2018-19
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

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

NYC Lab School for Collaborative Studies

School Name:  

School Number (DBN): 02M412

BEDS Code: 310200010412

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: Brianna Neff

Parents’ Association President: Steve Sibulkin

SLT Chairperson:  

Title I Parent Representative (or Parent Advisory Council Chairperson): Rachel Seiden

Student Representative(s): Isabelle Stern

CBO Representative: NA

District Information

Geographical District: 02  

Superintendent: Marisol Rosales

Superintendent’s Office Address: 333 7th Avenue, New York, NY

Superintendent’s Email Address: mrosales7@schools.nyc.gov

Phone Number: 212-356-7563  Fax: 212-356-7514

Field Support Center (FSC)
Manhattan

Executive Director: Yuet Chu

333 7th Ave, NY, NY 10011

ychu@schools.nyc.gov

917-705-5856

212-356-7537

Phone Number: 917-705-5856

Fax: 212-356-7537
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Jackson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Brianna Neff</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Steve Sibulkin</td>
<td>*PA/PTA President or Designee Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Rachel Seiden</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Isabelle Stern</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Roberta Montuoril</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Marlowe Bamberger</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Michele Margolin Seiden</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Shawn Rubel</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Pat Sprinkle</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jane Berentson</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jung Min Lee</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Fallon Utley</td>
<td>Member/Student</td>
<td></td>
</tr>
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<td>Member/</td>
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<td>Member/</td>
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</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>MISSION STATEMENT</td>
</tr>
<tr>
<td>The NYC Lab School for Collaborative Studies</td>
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</tbody>
</table>
Inspired by the power of collaboration, the Lab School challenges students to soar intellectually and to act bravely in our complex world community.

In living our mission, we

- Embrace students from diverse backgrounds who demonstrate a passion for learning
- Provide a full inclusion program that celebrates the gifts of all students
- Nourish each student socially, emotionally, physically, and academically
- Support students with a humanistic curriculum along a four-year arc of reflective inquiry
- Guide students to empathy through understanding
- Develop students’ ability to articulate their wisdom in the interconnected languages of the arts and sciences
- Sustain the enjoyment of learning for all members of the school community by adhering holistically to tenets of our philosophy.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

We have strategic collaborations and partnerships with the Future project, the Whitney Museum, the Rubin Museum, Project REACH, SALT photography, The Yale Center of Emotional intelligence, the Highline, Google, NYU, Hunter, and teachers College, Columbia University. All these partnerships help support our integrated arts programming and College and Career readiness by way of exposure and mentoring.

Lab is particularly dedicated to honoring FEELING STATES in school. We believe that feelings matter. The following charter reflects our commitment to help one another achieve these aspirational feeling states daily at Lab.

New York City Lab School for Collaborative Studies

Social Emotional Learning Charter

We want to feel: Happy, Excited, Motivated, Energized/Energetic, Comfortable, Relaxed, Confident, Proud, Appreciated, Interested

Happy: Smiling to people in the hallway and being openly accepting and friendly towards others.

Excited: Having an upbeat attitude that is contagious in any environment.

Motivated: Being prepared to learn and willing to push others to succeed.
Energized/Energetic: Being enthusiastic and engaged about what we are learning as well as being in class with others.

Comfortable: Being accepting of others’ opinions and willing to express and share our own.

Relaxed: Being able to easily approach teachers and classmates about problems one may be having; feeling stabilized in an unstressed and pressure-free environment.

Confident: Willing to express ones’ opinions without shame or fear of being shot down.

Proud: Happy about the outcome of hard work and willing to present and share valuable knowledge with others.

Appreciated: Inspired and thankful for the comments and actions made by teachers, students, or coaches that boost our self-esteem and remind each of us of our individual importance.

Interested: Open to absorbing any and all information from a wide variety of subjects, clubs, and other activities.

The following communication norms help us to engage in meaningful and courageous conversations.

