

INSTITUTE FOR COLLABORATIVE EDUCATION

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M407

**ADDRESS: 345 EAST 15TH STREET, MANHATTAN, NY,
10003**

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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011407 **SCHOOL NAME:** Institute for Collaborative Edu

SCHOOL ADDRESS: 345 EAST 15TH STREET, MANHATTAN, NY, 10003

SCHOOL TELEPHONE: 212-475-7972 **FAX:**

SCHOOL CONTACT PERSON: JOHN PETTINATO **EMAIL ADDRESS**

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: SARAH MARCY

PRINCIPAL: JOHN PETTINATO

UFT CHAPTER LEADER: PETER KARP

PARENTS' ASSOCIATION PRESIDENT: MARY QUANDT

STUDENT REPRESENTATIVE:
(Required for high schools) ANDRE GREENE

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 102 Children First Network 102

NETWORK LEADER: JOSEPH CASSIDY/ALISON SHEEHAN

SUPERINTENDENT: ELAINE GORMAN

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our school community is a 6th through 12th grade college-preparatory learning community located in Manhattan's East Village, where nearly 460 diverse students, 33 faculty, and a highly involved group of parents from all five boroughs come together around education. Through collaborations with local universities, community-based organizations, corporate sponsors, and other local entities, we create opportunities for our students to engage in course work and internships that provide them access to the larger "city as classroom."

The school is housed in a multi-school campus where we have less than our appropriate share of instructional space and access to common spaces. I.C.E. develops extensive collaborations that support the academic, athletic, and creative arts development of our students through vast school day and after-school offerings. Our parents, faculty, and students have maintained and customized our spaces and decorated the school space and recognize the ongoing developmental needs through a Building Committee.

Our PTA takes a leadership role beyond the SLT and PTA to collaborate on matters of academic impact: sitting on academic panels, fundraising supplemental programs, and volunteering within the school. The small-school design of the program and its small class size create an environment where every student gets personal attention in the classroom.

Teachers are assigned **Advisory** Groups of students who they mentor and on whose behalf they advocate. Teachers will often work with a student multiple times during their seven year stay at I.C.E. Based on the small-class size and the belief that one size does not fit all, our faculty differentiates their lessons and assessments to be both rigorous and accessible.

Every Wednesday we have a school-wide **Town Meeting**, a student-led production. College acceptances, presentations by student clubs, vocal/musical performance, and thematic explorations of cultural or awareness topics are regular events at this ceremony. Town Meetings are filled with original student-produced videos and live segments and are open to parents who document and email minutes school-wide.

We start every school year off with a **School-Wide Opening Project** that provides a multi-day mixed-grade level exploration of an essential question. Past questions have included: "What's involved in Community Service"; "Block Party: How Does a Community Celebrate"; "ICE 2110: What Does the Future Bring,"; "How Much is 50-Cent Worth?"; "What is a Neighborhood?"; and "Is the Creator responsible for their Creation?". These are academically grounded explorations with engaging hands-on activities and a final whole school ceremony and share-back of learning. Our faculty works closely with parents and our Senior Circle students on volunteered time to plan these events.

Several major promotional requirements in the high school division are accompanied Performance Based Assessment Task (PBAT) **presentations** before a committee of teachers, parents, and students from lower grades. Our program has academic rigor, where students graduate by Portfolio and a series of academic defense panels before faculty, students, parents, and peers. I.C.E. balances literacy, mathematical thinking, scientific method, use of technology as a tool, and an integration of the arts. We ask students to develop portfolios of their Interim Assessment project work and demonstrate Habits of Mind.

Our curriculum at all grades is “backward-designed” from these 10th, 11th, and 12th grade PBAT graduation requirements in each discipline. As a regents-waivered and curriculum-waivered school, teachers develop and revise benchmarks by-grade that identify what skills students should be able to demonstrate. These courses are constructed around teacher expertise. Within each department and school-wide, teachers have developed vertical plans which serve as guidelines for these benchmarks. Within each course, teachers have developed Unit Plans using the Wiggins/McTighe *Understanding by Design* approach. These unit plans that make up the course each have a project that serve as a form of Interim Assessment (I.A.). The I.A.s have been developed into a system that provides students, parents, and teacher/Advisors with an early warning and predictor of student success or struggle in the course.

Organized around the 10 Principles of the Coalition of Essential Schools I.C.E. engages faculty, students, parents, and community and develops a shared community of lifelong learners. Our educational approach engages stakeholders in the democracy of education. We enhance our pupil personnel services to our student body and their families through external collaborations that provide on-site counselors and our faculty serving as mentors, thereby supporting the whole child during the school day and after-school hours.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Institute for Collaborative Education								
District:	2	DBN #:	02M407	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.6/87.8	95.7/91.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment*:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.7	96.10	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment*:					
Grade 6	62	68	87	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	51	74	72		15.9	13.4	22.9		
Grade 8	71	59	76						
Grade 9	54	63	67	Students in Temporary Housing - Total Number*:					
Grade 10	61	60	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	58	57	63		1	38	TBD		
Grade 12	50	57	55						
Ungraded	0	1	1	Recent Immigrants - Total Number*:					
Total	407	439	485	(As of October 31)	2007-08	2008-09	2009-10		
					0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number*:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	TBD		
Number all others	7	32	42						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number*:					
				(As of October 31)	2007-08	2008-09	2009-10		

English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	0	0	4	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	3	Number of Teachers	26	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	4	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	65.4	70.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	46.2	40.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	78	TBD
American Indian or Alaska Native	0.7	0.9	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	62.8	64	TBD
Black or African American	22.1	20.5	18.4				
Hispanic or Latino	25.8	22.1	21.4				
Asian or Native Hawaiian/Other Pacific Isl.	7.4	9.6	9.3				
White	44	46	50.5				
Multi-racial							
Male	49.6	52.6	51.3				
Female	50.4	47.4	48.7				
2009-10 TITLE I STATUS							
◆ Title I Schoolwide Program (SWP)				Title I Targeted Assistance		◆ Non-Title I	
Years the School Received Title I Part A Funding:		◆ 2006-07	◆ 2007-08	◆ 2008-09	◆ 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes ◆ No]		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							

In Good Standing (IGS)	J
Improvement Year 1	◆
Improvement Year 2	◆
Corrective Action (CA) - Year 1	◆
Corrective Action (CA) - Year 2	◆
Restructuring Year 1	◆
Restructuring Year 2	◆
Restructuring Advanced	◆

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	Y
Math:	Y	Math:	
Science:	Y	Graduation Rate:	Y

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√	√		√	78
Ethnicity							
American Indian or Alaska Native	-	-	-	-			
Black or African American	-	-	-	-			
Hispanic or Latino	√	√	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-			
White	√	√	-	-			
Multiracial							
Students with Disabilities	-	-	-	-			
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-	-			
Student groups making AYP in each subject	4	4	1	1		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B/A	Overall Evaluation:	W
Overall Score	67.3/ 81.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	13.2/ 14.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	16.7/ 11.2	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	35.9/ 51.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.5/ 4	Quality Statement 5: Monitor and Revise	W

Key: AYP Status

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP

Key: Quality Review Score

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient

- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding
* = <i>For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>	
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.	
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf	

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Need Assessment- Process

The faculty, administration, staff, parents, and students engage in a reflective critical process that closely examines our school's strengths and areas requiring growth and development. To support this ongoing critical review of school operations, we conduct several monthly meetings among all constituencies:

School Leadership Team- currently chaired by one of our veteran teaching staff, the School Leadership Team meets the first week of each month to perform oversight activities regarding school-wide goals and initiatives. The school leadership team has directed much of its recent focus to ongoing anti-standardized testing initiatives and the development of informational activities that connect our school's parent body to our school's Interim Assessment Binder (Portfolio) process. The team has taken an active and ongoing interest in developing additional connection points for students and parents to connect with the school community-- including developing an outreach survey for the parent community.

Principal Leadership Team- The Principal's Leadership Team is a committee of 8th, 9th, and 10th grade students who meet twice per month in an effort to identify academic and organizational needs within the school community, and make proposals to improve on their perceived needs. Students are nominated for this committee by faculty members based on their academic efforts and participation in student activities within the school. Members of this committee are also asked to participate in leadership initiatives like peer tutoring.

Faculty Meetings- Our faculty meets weekly to provide peer professional development, further school-wide initiatives, conduct critical review of school operations, and develop curricular/pedagogical improvements across grades and disciplines.

Level-Based Meetings- Our subject-teachers meet weekly in Advisory-level combinations to insure that there is discussion about specific student-achievement issues within a grade. Planning occurs within these teams to examine what grade-level special programs and activities may be needed to support students.

Promotional Review Committee- The PRC, as it is called, meets multiple times each month to review data on student performance collected by seven "grade-level reps" who perform follow-up research on students with an active history of academic performance issues.

Consortium of Performance Based Schools- Our school is a member of a network of 28 schools who have a waiver from the New York State Department of Education that exempts our programs from Regents examinations. We work collaboratively and meet monthly to perform moderation studies on the network activities regarding the Performance Based Assessment Tasks (PBAT) which replace the Regents' exams. The consortium employs a psychometrician to support our collective efforts to continually maintain inter-rater reliability with the assessment tools. Our school has remained an open site where other members of the consortium and their governing assessment team can visit classrooms and sit on assessment panels. Our faculty engages in professional development with the Consortium around looking at student work and rubrics.

Curricular Planning Departments- Our faculty members voluntarily coordinate committees for each discipline which have developed vertical plans by grade level, examined the alignment of the curricular content of individual courses, shared best practices, and offered critical feedback on the Interim Assessment and Performance Based Assessment Task projects used in courses.

Interim Assessment Committee- A team of faculty works closely to examine and support the entire faculty in the ongoing development of our Department of Education approved "Do Your Own" Interim Assessment model. Each course requires projects every quarter which are connected to overarching course requirements and enduring understandings in a manner that allows for prediction of future success. The committee works closely with all faculty and Advisors to support the collection, recording, and analysis of interim assessment activities. Students are engaged to review their achievements on the Interim Assessments (IAs) quarterly and set regular performance goals.

Parents' Association Executive Board/Parents' Initiative Volunteers- The PTA executive board committee and administration works closely with a committee of parent volunteers who responded to the administration outreach for increased family involvement. The collective of elected parents and ad hoc committee volunteers discuss all areas of school operations as valued first-hand participant in decision-making dialogue. This involvement extends to diverse areas of operation from communications outreach grants development, to building and safety.

