/services for ELLs will be discontinued and why?
This year we will be adhering to new regulations relating to the English language level of our students by assuring that they are provided with integrated instruction in content-area classes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We use the push in, integrated co-teaching model for our 3 ELLs to ensure that they do not miss time in their content-area classes while they simultaneously improve English language skills. 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. We also use translation services to ensure that all school communication is communicated to our ENL students in their parent/guardian's home language.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We have 2 Chinese-speaking ELLs and 1 Spanish-speaking ELL in our school this year (2015-2016). To support these students, at the beginning of the year the ENL teacher will contact all teachers working with these students in order to remind teachers of the services and instructional materials these students need for support. The ENL teacher will also work directly with the ELL students during integrated, co-taught, content-area classes each week. During these sessions, ELLs will be able to use bilingual dictionaries and glossaries, they can work with preferred peer partners (sometimes speaking the same home language, sometimes not), they are granted time extension and the option of testing in a separate location. The ENL teacher will provide visuals and use role-play and modeling as frequently as possible to further facilitate learning. The ENL and content-area teachers will work collaboratively to co-plan and co-teach content classes in a way that supports ELLs through their learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school uses the ENL model to support English Language Learners. Our ELLs participate in integrated ENL/content-area classes co-taught with a certified content-area teacher and an ENL certified teacher. In these classes and during study hall and after-school hours, our ELLs receive native language support (i.e. through the use of online and paper bilingual dictionaries). They are encouraged to read and research in their native language, in addition to English. They are allowed to use bilingual dictionaries in their native language to facilitate learning. Our ELLs are also offered the option of working with peers who speak the same home language in order facilitate content-area learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Each our 3 ELLs will receive support in integrated ENL/content area classes. The ENL teacher will "push in" to these classes in order to support ELLs as they work in their subject area classes with native English-speaking peers at their grade level. At the beginning of the year, the ENL teacher will contact all teachers working with our ELL population in order to remind them of services these students receive, such as testing accommodations. The ENL teacher will work with guidance, the school psychologist, and the grade team for each ELL in order to determine a plan for ELLs to improve language proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At the beginning of the year, the ENL teacher (Sarah Mirabile), the school counselor (Jenn Schatz), and the Assistant Principal (Christina White) work together to ensure that newly enrolled ELLs and their parents receive the services and programming that they need. In the event that ELLs enroll during the school year, ENL certified teacher Sarah Mirabile would support them in their content classes while also working to improve language proficiency. Native language support is part of these classes and new

arrivals would be encouraged to read and research in their native language, in addition to English. Translations would be provided when possible and testing accommodations would be made. These students would be paired with former ELLs and native English speaking peers who could support them. The ENL teacher would also work the school counselor and the students to monitor social development and academic progress.

19. What language electives are offered to ELLs?

Along with English courses, all ELLs are offered the opportunity to take Spanish classes along with their peers at our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Assistant Principal Christina White will inform ENL teacher Sarah Mirabile of and will encourage ENL teacher Sarah Mirabile to attend all professional development opportunities related to ELL education. All teachers of ELLs are encouraged to attend city-wide professional development in ELL instruction. Department meeting time will be used for Common Core review and alignment. The potential PD dates on schedule as of now are November 9, 16, December 7, 14, January 4, 11, February 1, 22, 29, March 7, 21, April 4, 11, May 2, 16.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher and guidance counselors meet with content area teachers to discuss ways that ELLs can be supported. The ENL teacher, Sarah Mirabile, provides content area teachers with a list of ELL students, results from their LAB-R/NYSESLAT exams, and information on testing accommodations.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The school's ENL teacher provides professional development to all staff by presenting (during mandated staff PD sessions) the 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Each semester there is a Chinese Family Night complete with translators, video presentations, and technology tutorials offered to parents of ELLs. NYC DOE translation and interpretation services are used as well to facilitate communication in the native language of parents of ELLs

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

We keep emails of outreach to families and utilize in-person meetings, phone calls, letters & emails to accommodate parent needs. The ENL teacher (Sarah Mirabile) will create a Google Document showing the exact number of times parents have been contacted via mail, email, phone, and in-person communication in order to ensure that all ENL students are receiving the services they deserve. The DOE translation services will be used to communicate with parents where necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

The assistant principal (Christina White), guidance counselor (Jenn Schatz), and ENL teacher (Sarah Mirabile) meet periodically to discuss ELL parent needs. Parent/guardian opinions are solicited by translating all official documents communicated with parents, by translating services during events such as the Chinese-Speaking Family Outreach Meeting held twice a year, in our parent Town Hall meetings (held periodically throughout the school-year), as well as through direct conversation (with the use of NYC DOE interpretation/translation services) by assistant principals, guidance counselors, and the ENL teacher. We are currently still in the process of actively seeking out a parent coordinator.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
N/A.

Part VI: LAP Assurances

School Name: NYC Lab School for Collaborati		School DBN: <u> </u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
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
Sarah Mirabile	ENL/Bilingual Teacher		1/1/01
	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	School Counselor		1/1/01
	Superintendent		1/1/01
Paula Waldron	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M412** School Name: **NYC LAB School**
Superintendent: **Bradbury, M.**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When necessary, we conduct home language survey of students, we have organized a Parents' Association taskforce outreach; teachers will survey classes; and the guidance department helps to review the cases of students from non-English speaking households. In addition, ATS provides us with official reports indicating number of students whose home language is other than English who require both written translation and oral interpretation. 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. As of Fall 2015, ATS tells us we have 155 households whose home language is one other than English: Albanian= 7, Amoy= 6, Arabic= 2, Bengali= 2, Bulgarian=1, Cantonese= 42, Chinese (dialect unknown)=3, Chinese (any)= 25, Danish=1, French = 4, Italian = 2, Japanese= 5, Mandarin = 16, Nepali=1, Polish = 1, Portuguese= 1, Russian = 4, Serbo-Croatian = 5, Slovak=1, Spanish = 19, Swedish=1, Tibetan=1, Urdu=1, Wolof=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.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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 155 households whose home

language is one other than English: Albanian= 7, Amoy= 6, Arabic= 2, Bengali= 2, Bulgarian=1, Cantonese= 42, Chinese (dialect unknown)=3, Chinese (any)= 25, Danish=1, French = 4, Italian = 2, Japanese= 5, Mandarin = 16, Nepali=1, Polish = 1, Portuguese= 1, Russian = 4, Serbo-Croatian = 5, Slovak=1, Spanish = 19, Swedish=1, Tibetan=1, Urdu=1, Wolof=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: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All DOE documents are sent home in parents' preferred language. Weekly announcements are translated to Chinese by a volunteer parent and sent electronically to all families whose home language is indicated as such.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

(1) Curriculum Night- September 30
(2) Chinese-speaking families night- October 2015 and February 2016
(3) Parent teacher conferences- November 2015, March 2016, May 2016
(4) Guidance counselors and attendance team members will reach out to families on an "as-needed" basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 when needed, and by working with 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We provide access to all parents regardless of written or spoken language by posting I speak signs in the general office and utilizing the interpretation services provided by the Translation and Interpretation Unit. In addition, we provide translations for scheduled parent conferences and workshops via an approved vendor: Language Interpretation Services. Finally, we utilize Department of Education over-the-phone interpretation services for one-on-one parent meetings and reach out to bilingual staff members and parent volunteers to communicate with non-English speaking parents during one-on-one and group parent meetings, when available.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be notified of DOE translation services- especially over the phone translation, which can be used to communicate with families for individual conferences and extended hours during evening parent-teacher conferences.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We provide translated key documents to our parent body and utilize staff members, the phone messenger system, and the 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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.