- Using I-Messages to Express Our Feelings
- Staying Engaged
- Speaking Our Truth
- Allowing Ourselves to Experience Discomfort
- Expecting and Accepting Non-Closure
- Taking a Meta-Moment

The Habits of Lab Learners are the "super skills" and ways of working into which we teach across grades and departments. These habits prepare students for academic and social success while at Lab and very much as they pursue college and careers.
3. Describe any special student populations and what their specific needs are.

ASD Nest students: Executive Functioning, SDI, ICT programming, counseling, speech services

Access students: 1:1 SETSS, ICT Programming, OT, PT, speech services

Other students with disabilities: ICT and/or SETSS, some receive: Speech, counseling, testing modifications and/or accommodations

ENL students: push in and pull out ENL services

4. Identify 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.

Greatest progress with school leadership. Key areas of focus for next year include student achievement, especially SWD.
### School Demographics and Accountability Snapshot for 02M412

#### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 498
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- ** Transitional Bilingual:** N/A
- ** Dual Language:** N/A
- ** Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** N/A
- **# SETSS (ELA):** 32
- **# Integrated Collaborative Teaching (ELA):** 139
- **# Special Classes (Math):** N/A
- **# SETSS (Math):** 22
- **# Integrated Collaborative Teaching (Math):** 125

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 11
- **# Music:** 8
- **# Drama:** 0
- **# Foreign Language:** 13

#### School Composition (2017-18)
- **% Title I Population:** 29.0%
- **% Attendance Rate:** 90.0%
- **% Free Lunch:** 25.5%
- **% Reduced Lunch:** 2.8%
- **% Limited English Proficient:** 0.8%
- **% Students with Disabilities:** 19.5%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.8%
- **% Black or African American:** 4.4%
- **% Hispanic or Latino:** 13.3%
- **% Asian or Native Hawaiian/Pacific Islander:** 15.7%
- **% White:** 55.4%
- **% Multi-Racial:** 7.2%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2016-19):** 12.08
- **# of Assistant Principals (2016-17):** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 24%
- **% Teaching with Fewer Than 3 Years of Experience:** 16%
- **Average Teacher Absences (2014-15):** 5.7

#### ELA Performance at levels 3 & 4 (4th Grade) (2016-17)
- **Science Performance at levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A

#### ELA Performance at levels 3 & 4 (2018-19)
- **Mathematics Performance at levels 3 & 4:** 96.7%
- **ELA Performance at levels 3 & 4:** 96%
- **Mathematics Performance at Levels 3 & 4:** 99%
- **US History Performance at Levels 3 & 4:** 99%
- **4 Year Graduation Rate:** 99.0%
- **Regents Diploma w/ Advanced Designation:** 67%
- **6 Year Graduation Rate (2011 Cohort):** 100.0%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 67%
- **% Multi-lingual Language Learner:** N/A
- **% Title I Population:** 25.5%
- **% American Indian or Alaska Native:** 0.8%
- **% Black or African American:** 12.08%
- **% Hispanic or Latino:** 19.7%
- **% Asian or Native Hawaiian/Pacific Islander:** 19.7%
- **% White:** 55.4%
- **% Multi-Racial:** 7.2%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School

#### American Indian or Alaska Native
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):** N/A

#### Hispanic or Latino
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):** N/A

#### White
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):** N/A

#### Students with Disabilities
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):** N/A

### High School

#### American Indian or Alaska Native
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):** N/A

#### Hispanic or Latino
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):** N/A

#### White
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):** N/A
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Credit Accumulation, Graduation Rate, Scholarship Reports, Regents Pass Rate, and Learning Environment Survey reveal these strengths;

- All teachers have uniquely designed curricula that is aligned to the Common Core Standards.
- Curriculum reflects a Universal Design that allows for multiple entry points.
- Students' IEPs are carefully considered when designing units, instruction and assessment.
- ICT teaching partners co-plan units of study.
- Social Emotional learning Skills are embedded in every classroom’s Instructional Core.