Need Assessment- Measures

In conducting an ongoing review of school-wide instructional and operational functioning, the administration reviews many sources of qualitative and quantitative data. It often reviews these data sources in collaborative groupings with faculty and parent representation. Our collective findings become the topic of dialogue at weekly faculty, weekly student performance review grade-level discussions, monthly school leadership, and monthly academic department meetings.

Our qualitative needs assessment is grounded in the following data: examination of curriculum and courses, pedagogical peer observation, PBAT and Interim Assessment project sheets and rubrics, review of student work, narrative reports from faculty, and dialogue on committee activities. We use the Looking At Student Work protocol refined by the Coalition of Essential Schools along with the Tuning, Fishbowl, and other protocols aimed at pedagogical improvement.

Our quantitative needs assessment is grounded in the work of our school-based assessments, the outcomes of which are examined by Promotional Review Committee that charts students performance data on a weekly basis along with requiring regular grading and anecdotal reporting from faculty on student achievement and performance challenges.

In addition, we review Department of Education data sources to add data that complements our

understanding of the school, especially with the information of how the city and state assess our performance.

Attendance

Our 2010-2011 attendance year-to-date has been 94.1% with some daily attendance exceeding 95%.

The school reviews School Report Cards and the annual Progress Reports although their central focus around standardized testing and course credits instead of around vertical plans, strands of discipline knowledge, and individual student performance over time means that they do not provide what our school community believes to be the most accurate picture of student achievement at our school.

Quality Review- Our annual quality reviews over the last several academic years have demonstrated an ongoing well-developed status in all areas with exceptional features in a number of areas, especially as pertains to instruction. Our quality reviews have cited the effective efforts of our Interim Assessment committee in developing and maintaining high-quality Periodic Assessments and working closely with our multiple *Inquiry Teams* that have examined student performance achievement by grade level.

ARIS - Because ARIS is heavily grounded in measuring Regents performance and course credits it does not provide data consistent with the school's performance-based assessment model and therefore does not provide key data.

Surveys- Parent, Teacher, and Student Surveys during the last several school years indicate ongoing high marks in school environmental climate, including areas like safety, respect for academics, and a nurturing but rigorous academic environment.

What student performance trends can you identify?

Student performance trend data suggests that we have been successful in continuing to raise the academic bar in each academic discipline. This is determined by a combination of detailed review of the Interim Assessment projects, their connection to course curriculum and departmental vertical plans. Interim Assessments have provided greater detail about areas in which students have experienced a challenging with Performance Based Assessment Tasks and meeting benchmarks on schedule. A review of detailed student performance data has supported ongoing efforts toward increasingly effective differentiation and academic intervention services which have provided an increasing number of students assistance in removing themselves from promotion in doubt lists. As a result of our ongoing data analysis, including review of Quality Review Reports, we have aligned our school goals for the year to support increased inter-disciplinary collaboration in our courses to support enhanced student understanding of content, specifically in relation to our Math and Science courses. It is our intention to increase student progress in these areas through creating more opportunities for students to engage in real-world application of abstract mathematical and scientific concepts.

What have been the greatest accomplishments over the last couple of years?

Through "backwards planning" the faculty continue to refine high-caliber Performance Based Assessment Tasks and identify the benchmarks which support the incremental development of the skills required to succeed on these commencement tasks.

The faculty have worked together effectively to develop Vertical Plans which detail academic benchmarks and learning goals throughout the curriculum by grade level. These vertical plans ground

the consistent course development and the faculty's creation of course Essential Questions and identification of "enduring understandings."

What are the most significant aids or barriers to the school's continuous improvement?

It has been a challenge to operate as a 6-12th grade school that is waived from high school high-stakes standardized assessment but has not yet been awarded a similar waiver for middle school testing. As much of the middle school testing is organized differently than our curricular order (divided differently among the disciplines and grade levels), the assessment fails to properly reflect middle school student achievement at our program. Our external collaborations have determined that our middle school students are routinely asked to complete high school level tasks with rigor, and that our high school students (especially our senior circle) maintain a college-level standard of achievement.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<p><u>GOAL 1:</u> To deepen our active engagement in full-staff professional development and teacher-specific instructional support to create multiple opportunities, along the curricular arc within core subjects, for student exploration and use of advanced technologies over the course of their educational experience at I.C.E. to ultimately complete an integrated Technology Performance Based Assessment Task (PBAT) graduation requirement checklist of Technology proficiency exhibitions. Our Measurable Objective for this Goal is for 90% of the members of the Class of 2012 to have completed this Technology Graduation Requirement check-list of items in order to graduate.</p>	<p>_During the last few school years the Institute for Collaborative Education has successfully increased the integration of multimedia technology and connected media to the degree that students are experiencing it across all grade levels and subject areas. Students in high school grades 10, 11, and 12 have been provided support to integrate appropriate software like Geometer's Sketchpad, Microsoft Excel, Microsoft Word, Microsoft Powerpoint, Adobe Photoshop, Adobe InDesign, and IMovie into their work. Students have used these software applications to develop supplementary materials that demonstrate their academic understanding through both class assignments and PBAT presentations. For the 2010-2011 academic year, we will require that the 11th grade class and all future classes formally demonstrate their proficiency with these technology skills as an additional Performance Based Assessment Task (PBAT) in order to meet our school's graduation standards. To this end students will be provided with a technology skills demonstration toolkit and be provided multiple opportunities to submit work that demonstrates these skills.</p>
<p><u>GOAL 2:</u> To deepen our active engagement in our Foreign Language departmental professional development and teacher-specific instructional support to formalize our Foreign Language Graduation Requirement Performance Based Assessment Task (PBAT) work at the school. We seek to examine and refine the school’s Foreign Language Vertical Plan, 6-12 grade Understanding by Design Units of Study, individual grade level Interim Assessment Cycle Projects, and classroom practices in order to</p>	<p>_Our Foreign Language Department will review and edit the curricular planning documents described within the body of Goal 2, during departmental professional development meetings and collaborative teaching team sessions, based on the research gathered over the last two years of pilot work in this area in order to identify specific areas of concern, across grade level curricular planning, related to student success with the culminating 10th grade Graduation Requirement Proficiency Exhibition. This will enable the foreign language teaching teams to</p>

<p>maximize student learning along their learning experience at the school and increase their success with the Foreign Language Graduation Requirement such that they are best enabled to complete this requirement by the conclusion of their sophomore year. Our Measurable Objective for this Goal is for 80% of the members of the Class of 2013 to have completed their Foreign Language Graduation Requirement proficiency exhibition by the end of the 2010-2011 school-year, and to devise an effective Academic Intervention model for the remaining 20% of the Class of 2013 students to complete the Foreign Language Graduation Requirement by the close of the 2012-2013 school-year.</p>	<p>develop scaffolds for struggling students, small-group academic intervention groups, and provide alternative opportunities for students requiring differentiated instruction for learning to receive it and thus be well-positioned to complete the Foreign Language Graduation Requirement proficiency exhibition at the close of their sophomore year.</p>
<p><u>GOAL 3:</u> To deepen our active engagement in full-staff professional development activities and grade level teaching-teams, so that we increase our inter-disciplinary collaborative teaching and curricular design work at the school. We seek to examine and refine the school's core subject Vertical Plans, 6-12th grade <i>Understanding by Design</i> Units of Study, individual grade level Interim Assessment Cycle Projects, and classroom practices, with a specific 2010-2011 focus on further developing our Mathematics/Science integration planning in order to maximize student learning in their core subject studies along their learning experience at the school through providing an increased number of integrated Mathematics/Science inquiry-based lessons and projects with real-world applicability and constructivist learning opportunities throughout their Middle School and High School years. Our Measurable Objective for this Goal is for 90% of the 2010-2011 7th Grade class to engage in a fully integrated Mathematics/Science curricular and classroom experience and demonstrate proficiency levels in pertinent content areas and skill-sets through the Mathematics/Science Interim Assessment projects by the close of the 2010-11 school-year.</p>	<p><u>Our teaching staff engages in weekly Professional Development sessions, bi-weekly as a whole-staff alternating with Departmental meetings, in which we are constantly reviewing our professional practice and curricular planning. For the last two years, we have had as a focus the development of increased staff collaborative opportunities, including grade level inter-disciplinary curricular planning and other collaborative instructional and professional investigations such as data-collection and targeted-instruction for struggling students. This work is undertaken through analysis and refinement of the documents described within the body of Goal 3, during departmental professional development meetings and collaborative teaching team sessions, and inter-visitation by staff to one another classrooms and collegial feedback sessions. The ongoing focus on creating fully integrated Mathematics/Science courses for our students will be expanded this year by utilizing the High School Physics/Calculus structure as a model and reflecting this back to our Physical Science/Algebra Middle School course. This effort will be enabled through a combination of our Professional Development investigation of Collaborative Teaching across all layers of our Staff Development: whole-staff, departmental staffing, and grade-level staffing.</u></p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u> </u> GOAL 1: To deepen our active engagement in full-staff professional development and teacher-specific instructional support to create multiple opportunities, along the curricular arc within core subjects, for student exploration and use of advanced technologies over the course of their educational experience at I.C.E. to ultimately complete an integrated Technology Performance Based Assessment Task (PBAT) graduation requirement checklist of Technology proficiency exhibitions. Our Measurable Objective for this Goal is for 90% of the members of the Class of 2012 to have completed this Technology Graduation Requirement check-list of items in order to graduate.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>–</p> <ol style="list-style-type: none"> 1. Provide monthly professional development activities for all 11th grade teachers to integrate "Technology PBAT Toolkit" opportunities in their courses that allow students to demonstrate proficiency. 2. Engage 90% of the members of the class of 2012 in direct technology instruction within their History and Science courses aimed at providing supports for sophisticated integration of technology in those courses' culminating PBAT presentations. 3. Offer advanced electives to juniors and seniors that allow at least 50% of the class to participate in digital photography, digital video producing/editing/directing, digital art, and/or digital sound studio opportunities, which can meet a portion of their Technology PBAT requirements. 4. Provide direct instruction and pedagogical support to provide 80% of the class of 2012 supplemental technology training that meets elements of their PBAT requirement through their Math, Literature, and Art courses. 5. Coordinate the repair and purchase of new technology