Regents Scores and College and Career Readiness metric indicate these needs:

- By June 2019 we will improve Global Studies Regents Scores; we aim for an 85% pass rate and for 50% of our students to score above an 85.
- By June 2019 we will improve our Chemistry Regents Scores; we aim for an 85% pass rate and for 50% of our students to score above an 85.
- By June 2019 we will improve our Algebra 1 Common Core Exam Scores; we aim for an 85% pass rate and for 50% of our students to score above an 85.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
By June 2019 Student performance on Regents/CC Exams (Chemistry, Algebra 2, Physics) will reflect 80% pass rate and 30% scoring above 85.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal, APs, lead teachers</td>
</tr>
<tr>
<td>ICT teachers</td>
<td>September 2018-2019</td>
<td>Principal, APs, Instruction Leadership Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-2019</td>
<td>Principal with Instruction Leadership Team</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-2019</td>
<td>Principal, APs, Teachers, PA, Parent Body</td>
</tr>
</tbody>
</table>

- Department Meetings: Strategic Instructional Action Plan (Learning targets, tasks, Demonstrations); Skills development in analysis and presentation

- All co-teaching teams plan using a Planning Tool that holds teachers accountable for planning with particular student needs at the center.

- Professional Development plan engages teachers in inter-visitations to address Problems of Practice including meeting low skilled students' needs, vertical alignment of skills, and effective learning-target-based modifications and accommodations for SWD.

- Parents attend Curriculum Night and round tables to learn about Curriculum, Study Skills and Executive Functioning.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September: Curriculum Night (faculty); October PA Meeting (principal); November parent Town Halls and P/T Conferences (faculty); February: Chinese Speaking Family Night (faculty, translation services); March: Parent Town Halls and parent teacher Conferences (faculty); April: Expo (faculty); May: Parent/Teacher Conferences (faculty).

### 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.

Instructional Leadership Team, PROSE; Mastery Collective

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

By February 2019, students in Physics, Chemistry and Algebra 2 will have completed a Regents/CC Aligned Final Exam assessing for cumulative mastery of skills and concepts taught Term 1. 80% of students will pass the exam, with 30% scoring above an 85.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Final Exams will be comprised of Regents/CC aligned tasks. These assessment instruments will help diagnose student progress and performance to date and will inform teacher practice for Term 2.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Our PPO and Learning Environment Survey reflect the following strengths:</td>
</tr>
<tr>
<td></td>
<td>We have created and sustained a Climate and Culture of Respect for All. We teach into the Growth Mindset which helps us to challenge all our students no matter their starting point.</td>
</tr>
<tr>
<td></td>
<td>The Student Perception Surveys, attendance data, and scholarship reports reveal that some students are not yet engaged in their academic classes.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019 we aim to increase Student Perception Survey Engagement Results by 5%.

### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>APs, select teachers, Guidance, Dream Director</td>
</tr>
<tr>
<td>9th and 12th Grade Graders</td>
<td>September 2018-June 2019</td>
<td>Instructional Leadership team and select teachers</td>
</tr>
<tr>
<td>Students at risk</td>
<td>September 2018-June 2019</td>
<td>Teachers, Parents, Guidance</td>
</tr>
<tr>
<td>Struggling Students and their parents</td>
<td>May 2019</td>
<td>Parents, Students, teachers, guidance, Administration</td>
</tr>
<tr>
<td>Students</td>
<td>October 2018-May 2019</td>
<td>LPP Team</td>
</tr>
</tbody>
</table>

**Advisory Programs (9th grade) and Seminars (9-12) will address Student Engagement and Study Strategies. We will hear from students via survey and dialogue about preferred modes of instruction and assessment.**

**9th and 12th Grade Seminars focus on Study Strategies and developmentally Appropriate Study Skills and Executive Functioning.**

**Implement an "Accountable Pathways" model as a response to student disengagement/poor performance. This model positions student engagement the result of collaboration and a pivot for success.**

**invitational targeted Parent/teacher Case Conferences**

**Learning Partners team focuses on Courageous Conversations about Race and conducting cycles of Inquiry**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- September: Curriculum Night (faculty); October PA Meeting (principal); November parent Town Halls and P/T Conferences (faculty); February: Chinese Speaking Family Night (faculty, translation services); March: Parent Town Halls and parent teacher Conferences (faculty); April: Expo (faculty); May: Parent/Teacher Conferences (faculty).