	<p>hardware and software to support students and teachers in having the access and equipment to meet the Technology PBAT requirements.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>FY11 Personnel service to support this goal will be devoted from one of our two assistant principals who is a doctoral candidate in the study of educational technologies along with teacher time from the seven pedagogical staff who provide direct instruction to the members of the class of 2012. In addition, OTPS funds will be spent to support the school's technology resources, including the repair of computers, the replacement of peripherals (keyboards, mice), and purchases of appropriate hardware to support student and teacher usage of the technology.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will review progress toward this goal at monthly Technology committee meetings that include the participation of the 11th Grade Teaching and Advisor team. This progress will be shared with the Principal and School Leadership Team. We expect to be able to mark Interim Progress through student participation in the primary and supplemental classroom activities that members of the class of 2012 are offered. Student participation in these activities will provide us both clarity on their individual preparedness to meet all of the Technology PBAT Toolkit checklist and will provide us with the pedagogical knowledge of what further supports are needed for students and teachers to succeed with this initiative. Participation in technology-infused activities and submission of work to the Technology PBAT portfolio will serve as instruments of measure of student performance success. Monthly technology committee meeting notes and the teacher/administration notation of lessons and support activities provided to students will serve as the instruments of measure of administrative and pedagogical support. Projected gains include increased student and teacher self-efficacy regarding technology skills, and their ability to more explicitly define these skills.</p>

Subject Area (where relevant) :

Foreign Language

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>GOAL 2:</u> To deepen our active engagement in our Foreign Language department development and teacher-specific instructional support to formalize our Graduation Requirement Performance Based Assessment Task (PBAT). We seek to examine and refine the school's Foreign Language Vertical Framework Understanding by Design Units of Study, individual grade level Interim</p>
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	<p>Projects, and classroom practices in order to maximize student learning experience at the school and increase their success with the Foreign Language Requirement such that they are best enabled to complete this requirement during their sophomore year. Our Measurable Objective for this Goal is for 80% of the Class of 2013 to have completed their Foreign Language Graduation Requirement proficiency exhibition by the end of the 2010-2011 school-year, and to devise an Academic Intervention model for the remaining 20% of the Class of 2013 students to complete their Foreign Language Graduation Requirement by the close of the 2012-2013 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Provide bi-monthly Inter-Departmental professional development opportunities for Foreign Language teaching staff to explore inter-disciplinary opportunities across grade levels and create collaborative options for curricular planning to support student learning and development of inter-disciplinary connections to support student completion of all Graduation Requirements, including the Foreign Language requirement.</p> <p>2. Provide bi-weekly Departmental professional development activities for Foreign Language teaching staff to engage in refinement of the Foreign Language Vertical Plan, <i>Understanding by Design</i> Units of Study, and Interim Assessment projects across grade levels with a focus on scaffolding instruction and support for successful student completion of the 10th grade Foreign Language Graduation Requirement proficiency exhibition.</p> <p>3. Engage 100% of the members of the 6th through 10th grade classes in differentiated scaffolded Foreign Language instruction in support of their learning and completion of their culminating Foreign Language Graduation Requirement proficiency exhibition.</p> <p>4. Develop, structure and provide the necessary Academic Intervention services for 2011 juniors and seniors who have not completed their Foreign Language Requirement such that they all complete the requirement before the end of the year thereby enabling completion of their coursework for graduation.</p> <p>5. Designate and utilize funds for the purchase of pedagogical and hardware to support differentiated instruction for struggling Foreign Language students and of any necessary Academic Intervention services to meet student needs for successful completion of their Foreign Language Graduation Requirement proficiency exhibition.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>—</p> <p>FY11 investment of teacher time toward this goal is at increased level with 10 foreign language specialist teachers involved in departmental instruction and support.</p> <p>An investment of assistant principal time for supervision of the foreign language PBAT tasks has also been made for FY11.</p> <p>OTPS investment for supplies and materials needed by students and staff for completion of the PBAT, including presentation materials, foreign language resources, and media will support these activities.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

_The school staff and administration will review progress toward achievement of the Foreign Language Graduation Requirement through a number of mechanisms throughout the 2010-2011 school-year including Bi-weekly Professional Development Departmental meeting notes and Monthly Whole-Staff Professional Development meeting discussions. Departmental Strategic Planning review sessions with the Administration will include analysis of student Interim Assessment artifacts to develop scaffolding and Academic Intervention service needs for students, with an intent to support their High School years to support completion of their Foreign Language Graduation Requirement and proficiency exhibition. Progress toward meeting this goal will be shared with community stake-holders, such as the New York Performance Standards Consortium and our School Leadership Team at regularly scheduled meeting dates and forums.

We expect to be able to mark Interim Progress through student participation in supplemental classroom Foreign Language lessons, activities, and assessments. All 9th and 10th grade students are offered. Student participation in the Interim Assessment will provide both clarity on their individual preparedness to meet the Foreign Language Graduation Requirement and will thus enable us to identify areas of pedagogical concern and develop differentiated instructional supports and interventions for our students.

Student participation in weekly Foreign Language coursework, activities, and the submission and structured self-reflection upon their Interim Assessment artifacts. Individual Interim Assessment Portfolios will serve as instruments of assessment and performance success toward completion of their Foreign Language Graduation Requirement and proficiency exhibition.

The above described professional development meeting notes, Strategic Planning, and teacher/administration notation related to curricular refinements and Vertical Plans, Study and departmental Vertical Plans and any necessary Academic Intervention activities and structures provided to students will serve as the instruments of assessment and administrative and pedagogical support.

Projected gains include increased student achievement in Foreign Language across all grade levels, increased inter-disciplinary and real-world learning, and further engage students in their Foreign Language learning, and enhanced collaboration and investigations among the Foreign Language department teaching staff and grade-level teaching staff.

Subject Area
(where relevant) :

Professional Development:
Collaboration & Inter-Disciplinary
Curricular Investigation

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

_GOAL 3: To deepen our active engagement in full-staff professional development and grade level teaching-teams, so that we increase our inter-disciplinary collaboration and curricular design work at the school. We seek to examine and refine our subject Vertical Plans, 6-12th grade *Understanding by Design* Units of Study, and level Interim Assessment Cycle Projects, and classroom practices, with a focus on further developing our Mathematics/Science integration plan to support student learning in their core subject studies along their learning experiences through providing an increased number of integrated Mathematics/Science

	<p>lessons and projects with real-world applicability and constructivist learning throughout their Middle School and High School years. Our Measurement is for 90% of the 2010-2011 7th Grade class to engage in a fully integrated Mathematics/Science curricular and classroom experience and demonstrate proficiency in pertinent content areas and skill-sets through the Mathematics/Science projects by the close of the 2010-11 school-year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>_1. Provide bi-monthly professional development activities for 100% of the 7th grade teaching staff to engage in pedagogical book club discussions (OTPS funds utilized for Club literature) around integrated curriculum development and collaborative professional planning to improve effective instructional and professional practices, providing students with inquiry-based inter-disciplinary Units of Study.</p> <p>2. Provide bi-monthly Inter-Departmental professional development sessions for the teaching staff to explore inter-disciplinary opportunities across grade levels, as well as the integration of further Arts and Technology collaborative opportunities in planning and refinement of departmental Vertical Plans, Understanding by Design Units of Study, and Interim Assessment lessons and projects.</p> <p>3. Provide bi-weekly Departmental professional development sessions for the Mathematics and Science teaching staff to examine the integrated Curriculum Model for the 12th grade Calculus/Physics model already developed and explore inter-disciplinary opportunities within the Math/Science curricular plans, the development of the 7th grade Algebra/Physical Science course and refinement of Vertical Plans, <i>Understanding by Design</i> Units of Study, and Interim Assessment projects to reflect understandings gained through this ongoing inquiry.</p> <p>4. Engage 100% of the members of the 7th grade class in a pilot of a new Mathematics/Science course planned by a mentor teacher and a new teacher, supported by Departments and the whole-staff as a model for inter-disciplinary learning.</p> <p>5. Designate and utilize funds for the purchase of pedagogical and hardware to support the development of new inter-disciplinary curricular projects and provide students and teachers in implementing the refined curricular plans to ensure the successful completion of refined projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>_FY11 support for this initiative includes the commitment of administrative supervision and classroom pedagogical staff time. At least 2 pedagogical staff members of their schedule devoted to the pilot interdisciplinary math/science course.</p> <p>Additionally, OTPS resources providing the faculty with literature on inquiry-based learning and design are budgeted.</p> <p>A large amount of Professional Development time and resource is devoted to this school-wide goal. _____</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

_The school staff and administration will review progress toward achievement of this goal through a number of mechanisms throughout the 2010-2011 school-year including Bi-weekly Professional Development Departmental meeting notes and Monthly Whole-Staff Professional Development meeting discussions. Departmental Strategic Planning review sessions with the Administration will include analysis of student Interim Assessment artifacts to develop scaffolding and Academic Intervention service needs for students within all subject areas with an intentional focus on those students engaged in the 7th and 12th grade Mathematics/Science courses. Progress toward meeting this goal will be reported to the community stake-holders, such as the New York Performance Standards Consortium and School Leadership Team at regularly scheduled meeting dates as agreed upon by the governing bodies.

We expect to be able to mark Interim Progress through student participation in supplemental classroom lessons, activities, and assessments that target the needs of 12th Grade students engaged in the fully integrated Algebra/Physical Science and Calculus/Physics mandated courses. Student participation in these activities will provide both clarity on their individual preparedness to meet their Mathematics/Science Requirements and will thus enable us to identify areas of pedagogical concern and targeted instruction for content and skill areas of concern and develop instructional supports and structures for struggling students as well as opportunities for future inter-disciplinary pedagogical collaboration among all teaching staff in these areas.

7th and 12th grade student participation in daily Mathematics/Science activities and assessments and submission and structured self-reflection of Interim Assessment project artifacts to their individual Interim Assessment Project artifacts as instruments of measure of student performance success toward completion of promotional coursework leading toward Mathematics and Science Grade 7 and 12 and proficiency exhibitions.

The above described professional development meeting notes, Strategic Planning, and teacher/administration notation related to curricular refinements, Curriculum Study and departmental Vertical Plans and any necessary Academic Intervention activities and structures provided to students will serve as the instruments of measure of administrative and pedagogical support.

Projected gains include increased student achievement in Mathematics/Science and skills across all grade levels, increased inter-disciplinary and real-world learning opportunities to further engage students in Math/Science learning, and increased investigations among the Mathematics and Science department teaching staff and inter-disciplinary grade-level teaching staff across all subject areas.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk related S
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Stu Receiv				
		N/A	N/A				
		N/A	N/A				
		N/A	N/A				
		N/A	N/A				
6	5	3	6		2	1	
9	10	10	10		2	1	
11	14	14	11		5	2	1
12	12	12	12		4	2	1
20	20	20	20		11	7	
22	22	22	22		1	4	
12	12	12	12		4	4	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>_The English Language Arts program at I.C.E. provides in-depth reading and writing workshops, contextual grammar editing and one-on-one writing mentoring, along with homework help. Teachers, student teachers, and peer tutors work closely with students to ameliorate areas of academic weakness.</p> <p>At I.C.E. students who are identified as struggling in their English Language Arts (Humanities integrates History and Literature) courses are supported through a variety of structures and systems. As a school that designs our own Performance-Based-Assessment-Task curriculum through a Project/Inquiry mode of teaching and learning, our teachers build-in a variety of scaffolds to support struggling students within their Units of Study and differentiate Daily Lesson Plans and Activities across learning modalities to inherently meet the needs of students.</p> <p>Additionally, our Advisory System - ratio of approximately 22 students to 1 adult Advisor in which each student is assigned a faculty member as a mentor and coach - enables teachers to effectively share information with one another, Advisors, relevant Service Providers and families regarding student progress with specific information about student needs. Student progress is evaluated on an ongoing basis, and students are referred as needed for Academic Intervention Services.</p> <p>Once referred, individualized plans to meet student needs are created, and monitored for success, through a collaborative effort between the Teachers, Advisors, Service Providers, school-based tutors, and families. A student's individualized plan may include as many of the following structures as needed to assist the student in meeting grade-level standards:</p> <ul style="list-style-type: none"> - Promotional Review Committee (HS) and Academic Support Course (MS)small group instruction and tutoring four 47 minute periods a week - Extended Day Sessions with targeted skills and content support provided by teachers up to 3 days a week, one-on-one or small-group - After-School Homework Help with teachers up to 4 days a week, one-on-one or small-group - Supplemental subject area tutoring based on student needs provided after-school and/or as pull-out periods, one-on-one, with volunteer tutors through our University partnerships (NYU, America Reads) and community relationships - Additional skills instruction and project/activity/assignment support is created, scaffolded, and implemented by additional Special Education Service Providers as needed

Mathematics:

_As a school waived by NY State from the Regents Examinations due to the high level of work we demand from our students for graduation and in preparation for college, the Mathematics program at I.C.E. follows our Departmental Vertical Plans reaching backward from our Senior Circle Graduation Requirement in Calculus to our 6th grade Math curriculum. The Math department examines student achievement through the lens of the National Council of Teachers of Mathematics performance strands and works closely with the development of the Core Common standards as part of the AFL initiative. All students are provided with daily support from the teaching faculty, student teachers, and peer tutors.

At I.C.E. students who are identified as struggling in their Mathematics courses are supported through a variety of structures and systems, with an emphasis on providing one-on-one and small group support to students with calculation and/or problem solving challenges. As a school that designs our own Performance-Based-Assessment-Task curriculum through a Project/Inquiry mode of teaching and learning, our teachers build-in a variety of scaffolds to support struggling students within their Units of Study and differentiate Daily Lesson Plans and Activities across learning modalities to inherently meet the needs of students.

Additionally, our Advisory System - ratio of approximately 22students to 1 adult Advisor in which each student is assigned a faculty member as a mentor and coach - enables teachers to effectively share information with one another, Advisors, relevant Service Providers and families regarding student progress with specific information about student needs. Student progress is evaluated on an ongoing basis, and students are referred as needed for Academic Intervention Services.

Once referred, individualized plans to meet student needs are created, and monitored for success, through a collaborative effort between the Teachers, Advisors, Service Providers, school-based tutors, and families. A student's individualized plan may include as many of the following structures as needed to assist the student in meeting grade-level standards:

- Promotional Review Committee (HS) and Academic Support Course (MS)small group instruction and tutoring four 47 minute periods a week
- Extended Day Sessions with targeted skills and content support provided by teachers up to 3 days a week, one-on-one or small-group
- After-School Homework Help with teachers up to 4 days a week, one-on-one or small-group
- Supplemental subject area tutoring based on student needs provided after-school and/or as pull-out periods, one-on-one, with volunteer tutors through our University partnerships (NYU, America Reads) and community relationships
- Additional skills instruction and project/activity/assignment supports created, scaffolded, and implemented by additional Special Education Service Providers as needed

Science:

_As a school waived by NY State from the Regents Examinations due to the high level of work we demand from our students for graduation and in preparation for college, the Science program at I.C.E. follows our Departmental Vertical Plans reaching backward from our Senior Circle Graduation Requirement in NeuroScience to our 6th grade Science curriculum. The Math department examines student achievement through the lens of the National Science Teachers Association guiding principles and in alignment with the Common Core Science Standards. All students are provided with daily support from the teaching faculty, student teachers, and peer tutors.

At I.C.E. students who are identified as struggling in their Science courses are supported through a variety of structures and systems, with an emphasis on providing one-on-one and small group support to students through writing workshops around lab reports and research papers. Skills foci are in hypothesis development, experimental design, data collection, analysis, and reporting. Integrated math and statistical reports are provided on the upper grade levels to assist students with graduation requirement tasks.

As a school that designs our own Performance-Based-Assessment-Task curriculum through a Project/Inquiry mode of teaching and learning, our teachers build-in a variety of scaffolds to support struggling students within their Units of Study and differentiate Daily Lesson Plans and Activities across learning modalities to inherently meet the needs of students.

Additionally, our Advisory System - ratio of approximately 22 students to 1 adult Advisor in which each student is assigned a faculty member as a mentor and coach - enables teachers to effectively share information with one another, Advisors, relevant Service Providers and families regarding student progress with specific information about student needs. Student progress is evaluated on an ongoing basis, and students are referred as needed for Academic Intervention Services.

Once referred, individualized plans to meet student needs are created, and monitored for success, through a collaborative effort between the Teachers, Advisors, Service Providers, school-based tutors, and families. A student's individualized plan may include as many of the following structures as needed to assist the student in meeting grade-level standards:

- Promotional Review Committee (HS) and Academic Support Course (MS) small group instruction and tutoring four 47 minute periods a week
- Extended Day Sessions with targeted skills and content support provided by teachers up to 3 days a week, one-on-one or small-group
- After-School Homework Help with teachers up to 4 days a week, one-on-one or small-group
- Supplemental subject area tutoring based on student needs provided after-school and/or as pull-out periods, one-on-one, with volunteer tutors through our University partnerships (NYU, America Reads) and community relationships
- Additional skills instruction and project/activity/assignment supports created, scaffolded, and implemented by additional Special Education

	Service Providers as needed
Social Studies:	<p>_The Humanities program at I.C.E. which integrates History and Literature provides in-depth reading and writing workshops utilizing history, policy, and social justice content topics for exploration and learning activities. Teachers, student teachers, and peer tutors work closely with students to ameliorate areas of academic weakness.</p> <p>At I.C.E. students who are identified as struggling in the 'Social Studies' aspect of their Humanities courses are supported through a variety of structures and systems. As a school that designs our own Performance-Based-Assessment-Task curriculum through a Project/Inquiry mode of teaching and learning, our teachers build-in a variety of scaffolds to support struggling students within their Units of Study and differentiate Daily Lesson Plans and Activities across learning modalities to inherently meet the needs of students.</p> <p>Additionally, our Advisory System - ratio of approximately 22 students to 1 adult Advisor in which each student is assigned a faculty member as a mentor and coach - enables teachers to effectively share information with one another, Advisors, relevant Service Providers and families regarding student progress with specific information about student needs. Student progress is evaluated on an ongoing basis, and students are referred as needed for Academic Intervention Services.</p> <p>Once referred, individualized plans to meet student needs are created, and monitored for success, through a collaborative effort between the Teachers, Advisors, Service Providers, school-based tutors, and families. A student's individualized plan may include as many of the following structures as needed to assist the student in level-level standards:</p> <ul style="list-style-type: none"> - Promotional Review Committee (HS) and Academic Support Course(MS)small group instruction and tutoring four 47 minute periods a week - Extended Day Sessions with targeted skills and content support provided by teachers up to 3 days a week, one-on-one or small-group - After-School Homework Help with teachers up to 4 days a week, one-on-one or small-group - Supplemental subject area tutoring based on student needs provided after-school and/or as pull-out periods, one-on-one, with volunteer tutors through our University partnerships (NYU, America Reads) and community relationships - Additional skills instruction and project/activity/assignment supports created, scaffolded, and implemented by additional Special Education Service Providers as needed
At-risk Services Provided by the Guidance Counselor:	_I.C.E. does not employ a guidance counselor, but collaboratively works with clinical specialists and a veteran college counselor to support student achievement at all levels and maintain college as an option for all I.C.E. students.

At-risk Services Provided by the School Psychologist:	_I.C.E. works with itinerant school psychologist staff and the School Based Support team to provide support to students with specialized support needs.
At-risk Services Provided by the Social Worker:	_I.C.E. works with itinerant and school-based support team social workers along with school social work interns to provide students with counseling needs.
At-risk Health-related Services:	_The school does not employ health related staff, but assigns community associates and assistants to work with the administration and teacher/advisors to support students' special health-related needs by providing a range of services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- ◆ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ◆ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ◆ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6 - 12

Number of Students to be Served:

LEP 2

Non-LEP 1

Number of Teachers 3

Other Staff (Specify) Foreign Language Teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Far greater detail regarding the Institute for Collaborative Education's instructional program for English Language Learners (or Limited English Proficient - LEP) students can be found in the attached CEP Appendix 2 Language Allocation Policy Narrative. For the purposes of completing the 2010-11 CEP via the iplan portal, we have supplied the requested responses from that narrative hereto to answer the LAP criteria prompts underlined below:

Number of students to be served and Grade Level(s):

- Per NYSESLAT Eligible ATS data:
 - o 1 Female 7G Newcomer ELL
 - o 1 Female 10G Long-Term ELL;
- Per Lab-R Eligible ATS data:
 - o 1 Male 7G student who tested-out of ESL services as proficient in the Lab-R subcriteria, but for whom we continue to supply ESL program supports to enhance his listening and writing of English skills and proficiency

Language(s) of Instruction:

English is the language of instruction in the I.C.E. freestanding ESL program model. Native Language oriented learning activities are also included in the model. The native/home languages of the current 2 ESL mandated students are Chinese and Spanish. The 3rd student receiving ELL support has German as his native language.