### 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.

- Guidance Team, Professional Periods for Advisory, Grade Team Meetings, The Future Project.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019 95% of students 2018 students will have responded to questions regarding their identity both in the context of LPP surveys and via Student Metacognitive Journal entries.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Electronic Surveys, and digital journal entries will serve as the instrument of measure of levels of student engagement.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PPO, Learning Environment Survey and ADVANCE indicate that Lab’s teachers work carefully and collaboratively to meet students where they are and serve them academically and socially/emotionally.

PPO suggests clear supervision and accountability for teacher practice as an area in need of improvement.

Student performance (some students, select classes) suggest the need for a PD Plan that is Differentiated, Recursive, and clear in its through line and aim.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 95% of students, in 5 core academic classes, will have engaged in learning tasks designed to practice analysis and presentation.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Instructional Leadership Team</td>
</tr>
<tr>
<td>Teacher Leaders</td>
<td>September 2018-June 2019</td>
<td>Principal and AP</td>
</tr>
<tr>
<td>target group of at risk students</td>
<td>September 2018-June 2019</td>
<td>teacher leaders, counselors, AP</td>
</tr>
</tbody>
</table>

Teachers will engage in departmental collaborative learning inquiry cycles including lesson study, instructional rounds, and collaborative analysis of student work.

- Instructional Leadership Team Meetings in which departmental representatives design professional learning including department meeting inquiry cycles.
- Inquiry Team tracking students at risk/performing in lowest 3rd. data review of classroom based assessments, standardized assessments, and student reflections.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September: Curriculum Night (faculty); October PA Meeting (principal); November parent Town Halls and P/T Conferences (faculty); February: Chinese Speaking Family Night (faculty, translation services); March: Parent Town Halls and parent teacher Conferences (faculty); April: Expo (faculty); May: Parent/Teacher Conferences (faculty).

### 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 Inquiry Team Meetings
- Coverages for inter-visitations
- Collaboration with district team

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

2018-19 CEP
**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.

By February 2019, departments will have met 4 times, teachers will have engaged in inter-visitations and teachers will have authored Mid-Year Reflections about their experience and learnings as per the PD thus far.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Department Meeting Minutes, Documentation of Inquiry Cycles, and teacher reflections will serve as data points for assessment and measurement.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td>PPO, Snapshot, and School Progress Report indicate excellence. Our collaborative leadership model is invested in building capacity and developing others. Principal has mentored 6 teachers in pursuing and earning leadership certification. 3 have procured school leadership roles. Leaders study, teach and model Social Emotional Learning.</td>
</tr>
</tbody>
</table>
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. | PPO, School Progress Report, ADVANCE, and Scholarships Reports indicate the need for Leadership to better:  
  ● Support new and developing teachers  
  ● Improve approach to ADVANCE-based developmental conversations with teachers |

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, all teachers will have received at 3 points over the course of the year, targeted, differentiated, actionable feedback from Administration; this feedback will improve teachers’ ability to engage and teach all students effectively.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>ASD Nest students; students in our lowest performing third.</td>
</tr>
</tbody>
</table>

Provide a focus for observations that reflects our instructional goals: formative assessment and RTI

| Target Group(s) | Timeline | Key Personnel |
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| New teachers | Monthly beginning September 2017-June 2018 | Principal |

New teacher Workshops

| Target Group(s) | Timeline | Key Personnel |
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| all teachers | September 2017-June 2018 | PD committee/Instructional leadership team |

PD plan

| Target Group(s) | Timeline | Key Personnel |
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| targeted teachers. | September 2017-June 2018 | Principal |

External PD provided by District, Borough office, ASD nest, Teachers College and otherwise.

| Target Group(s) | Timeline | Key Personnel |
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| targeted teachers. | September 2017-June 2018 | Principal |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September: Curriculum Night (faculty); October PA Meeting (principal); November parent Town Halls and P/T Conferences (faculty); February: Chinese Speaking Family Night (faculty, translation services); March: Parent Town Halls and parent teacher Conferences (faculty); April: Expo (faculty); May: Parent/Teacher Conferences (faculty).

### 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 and per diem for teacher participation in various PD experiences. Work with Superintendent, instructional Team, and colleagues at meetings and during Instructional Rounds. Attend ASD Nest Trainings. As a host school,
participate in LPP visits. Continue to network and learn with colleagues from Cahn Fellowship and Chancellor's Fellowship. These connections/human resources are invaluable to our growth.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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.

By February 2018 Principal will have met individually with every teacher to assess the impact of professional Learning Activities on teacher practice and student performance.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

A review of ADVANCE to date and a review of teacher written reflection in the context of an individual developmental conference.

**Part 5c.** In February 2019, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   We enjoy tremendous parent participation. We have a strong and active PA and an inclusive and constructive SLT. We see 70% of our parents during conferences. 80% of our parent body attended Curriculum Night.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   The NYC School Survey and the "gaps" in parent participation suggest a need for us to more deliberately reach out to those families who are not yet involved with Lab.

Part 2 – Annual Goal

Indicate your school's 2018-19 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.

By June 2019, we will increase parent participation in at least ONE school-based event to 85%.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and their children</td>
<td>January 2019</td>
<td>PA and Administration</td>
</tr>
<tr>
<td>Parents, Teachers and Students</td>
<td>September 2018-June 2019</td>
<td>Dream Director, Select students and teachers and parents.</td>
</tr>
<tr>
<td>Lab Community</td>
<td>September 2018 -May 2019</td>
<td>SLT</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

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 teachers and guidance evening workshops; per diem for trainings, SLT stipends, tax levy for website contract, guest speakers and and shared texts.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
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<td>Other</td>
</tr>
<tr>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

By February 2019 70% of lab parents will have participated in at least one school-based activity/event. In January 2019 we will hold a FREE family potluck featuring a student presentations. In February 2019 we will host a Lunar New year celebration for families. These new and different events will attract more and different families.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Attendance and sign in sheets coupled with surveys will account for parent participation.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Progress Report (6 per year) indicating 70% or below.</td>
<td>Guided-reading, homework help, group discussion practice.</td>
<td>Small Group Instruction, tutoring, peer-tutoring.</td>
<td>Before school, at lunch, after school.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Progress Report (6 per year) indicating 70% or below.</td>
<td>Online skills-building programs, alternative assessment modes..</td>
<td>Small Group Instruction, tutoring, peer-tutoring.</td>
<td>Before school, at lunch, after school.</td>
</tr>
<tr>
<td>Science</td>
<td>Progress Report (6 per year) indicating 70% or below.</td>
<td>Preview and review of laboratory demonstrations, vocabulary building, supported reading, math remediation.</td>
<td>Small Group Instruction, tutoring, peer-tutoring.</td>
<td>Before school, at lunch, after school.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Progress Report (6 per year) indicating 70% or below.</td>
<td>Leveled reading and writing practice, use of manipulatives to make content more accessible, preview and review of analysis of primary sources.</td>
<td>Small Group Instruction, tutoring, peer-tutoring.</td>
<td>Before school, at lunch, after school.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Progress Report (6 per year) indicating 70% or below. IEP meetings. Counseling Sessions. Teacher Observations.</td>
<td>Individual and group counseling, related services, classroom, observations, parent meetings, time-management, home visit, Social Development instruction.</td>
<td>Small Group Instruction and One-on-One—depending on IEP demonstrated need.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>4</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
Clothing, school supplies and other services as needed.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

NA
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>( \text{X} )</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

\( \text{N/A} \)

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).

\( \text{N/A} \)

Part 3: TA Schools Only

3a. Use of Program Resources

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

\( \text{N/A} \)

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).

\( \text{N/A} \)
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.).

N/A

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.

N/A

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>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. <strong>Lab School for Collaborative Studies</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.Y.C. Lab School for Collaborative Studies will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

### Parental Involvement and School Quality

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.

### Encouraging School-Level Parental Involvement

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.