Type of Program/Activities:

At I.C.E. all of our students, including those identified as ELL students, are instructed in whole class settings within each subject area. As a member of the New York State Performance Standards Consortium, the curriculum at I.C.E. is teacher designed and developed and consists largely of project work that is inherently differentiated to provide points-of-entry for students of all instructional levels, including ELL students. ELL students are provided with additional support from the LAP team and their core curriculum teachers on a consistent basis as described below in the "Days/times per week response". Whenever available, the ELL students' NYSESLAT results are evaluated to re-configure and develop targeted supporting curriculum within each students' classes across all subject areas, including Math and Science. I.C.E. classes are conducted around group and individual activities, enabling the maximum exposure to language skills on a constructivist and experiential level. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. Activities include read aloud activities, group discussions, listening exercises, and English language writing opportunities. The students are grouped according to their shared academic classes for focused instruction in the content areas. Some of the resources that are used in the ESL program include but are not limited to:

- The Teaching of Language Arts to Limited English Proficient/ELL
- ESL Practice and Test Preparation-Barrett Kendall Publishing, A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts and English as a Second Language

Language

- Various audio visual media compiled from the internet and teacher developed resources
- Technology Labs

All resource materials for content areas are also shared with the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement.

Multicultural expression is promoted inherently in our curriculum throughout every discipline and along the 6-12 grade arc, which enhances students' experience in language learning. Lessons through ESL support include multicultural input to provide an arena of acceptance to the many different cultures in New York City schools.

The families of ELL students are invited to school activities by their children, or telephone translators, or written notification by translation as needed. The families of the students are encouraged to join the PTA, School Leadership Team, and all other school committees to bring their voice into the school arena. Native language resources are ordered and made available to ELL students as recommended by teaching staff and as is necessary. Professional development includes the sharing of information about students among faculty and being aware of the ELL classification of students. At I.C.E. fundamental literacy skills, including all 4 of the sub-criteria evaluated by the NYSESLAT examination (Listening, Speaking, Writing, and Reading,) are heavily promoted in all classrooms across all disciplines, including those which ELL students attend, to promote academic growth and achievement. Additionally, an infusion of more intensive grammar and writing mechanics instruction has been undertaken in all of the Humanities courses (History and Literature) as a result of the in-house curricular review and vertical planning in 2008-2009. This curricular decision is intended to promote strong literacy skills in the areas of reading and writing for all students including and explicitly our ELL students.

Rationale for the selection of program/activities:

All attending identified ELL students are integrated into the freestanding ESL program model at I.C.E. as described above. No other ESL model currently operates at I.C.E. as none has been requested through the Parent Choice program. The historically low percentage of ELL students in relation to the overall student population (2008-09: 1.8%; 2009-10: 0.81%; 2010-11: 0.4%) has not suggested the need for the creation of another model thus far. There is no predominant language group reflected among this low number of ELL students. The historically broad range of native and/or home languages among our ELL population is an indicator of why the stand alone integrated ESL program is an effective choice for our school, as students are immersed in English language learning in all of their courses and provided with ESL support from a range of appropriate academic intervention services. The freestanding ESL program at I.C.E. is in alignment with the philosophy of learning and teaching at I.C.E. through performance-based assessment as it allows for highly individualized and targeted instruction for each student in accord with the sub-criteria evaluations of individual strengths and weaknesses. Historically I.C.E. students, including our current ELL-identified students, have demonstrated significantly improved English language skills in all sub-criteria areas during their time at the school as a result of our ESL services (and, where appropriate, SPED support) provided to them as ELL students in our school. It is anticipated that the 2011 NYSESLAT results will concur with this analysis.

Times per day/week:

Identified ESL students at I.C.E. are supplied with academic program schedules that allow for the broadest exposure to the English language as they travel with their English Proficient grade-level peers in heterogeneous groups to all courses. The freestanding ESL model at I.C.E. allows for content to be delivered through push-in, pull-out, and extended after-school programming. A variety of instructional approaches and methodologies are employed to make content comprehensible and enrich language development including: the provision of native language texts where necessary; one-on-one tutoring; listening activities; group work with EP students; role-playing; oral presentations by all EP and ELL students; and extensive oral and written feedback on project work. As each discipline at I.C.E. has created a curricular vertical plan along the 6-12 grade arc, leading to the Graduation Requirements within core subject areas, consisting of implicitly differentiated project work at each grade level in all subjects, ELL students at I.C.E. receive individualized differentiated instruction in accord with their individual ELL strengths and weaknesses from the LAP Team and the classroom teachers in collaboration with one another. All Special Needs students work with specialized support, including those designated as ELL. The I.C.E. freestanding ESL model provides students with an academic programming schedule that enables students to receive at least the minimum number of ESL, ELA, and NLA minutes required by CR Part 154 and city and state mandates in accord with their identified English language proficiency level of Beginning (540 min/wk), Intermediate (360 min/wk), or Advanced (180 min/wk) and with city and state mandates through an individualized schedule of push-in, pull-out, and extended-day ESL services sessions.

Program Duration:

ESL identified students at I.C.E. receive ELL support through our free-standing ESL program model until they have tested-out of the program through demonstration of proficiency on the annual NYSESLAT examination. Students who may have tested-out of formal ESL services through analysis of NYSESLAT results but who are recommended by staff as requiring continued English Language Learning support in particular sub-criteria, will also receive ELL supports as determined by the LAP Team. Although there are no current SIFE ESL students in the school, we recognize that any ELL students who enroll as SIFE and those who are or may become Long-Term ELL designated, as well as any High School ELLs that require more than 4 years to graduate in their time at I.C.E. will require additional support. Our Lap Team as well as the entire staff is devoted to the success of all our students and will make recommendations to the school leadership regarding any specialized support or program changes we deem necessary for the academic success of these students. As I.C.E. ELL students transition out of the ESL program, having demonstrated English Language proficiency on the NYSESLAT, they continue to be provided with individualized support as needed to complete their academic requirements from their classroom teachers and through participation in after-school support services.

Service Provider and Qualifications:

At I.C.E. there are seven members on the Language Allocation Policy (LAP) team: The Principal and CSW-

John Pettinato, Assistant Principal and CSW-Brett Schneider, Assistant Principal–Alicia McMillen, Foreign Language Teacher- Jenna Prada, Humanities Teacher- Nadia Kline-Taylor; and Resource Room and SPED Teachers – Rytva Soni and Sue Carlson. We are currently actively building our ESL capacity as there are currently no ESL Certified Instructors working at the school. Teacher Jenna Prada is actively pursuing ESL certification and is enrolled in an accredited ESL teaching program. She expects to have completed the required coursework and applied for NYSED ESL Certification prior to the opening of the 2011-12 school-year. It is anticipated that she will become the ELL Coordinator in the 2011-12 school-year. The Humanities teachers and Resource Room staff work together with the Lap Team to design and implement individualized ESL instructional programs for the ESL identified in the school. In 2010-11 there are 2 of 498 students at the school identified as requiring ESL Services.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program

As described in the I.C.E. freestanding ESL program model above and in the attached Language Allocation Policy document, all I.C.E. ELL identified students are instructed in whole class settings within each subject area along with their EP peers. As a member of the New York State Performance Standards Consortium, the curriculum at I.C.E. is teacher designed and developed and consists largely of project work that is inherently differentiated to provide points-of-entry for students of all instructional levels, including ELL students. All staff members at I.C.E. have received the mandated 7.5 hours of ELL training as part of their requisite certification. Should any newly hired staff members not have received this training, the LAP team will identify an appropriate professional development opportunity for the member(s) to receive such training. ELL students are provided with additional support from the LAP team and their core curriculum teachers on a consistent basis. Much of the in-house professional development work (2 hour PD weekly meeting and 1 hr grade-level meeting) is targeted at differentiating instruction and analyzing student work. This allows the entire staff to regularly engage in discussion related to students with specialized support and academic intervention needs, such as ELLs. During these PD sessions, the teaching staff including all of the LAP Team members, also discuss and design appropriate opportunities to provide Native Language support within the subject area classrooms and on interdisciplinary work where applicable. Some of the resources that are used in the freestanding I.C.E. ESL program include but are not limited to:

- The Teaching of Language Arts to Limited English Proficient/ELL
- ESL Practice and Test Preparation-Barrett Kendall Publishing, A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts and English as a Second Language
- Various audio visual media compiled from the internet and teacher developed resources
- 2 State of the Art Technology Labs available throughout the day

We have composed a team of seven members to execute our Language Allocation Policy (LAP) for 2010-11: Principal and CSW-John Pettinato; Assistant Principal and CSW-Brett Schneider; Assistant Principal–Alicia McMillen; Humanities Teacher- Nadia Kline-Taylor; Foreign Language Teacher- Jenna Prada; and Resource Room Teacher and SPED Teachers – Rytva Soni and Sue Carlson. We are currently actively building our ESL capacity at the school. Teacher Jenna Prada is currently pursuing ESL certification, and is enrolled in an accredited ESL teaching program. She expects to have completed the required coursework and applied for NYSED ESL Certification prior to the opening of the 2011-12 school-year. It is anticipated that she will become the ELL Coordinator in the 2011-12 school-year. Copies of all teachers' licenses and certifications are retained on file in our administrative Main Office and in the school leadership's records.

The Language Allocation Policy Team is optimistic about our mission of securing all available instructional support for our ELL students' success. We will continue to use collaboration across our instructional subject area departments and the LAP Team to cultivate new instructional strategies and curricular models that are appealing, engaging, and highly educational for our students. The team will meet regularly to plan meaningful

professional development for the rest of the teaching staff as needed and to discuss ELL student progress. All relevant teaching staff and LAP Team members will continue to be encouraged to attend regional workshops to advance mastery of ESL instructional skills and to review and turn-key resources and materials from other locations and DOE approved vendors for use in our school. The ESL provider(s) and LAP Team members will review and update the annual CEP appendices to ensure that the best possible ESL education will be offered to all of our ELL students.