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;

- 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., ESSA/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 Every Student Succeeds Act (ESSA);
● 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)

N.Y.C. Lab School for Collaborative Studies, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
## I. School Responsibilities: Providing General Support to Parents

*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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Manhattan</td>
<td>412</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Brooke Jackson</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Christina White</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sarah Mirabile</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jennifer Schatz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jason Koch</td>
</tr>
<tr>
<td>Parent</td>
<td>Still searching for parent.</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nely Valentin</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Paula Waldron</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Marisol Rosales</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>529</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>4</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
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<td>6</td>
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This school offers (check all that apply):

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<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   As a high school we do not need to assess for early literacy skills.

2. What structures do you have in place to support this effort?
   Please see above.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
All grade teams and department teams meet periodically to discuss the progress of particular students, including ELL students in our ENL programs. We assess student grades in content area courses as well as other benchmarks of their academic and social behaviors in the classroom.

5. How does your school use 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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Given the small size of our ELL population (four current ELLs), it is impossible to find patterns in the available data.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Please refer to the statement above.

---

**Part IV: ELL Programming**

**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. All ENL instruction at our school 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 classes such as English Language Arts, AP U.S. History, and 10th Grade Global Studies, in order 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 of the classes that where she pushes in each week, in order to ensure that ENL students are provided access to the content-area language necessary for 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 two Transitioning/Intermediate ELL currently enrolled at our school we will provide 180 minutes per week. The Commanding ELLs will receive 90 minutes of instruction. All students will be offered additional instructional time during study hall and office hours, as necessary. Our school is on a mandated, instructional 1-9 period schedule and additional ENL support classes are offered period 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 inclusive, streamlined 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 daily integrated instruction in specific content area classes that are co-taught with the ENL teacher and content area specialist 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 work toward and 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 home 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/or 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 differentiate instruction for each of the following ELL subgroups?

   a. SIFE
      b. Newcomer
      c. Developing
      d. Long Term
   e. 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 with an ENL certified teacher, Sarah Mirabile, who supports them in their content classes while also working to improve language proficiency. The amount of instructional time is based on proficiency level as determined by the LAB-R/NYSITELL. Home language support is part of these classes and newcomers are encouraged to read and research in their home language, in addition to English. Translators are provided when possible and testing accommodations are made. Newcomers are frequently paired with former ELLs and native English speaking peers who can support them.
   c. Developing ELLs continue to participate in integrated ENL/content area classes that are co-taught by a certified content area teacher and an ENL certified teacher. They continue to receive testing accommodations. They also continue to receive home language support, and are encouraged to read and research in their home language, in addition to English. They are frequently paired with newcomers to help the newcomers adjust to the school language and environment.
   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 each grade and department team in order to determine a plan for long term ELLs to improve language proficiency.
   e. During the first and second years after testing proficient, former ELLs will receive 90 minutes of scheduled, integrated class support each week years. They will continue to receive testing accommodations, facilitated by ENL teacher Sarah Mirabile.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ENL teacher and coordinator, Sarah Mirabile, works in conjunction with special educators and content area teachers 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 (use of bilingual dictionaries and glossaries, etc.). 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 and graphic organizers to facilitate ELL instruction. In addition, ELLs receive instructional time with an ENL teacher and, when
appropriate, can be enrolled in SETTS or ICT inclusion classes for content area coursework, in accordance with their IEPs. Teachers specifically certified in special education will modify curriculum and instruction as per IEPs. We currently have 2 ELLs with special education accommodations. 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.

7. 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 are scheduled during periods 0 and 1 so that all ELLs, including ELL-SWDs, may receive language support without missing any time in content area courses and still have the opportunity to participate in electives and foreign language classes.

8. 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 (4), we offer all targeted intervention in English only during office hours that are part of a mandated instructional period "1" at the beginning of the school day. The ENL teacher will always collaborate/consult with all subject area teachers to support language acquisition and mastery of content area language necessary for student achievement in each course.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

During the upcoming 2017-2018 school year the ENL teacher Sarah Mirabile will be co-teaching in an inclusive, integrated environment to support the 4 ELLs at our school. At the current time, we predict that the ENL teacher will be co-teaching in an 11th grade AP U.S. History class and a 12th grade English Language Arts class.