Section III. Title III Budget

School: 02M407

BEDS Code: 310200011407

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1,000.00	_Per session funds supports those faculty members who are working to increase the outreach and support for those families with language and translation issues.
Purchased services - High quality staff and curriculum development contracts	\$0.00	_None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$309.00	_Supplemental supplies related to language and translation support for families.
Educational Software (Object Code 199)	\$0.00	_None
Travel	\$0.00	_None
Other	\$0.00	_None
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

_At the Institute for Collaborative Education (I.C.E.) we believe that that the success of our students is largely dependent on the school, the students, and families working together in a close partnership to monitor academic progress, help build social and emotional strengths and maintain a focus on the holistic growth of the student. School-home communication is paramount. We therefore endeavor to establish strong relationships through methods that are effective and convenient for all parties. It is critical to us that all family members have a voice in our community. In an effort to develop the necessary lines of communication with families who have limited or no English language oral and written skills, we have structured various mechanisms to bridge the communication gap.

When entering the NYC DOE school system, students are given the Home Language Survey. The Home Language Survey is an instrument that determines the student status as language minority, and identifies preferred home language translation needs. The results of the survey are recorded and maintained in ATS and referred to when communicating with families verbally or in writing in order to determine the necessary translation supports for documents and events. Students that arrive at our school from other schools in the NYC DOE system have generally been pre-identified through this ATS mechanism.

Per Chancellor's Regulation A-663 we enter and maintain the preferred language preference for written and oral communication for every parent/guardian new to the NYC DOE system when they enroll at our school in ATS (utilizing Authority Coding.) This information is derived from the Home Language Identification Survey and the Emergency Contact Card ("blue card") that we supply to families as a hardcopy and online at the beginning of each school year and request that families complete and return to our school Main Office for further in-house and ATS processing. I.C.E. also consistently directs families to the NYC DOE web support services. In the current school year we will continue to do so. This includes notifying families who may require English Language Translation support, but have not supplied preferred language information via the previously described channels, of the existence of the 'Parents/guardians' Preferred Language Form' available on the NYC DOE Translation and Interpretation Unit Web site by means of our Advisory system and our I.C.E. Family ListServe.

In addition to these introductory inventory tools for collecting, documenting, and maintaining records of home language preferences, I.C.E. holds an annual family orientation during the fall of each school year for incoming students and their families. The orientation provides a further opportunity for parents/guardians to complete the Home Language Identification Survey and the Emergency Contact Card ("blue card") if they have not already done so. During this session, they are also presented with an explanation of the variety of programs that are offered by the Department of Education for ELL students: stand alone ESL, Transitional Bilingual Education and the Dual Language programs. Such an invitation to become familiar with ELL supports is the standard procedure throughout the New York City Department of Education. The orientation also enables the school the opportunity to identify parents/guardians that are in need of any oral and / or written translation services, that may not have been identified by the Home Language Survey or Emergency Card for one reason or another. Further, if families in need of translation supports were not identified by the survey, blue cards or during the orientation, advisors are able to identify translation needs through frequent contact with the

families of their advisees. Our efforts in these areas traditionally have enabled us to be completely successful in opening and maintaining the lines of communication between school and home with all of our students' families.

Once translation services are identified as necessary, they are shared with the administrative Main Office, the staff of which then ensures that all home-bound written and oral communications are shared with the family in the target language(s) as needed. Our efforts in these areas traditionally have enabled us to be completely successful in opening and maintaining the lines of communication between school and home with all of our students' families.

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

_In order to assess I.C.E.'s written translation and oral interpretation needs for our students' families and strategize to meet them, we collect and view the preferred languages of families by regularly running an updated RAPL report in ATS when we are creating mass mailings and inviting families in to meet with us. Additionally we utilize our strong Advisory System (student to teacher ratio of approx 20:1) to follow up with students regarding the support services necessary to assist all of them and their families with the consistent and ongoing communication between school and home. In 2010-2011, I.C.E. has a limited number of parents/guardians that have self-identified as non-English language preferred individuals: Albanian: 1; Fukienese: 1; Cantonese: 5; Chinese/Any-Spanish:1; Chinese, Any: 1; German: 1; Japanese: 2; Philipino: 1; Polish: 1; Russian: 1; Serbo-Croatian: 1; Spanish: 10; and Tibetan: 1. Continuing follow up with these families through our personal connections with families via our Advisory System has resulted in none of these families requesting written and oral translation services that can not be supplied through our in-house support system of foreign language teachers, parent and community volunteers, a former I.C.E. Parent Coordinator and on-line translation services. These demographics regarding the low number of parents/guardians at our school who self-identify as preferred non-English language individuals has been the case historically. Therefore, we have traditionally been successfully able to supply the requested written and oral translation services primarily through use of our foreign language teachers, the former I.C.E. Parent Coordinator, parent volunteers and various on-line translation services with no outreach to the Department of Education's Translation and Interpretation Unit. Whenever, the need for further support may arise, we will outreach to the Department of Education's available services as described below.

Students with mono-lingual parents/guardians who are not fluent in English and who self-identify (or are guided by our staff to self-identify) as requiring additional translation supports beyond what we are able to provide in-house are directed through our Advisory system and the administrative Main Office of the school to complete a Continued Entitlement Form which activates the necessary translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone translation and/or document translation whenever the school is not able to provide the necessary translation support.

Through the above described procedures, information regarding the specific translation needs of our students' families is collected and maintained by Advisors and the administrative Main Office in anecdotal and procedural documentation so that it may be easily referred to when communication with families takes place. Additionally, Advisors, who generally serve as the key point person in weekly verbal and electronic communication with families, share out critical language support needs information to the rest of the teaching staff whenever necessary and appropriate. The Main Office supplies the school Administrative Leadership with the same information whenever necessary and appropriate. These policies ensure that our commitment to student success through open and ongoing communication with our entire school community is maintained.

Part B: Strategies and Activities

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

Utilizing the above described methodology for identification purposes, all I.C.E. non-English language preferred parents/guardians are provided with the appropriate translated Bill of Parents/guardians Rights and Responsibilities and school forms through out the school year. Ongoing communication with these families through our actively developed personal connections with homes via our Advisory System and the efforts of our Main Office staff and Parent Coordinator has resulted in a heightened awareness of families who request and require written and/or oral translation services. Generally, we have successfully supplied all requested written and oral translation services through use of our foreign language teachers, parent volunteers, the Parent Coordinator and on-line translation services at no expense to the school or the Department of Education. Whenever necessary, our Main Office and Parent Coordinator work in a timely fashion to supply with families with translation services that are not met by our in-house support system. The Main Office staff and Parent Coordinator are actively involved in all mailings to families and as such monitor the needs of non-English preferred families simultaneous with those of our English language families, enabling the provision of all essential school documents to all families in the necessary target language.

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

All oral translation needs for the purposes of communicating on and off-site with non-English language preferred parents/guardians (as identified above in Part A Section 1) are also met through a coordinated effort by the school's foreign language teachers, parent volunteers, and any necessary outreach by the Parent Coordinator for additional support from the DOE's Translation and Interpretation Unit's services. Through these efforts timely provision of interpretation services at group and one-on-one meetings between the school and parents/guardians are supplied upon request when such services are necessary for parents/guardians to communicate with the school and Department of Education regarding critical information about the child's education. Such critical information that is produced centrally by the Department of Education is defined by the DOE as: Centrally Produced Critical Communications

1. The central offices identify documents which are distributed or electronically communicated to all or substantially all parents/guardians within the city containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline;
- d. special education and related services; and
- e. transfers and discharges.

2. The Translation and Interpretation Unit (a) translates such critical communication in a timely manner, in each of the covered languages and (b) works with the office responsible for the critical communication to make such translations available to the schools.

Student Specific Critical Documents

1. Our school Main Office and Parent Coordinator work together to provide parents/guardians whose identified preferred primary language is not English with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any special education, English language learner or

non-standard academic program.

Alternatives to Translation

When the Translation and Interpretation Unit or the school is temporarily unable to provide required translation into one or more covered languages, I.C.E. provides, in addition to any other assistance, a cover letter or notice on the face of relevant English language documents shared with the school community in the appropriate covered language(s), indicating how best parents/guardians can request free translation or interpretation of such documents.

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

Per Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, I.C.E. families requiring translation and/or interpretation support (as identified through the processes outlined in Part A, section 1, above) are notified of their rights to translation services in target languages through supply to them (translated into any necessary languages, available from <http://schools.nyc.gov/Parents/guardians/NewsInformation/BillofRights.htm>) of the Bill of Parent Rights and Responsibilities. Additionally, signage in the main administrative offices further inform parents/guardians of their right to translation services and delineate the steps to be taken to receive those services should they desire them.

Our school shares a building with two other DOE schools, and together the Building Council has worked to ensure that the necessary and appropriately translated signage indicating the availability of interpretation services in the main lobby and in the primary administrative offices throughout the building has been posted for the identified non-English language preferred families. Signs for all covered languages were printed from the DOE site located at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. The building safety plan contains procedures for ensuring that parents/guardians in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. As none of the schools in our building have a student population of more than 10% of the children who speak a primary language that is neither English nor a covered language, Section D of the Notification Requirements of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services are not applicable. Should this demographic data shift in our school, the Regulations will be revisited by school leadership and adhered to.

If parents/guardians are identified by school staff as requiring further translation and/or interpretation support, or request same, than that which we are able to provide in-house, these families are directed to communicate with the school Main Office to receive further information or pursue inquiries regarding the services offered by the Department of Education through the Translation and Interpretation Unit.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

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).
2
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
_Our program provides STH with the necessary tools to meet the rigorous academic standards of our school. The funding support is used to provide students much needed supplies and equipment to encourage their participation in regular day and after-school academic activities that enrich core academic skills.
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 in your Children First Network.