10. If you had a bilingual program, what was the reason you closed it?

This year we will be adhering to current regulations relating to the English language level of our students by assuring that they are provided with integrated instruction in content-area classes.

11. 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 4 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.

12. 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 will have at least 4 Spanish-speaking ELLs in our school during the upcoming academic year (2017-2018). 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 ELLs 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 will be 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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Our school exclusively 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 home language support (i.e. through the use of online and paper bilingual dictionaries). They are encouraged to read and research in their home language, in addition to English. They are allowed to use bilingual dictionaries in their home 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 through "translanguaging" practices.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Each our 4 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our ENL coordinator will collaborate with other ENL teachers in the building at two key points in the year, when the NYSITELL and NYSESLAT exams must be administered and graded. At the current time, we know that we will have at least 4 Spanish-speaking ELLs in our school during the upcoming school year (2017-2018). 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. These are all considered positive “translanguaging” practices. The ENL teacher will also 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. 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. Home language support is part of these classes and new arrivals would be encouraged to read and research in their home 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-emotional development and other academic progress.

17. 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.

18. 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.
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 and non-pedagogic staff.) 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?

   Assistant Principal Christina White will inform ENL teacher and coordinator Sarah Mirabile of and will encourage ENL teacher and coordinator Sarah Mirabile to attend all professional development opportunities related to ELL education.

   In addition, all teachers of ELLs are encouraged to attend city-wide professional development in ELL instruction and supporting ELLs as they engage in the Common Core Learning Standards. Department meeting time will also 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. 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 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. The school’s ENL teacher Sarah Mirabile also provides opportunities for 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.

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?

   Parents of ELLs will be invited to meet individually with ENL coordinator Sarah Mirabile at the beginning of the year. 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. In addition, the Parent’s Association at our school specifically 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 home language of parents of ELLs.

2. 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.

**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 V: ELL Identification Attestation

### Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, **Brooke Jackson**, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Brooke Jackson</td>
<td>Principal</td>
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<tr>
<td>Christina White</td>
<td>Assistant Principal</td>
<td></td>
<td>6/14/17</td>
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<tr>
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<tr>
<td>Sarah Mirabile</td>
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<td>Jason Koch</td>
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<tr>
<td>Nely Valentin</td>
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<tr>
<td>Jennifer Schatz</td>
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<tr>
<td>Marisol Rosales</td>
<td>Superintendent</td>
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<td>6/27/17</td>
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<tr>
<td>Paula Waldron</td>
<td>Field Support Center Staff Member</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</thead>
<tbody>
<tr>
<td>(Nashwa)</td>
<td>Rafla Demetrious</td>
<td>business manager</td>
<td>No</td>
<td>yes</td>
</tr>
</tbody>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>3.35</td>
</tr>
<tr>
<td>English</td>
<td>702</td>
<td>78.35</td>
<td>695</td>
<td>77.57</td>
</tr>
<tr>
<td>Spanish</td>
<td>27</td>
<td>3.01</td>
<td>27</td>
<td>3.01</td>
</tr>
<tr>
<td>Serbian</td>
<td>6</td>
<td>.67</td>
<td>6</td>
<td>.67</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All DOE documents are sent home in parents' preferred language. Weekly announcements are translated to Chinese &amp; Spanish and sent electronically to all families whose home language is indicated as such.</td>
<td>September 2017- June 2018</td>
<td>Google Translate</td>
</tr>
<tr>
<td>Orientation Forms</td>
<td>June</td>
<td>DOE provides translation</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Curriculum Night- September 30</td>
<td>1. September 2017</td>
<td>1. In person translation</td>
</tr>
<tr>
<td>(4) Guidance counselors and attendance team members will reach out to families on an &quot;as-needed&quot; basis.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We will utilize Google translate, DOE language line 7 School Messenger to reach families in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

This will be discussed during September PD as well as monthly PD sessions with staff.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our Parents' Association task force 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.