2,414

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Institute for Collaborative Education								
District:	2	DBN:	02M40	School		310200011407			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungrade		
	2		6	v	10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				95.6/87	95.7/	96.3 /
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				97.7	96.1	96.9
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	68	87	59	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	74	72	91				15.9	22.9	15.4
Grade 8	59	76	78						
Grade 9	63	67	67	Students in Temporary Housing - Total Number:					
Grade 10	60	64	69	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	57	63	73				1	38	6
Grade 12	57	55	55						
Ungraded	1	1	0	Recent Immigrants - Total Number:					
Total	439	485	492	<i>(As of October 31)</i>			2007-	2008-	2009-
							0	1	0
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions			0	1	0
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions			1	1	1
Number all others	32	42	50						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	0	4	TBD	Number of Teachers			26	27	28
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals			4	4	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0	0	1

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	5	4	12	% fully licensed & permanently assigned to this	100.0	100.0	96.4
				% more than 2 years teaching in this school	65.4	70.4	78.6
				% more than 5 years teaching anywhere	46.2	40.7	50.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		81.0	78.0	85.7
American Indian or Alaska Native	0.9	0.4	0.0	% core classes taught by "highly qualified" teachers	62.8	64.0	79.3
Black or African American	20.5	18.4	9.6				
Hispanic or Latino	22.1	21.4	20.7				
Asian or Native Hawaiian/Other Pacific	9.6	9.3	4.7				
White	46.0	50.5	50.4				
Male	52.6	51.3	52.4				
Female	47.4	48.7	47.6				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In	v		Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level			Secondary Level		
ELA:	v		ELA:		v
Math:	v		Math:		
Science:	v		Graduation Rate:		v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v		v	78
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic or Latino	v	v	-	-	-	-
Asian or Native Hawaiian/Other Pacific	-	-	-	-	-	-
White	v	v	-	-	-	-
Multiracial						
Students with Disabilities	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	v	v	-	-	-	-
Student groups	4	4	1	1	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / B	Overall Evaluation:	WD
Overall Score:	11 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	11 /	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	0 / 9.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	0 / 40.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 2	School Number 407	School Name I.C.E.
Principal John Pettinato		Assistant Principal Brett Schneider	
Coach N/A		Coach N/A	
Teacher/Subject Area Jenna Prada / Foreign Lang		Guidance Counselor N/A	
Teacher/Subject Area Rytva Soni / Resource Room		Parent N/A	
Teacher/Subject Area Nadia KlineTaylor / Humanities		Parent Coordinator N/A	
Related Service Provider Sue Carlson / SPed		Other AP: Alicia McMillen	
Network Leader Joseph Cassidy/Alison Sheehan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	498	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.40%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

0.40.4 Paste response to questions 1-6 here

All Institute for Collaborative Education entering students and families are provided with the Home Language Survey and Emergency Blue Cards (that include information regarding the home language) as hard-copies (and directed to electronic versions if more convenient for the families) upon admission to the school and asked to return them to the school's Main Office as soon as possible upon completion so that the pertinent information may be entered into ATS and recorded in the Main Office files. Based on the results of the survey, students whose survey responses trigger a need for administration of the LAB-R are given it. The results of the LAB-R identify students for placement into the necessary and appropriate language support programs, including the ELL program that the school has traditionally provided. At this early point in the year, parents/guardians are invited to a family orientation in which it is requested that they complete the Parent Survey and Selection Form. At the orientation, parents/guardians are informed about the different programs offered by the Department of Education including Transitional Bilingual Education and Dual Language, and given support in placing their children in other environments if desired. Parents/guardians with students who have already been enrolled in ELL education complete a Continued Entitlement Form. The LAP Team and ESL Coordinator work with the Main Office to review the parent choice forms for patterns and trends. For example, a close analysis of necessary translation services are identified and requested from the DOE Translation and Interpretation Unit whenever needed. These services provide telephone translation and/or document translation. Our school has historically only offered the freestanding ESL instructional program as the number of non-English speaking students enrolled at I.C.E. has been historically very low, so there has never been a significant number of families choosing an alternate program through the parent choice and selection process to cross the number threshold warranting the creation of any other form of ELL instructional support program. Currently, we are prepared to make alternative arrangements for future students whose parents/guardians may indicate an interest in a different instructional environment than stand alone ESL. Upon review of the parent choice forms, should we identify an increase in ELL program preferences other than what we currently provide that does cross the number threshold determined by the DOE to warrant the creation of an alternate form of ELL programming, our LAP team and ELL Coordinator will work closely with school leadership to design and implement an appropriate program model. Parents/guardians of students admitted to the school during the course of the year are also supplied, upon enrollment, with the materials described above to ensure full communication and parent voice in ELL support selections to meet student instructional needs. Forms from all ELL identified students are actively elicited and have historically always been supplied to the school by families.

The Institute for Collaborative Education is in its 13th year of operation with a current student population of approximately 498 students. In the 2010-11 school year, 3 students were classified by the Department of Education as possibly requiring ELL support as either LAB-R eligible or NYSESLAT eligible (Table A above.) Upon analysis of the LAB-R results and an update to ATS data, only 2 students were identified as requiring ESL services, representing a total of 0.4% of the student population (Table above.) The demographics of the student grade levels and home languages for these students are indicated in the above tables. There are no SIFE students. The 7th grade student has an older sibling at the school, no longer an ELL identified student, and parents at home speaking Mandarin. The 10th grade student is verbally fluent in English with English speaking parents, and is a part-time SPED student who receives SETTS support services in addition to ELL support. All attending identified ELL students have been integrated into the freestanding ESL program model at I.C.E. No other ESL model currently operates at I.C.E. as none has been requested through the Parent Choice program. The historically low percentage of ELL students in relation to the overall student population (2008-09: 1.8%; 2009-10: 0.81%; 2010-11: 0.4%) has not suggested the need for the creation of another model thus far.

One of the I.C.E. identified ELL students is a Long-Term ELLs (more than 6 years) according to ATS data: the 10th grade SETTS student. The remaining 7th grade student is a Newcomer ELLs (1 -3 years) as a recent immigrant to the country with a consistently developing degree of English Language proficiency within the 4 sub-criteria of Listening, Speaking, Reading and Writing as ascertained from the LAB-R and NYSESLAT results. There is no predominant language group reflected among this low number of ELL students. The historically broad range of native and/or home languages among our ELL population is an indicator of why the stand alone integrated ESL program is an effective choice for our school, as students are immersed in English language learning in all of their courses and provided with ESL support from a range of appropriate academic intervention services. The freestanding ESL program at I.C.E. is in alignment with the philosophy of learning and teaching at I.C.E. through performance-based assessment as it allows for highly individualized and targeted instruction for each student in accord with the sub-criteria evaluations of individual strengths and weaknesses. Historically I.C.E. students, including our current ELL-identified students, have demonstrated significantly improved English language skills in all sub-criteria areas during their time at the school as a result of our ESL services (and, where appropriate, SPED support) provided to them as ELL students in our school. It is anticipated that the 2011 NYSESLAT results will concur with this analysis.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In								3			3			6
Total	0	0	0	0	0	0	0	3	0	0	3	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

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

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1			1
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	1	0	0	2						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

At I.C.E. all of our students, including those identified as ELL students, are instructed in whole class settings of heterogenously grouped stuents that travel together throughout the day to each of their subject area classes which include Humanities (Integrated History and Literature), Mathematics, Science, Spanish, Arts and Physical Education. As a member of the New York State Performance Standards Consortium, the curriculum at I.C.E. is teacher designed and developed and consists largely of project work that is inherently differentiated to provide points-of-entry for students of all instructional levels, including ELL students. Due to the historically low number of ESL students in our school we have always engaged in personalized planning for ESL instruction to meet each student's needs. To meet the mandated number of ESL instructional minutes each week, each child's schedule is evaluated to determine which periods each day are optimum for students to receive push-in support. ELL students are provided with additional support from the LAP team and their core curriculum teachers on a consistent basis. Whenever available, the ELL students' NYSESLAT results are evaluated to re-configure and develop targeted supporting curriculum within each students' classes across all subject areas, including Math and Science. At I.C.E. fundamental literacy skills, including all 4 of the sub-criteria evaluated by the NYSESLAT examination (Listening, Speaking, Writing, and Reading,) are heavily promoted in all classrooms across all disciplines, including those which ELL students attend, to promote academic growth and achievement. Additionally, an infusion of more intensive grammar and writing mechanics instruction has been undertaken in all of the Humanities courses (History and Literature) as a result of the in-house curricular review and vertical planning in 2008-2009. This curricular decision is intended to promote strong literacy skills in the areas of reading and writing for all students including and explicitly our ELL students. I.C.E. classes are conducted around group, partner, and individual activities, enabling the maximum exposure to language skills on a constructivist and experiential level. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. Activities include read aloud activities, group discussions, listening exercises, and English language writing opportunities. The students are grouped according to their shared academic classes for focused instruction in the content areas. Some of the resources that are used in the ESL program include but are not limited to:

- The Teaching of Language Arts to Limited English Proficient/ELL
- ESL Practice and Test Preparation-Barrett Kendall Publishing, A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts and English as a Second Language
- Various audio visual media compiled from the internet and teacher developed resources
- Technology Labs

All resource materials for content areas are also shared with the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted inherently in our curriculum throughout every discipline and along the 6-12 grade arc, which enhances students' experience in language learning. Lessons through ESL support include multicultural input to provide an arena of acceptance to the many different cultures in New York City schools.

Identified ESL students are supplied with academic program schedules that allow for the broadest exposure to the English language as they travel with their English Proficient grade-level peers in heterogeneous groups to all courses. The freestanding ESL model at I.C.E. allows for content to be delivered through push-in, pull-out, and extended after-school programming. A variety of instructional approaches and methodologies are employed to make content comprehensible and enrich language development including: the provision of native language texts where necessary; one-on-one tutoring; listening activities; group work with EP students; role-playing; oral presentations by all EP and ELL students; and extensive oral and written feedback on project work. As each discipline at I.C.E. has created a curricular vertical plan along the 6-12 grade arc, leading to the Graduation Requirements within core subject areas, consisting of implicitly differentiated project work at each grade level in all subjects, ELL students at I.C.E. receive individualized differentiated instruction in accord with their individual ELL strengths and weaknesses from the LAP Team and the classroom teachers in collaboration with one another. All Special Needs students work with specialized support, including those designated as ELL.

Although there are no current SIFE students at I.C.E. we recognize that any ELL students who enroll as SIFE, and those who may become Long-Term ELL designated, as well as any High School ELLs that require more than 4 years to graduate in their time at I.C.E. will require additional support. Our Lap Team as well as the entire staff is devoted to the success of all our students and will make recommendations to the school leadership regarding any specialized support or program changes we deem necessary for the academic success of these students. The I.C.E. freestanding ESL model provides students with an academic programming schedule that enables students to receive at least the minimum number of ESL, ELA, and NLA minutes required by CR Part 154 and city and state mandates in accord with their identified English language proficiency level of Beginning (540 min/wk), Intermediate (360 min/wk), or Advanced (180 min/wk) through an individualized schedule of push-in, pull-out, and extended-day ESL services sessions. As I.C.E. ELL students transition out of the ESL program, having demonstrated English Language proficiency on the NYSESLAT, they continue to be provided with individualized support as needed to complete their academic requirements from their classroom teachers and through participation in after-school support services.

Through analysis of NYSESLAT data, we have constructed a specific ESL program for the sole 2010-11 7th grade I.C.E. Newcomer ELL who demonstrated limited English Language proficiency in 2009 NYSESLAT testing. We have designed an intensive support program of

over 540 minutes a week ESL instruction and support through her core class teachers and an on-site tutor utilizing ESL instruction resources. We anticipate seeing marked progress with her English language Literacy skills and English Language proficiency as she engages in academic work as a Beginning ESL student and expect that her NYSESLAT results for 2011 will reflect this, as has historically been the case with our highly individualized ESL program. The NYSESLAT data shows that the current 10th grade ELL student was evaluated as demonstrating both Advanced (2007) and Intermediate (2009) English Language proficiency in years prior to the 2010 NYSESLAT Test Administration, in which she demonstrated Advanced ELL proficiencies. This student has an IEP and receives appropriate Special Education services and extra core class support to mitigate against Reading and Writing processing obstacles that she encounters as well as the mandated minutes per week of ESL instruction. In addition to the ongoing support from the freestanding ESL model at I.C.E., both of these students also receive extra academic support from Math and Humanities teachers after-school several days a week. In addition to these ESL identified students, an in-coming 7th grade I.C.E. student was identified as Lab-R Eligible. Through analysis of his Lab-R results, this student, a young man recently immigrated from Europe (Germany and France), had already developed English Language proficiency prior to his enrollment at the school as evidenced by his testing out of ESL servicing needs through administration and evaluation of the Lab-R. Although he has 'tested out' of ESL servicing needs via his Lab-R results, we provide this student with extra support to further develop his English Language skills, specifically in Writing and Listening per the Lab-R results analysis, as he engages in our rigorous inquiry model academic work at the school. He receives support from his subject area teachers as needed after-school several days a week in order to scaffold him for success in meeting our PBAT Promotional and Graduation Requirements.

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

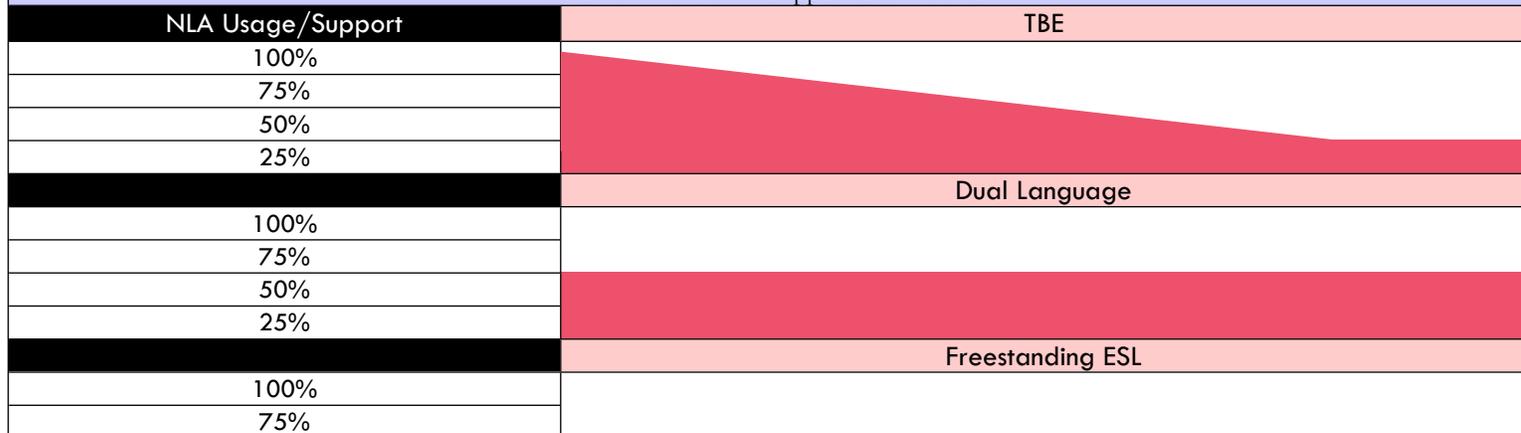
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Identified ESL students are supplied with academic program schedules that allow for the broadest exposure to the English language as they travel with their English Proficient grade-level peers in heterogeneous groups to all courses: Humanities (Integrated History and Literature), Mathematics, Science, Spanish and a variety of Arts and Electives. The freestanding ESL model at I.C.E. allows for content to be delivered through push-in, pull-out, and extended after-school programming. A variety of instructional approaches and methodologies are employed to make content comprehensible and enrich language development including: the provision of native language texts where necessary; one-on-one tutoring; listening activities; group work with EP students; role-playing; oral presentations by all EP and ELL students; and extensive oral and written feedback on project work. As each discipline at I.C.E. has created a curricular vertical plan along the 6-12 grade arc, leading to the Graduation Requirements within core subject areas, consisting of implicitly differentiated project work at each grade level in all subjects, ELL students at I.C.E. receive individualized differentiated instruction in accord with their individual ELL strengths and weaknesses from the LAP Team and the classroom teachers in collaboration with one another. All Special Needs students work with specialized support, including those designated as ELL. Although there are no current SIFE students, we recognize that any ELL students who enroll as SIFE and those who may become Long-Term ELL designated, as well as any High School ELLs that require more than 4 years to graduate in their time at I.C.E. will require additional support. Our Lap Team as well as the entire staff is devoted to the success of all our students and will make recommendations to the school leadership regarding any specialized support or program changes we deem necessary for the academic success of these students. The I.C.E. freestanding ESL model provides students with an academic programming schedule that enables students to receive at least the minimum number of ESL, ELA, and NLA minutes required by CR Part 154 and city and state mandates in accord with their identified English language proficiency level of Beginning (540 min/wk), Intermediate (360 min/wk), or Advanced (180 min/wk) through an individualized schedule of push-in, pull-out, and extended-day ESL services sessions. As I.C.E. ELL students transition out of the ESL

program, having demonstrated English Language proficiency on the NYSESLAT, they continue to be provided with individualized support as needed to complete their academic requirements from their classroom teachers and through participation in after-school support services. As described in the I.C.E. freestanding ESL program model described above and below, all I.C.E. ELL identified students are instructed in whole class settings within each subject area along with their EP peers. As a member of the New York State Performance Standards Consortium, the curriculum at I.C.E. is teacher designed and developed and consists largely of project work that is inherently differentiated to provide points-of-entry for students of all instructional levels, including ELL students. All staff members at I.C.E. have received the mandated 7.5 hours of ELL training as part of their requisite certification. This enables ongoing dialogue between all of the ELL students' teachers to provide targeted instructional support and intervention services as needed. ELL students are provided with additional support from the LAP team and their core curriculum teachers on a consistent basis. Much of the in-house professional development work (2 hour PD weekly meeting and 1 hr grade-level meeting) is targeted at differentiating instruction and analyzing student work. This allows the entire staff to regularly engage in discussion related to students with specialized support and academic intervention needs, such as ELLs. During these sessions, the teaching staff including all of the LAP Team members, also discuss and design appropriate opportunities to provide Native Language support within the subject area classrooms and on inter-disciplinary work where applicable.

All new students to I.C.E., including ESL identified students, experience an in-house Orientation session in which they are familiarized with our inquiry / project method of teaching and learning and the Performance-Based Assessment Task system in which they will engage in all of our courses. The various academic intervention, specialized education, and social services available to them are also discussed. The Advisory model at the school creates a 'family' of students in an approximate ratio of 23:1 (students:Advisor) that travel together as a group to all of their courses each day, excepting Electives where applicable, with a teacher who serves as an Advisor to each individual student and the collective. Advisors serve as the primary home-school connection and relay information related to academic and personal developmental progress among all of her teachers and the school leadership and her family as appropriate. Referrals and recommendations for additional supports or assessments as needed are generally made by Advisors to the relevant providers utilizing the information gathered as provided by all parties. In addition to the general Orientation, all students whose Home Language survey responses trigger a need for administration of the LAB-R are given it. If the results of the LAB-R identify students for placement into the necessary and appropriate language support programs, including the ESL program that the school has traditionally provided, the parents/guardians are invited to a family orientation in which it is requested that they complete the Parent Survey and Selection Form. At the orientation, parents/guardians are informed about the different programs offered by the Department of Education including Transitional Bilingual Education and Dual Language, and given support in placing their children in other environments if desired. Parents/guardians with students who have already been enrolled in ELL education complete a Continued Entitlement Form. The LAP Team and ESL Coordinator work with the Main Office to review the parent choice forms for patterns and trends. For example, a close analysis of necessary translation services are identified and requested from the DOE Translation and Interpretation Unit whenever needed. These services provide telephone translation and/or document translation. Our school has historically only offered the freestanding ESL instructional program as the number of non-English speaking students enrolled at I.C.E. has been historically very low, so there has never been a significant number of families choosing an alternate program through the parent choice and selection process to cross the number threshold warranting the creation of any other form of ELL instructional support program. Currently, we are prepared to make alternative arrangements for future students whose parents/guardians may indicate an interest in a different instructional environment than stand alone ESL. Parents/guardians of students admitted to the school during the course of the year are also supplied, upon enrollment, with the materials described above to ensure full communication and parent voice in ELL support selections to meet student instructional needs.

C. Schools with Dual Language Programs

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

NO DUAL LANGUAGE PROGRAM

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

As described in the I.C.E. freestanding ESL program model described briefly above and below, all I.C.E. ELL identified students are instructed in whole class settings within each subject area along with their EP peers. As a member of the New York State Performance Standards Consortium, the curriculum at I.C.E. is teacher designed and developed and consists largely of project work that is inherently differentiated to provide points-of-entry for students of all instructional levels, including ELL students. All staff members at I.C.E. have received the mandated 7.5 hours of ELL training as part of their requisite certification. Should any newly hired staff members not have received this training, the LAP team will identify an appropriate professional development opportunity for the member(s) to receive such training. Professional Development at the school includes the sharing of information about students among faculty and being aware of the ELL classification of students. At I.C.E. fundamental literacy skills, including all 4 of the sub-criteria evaluated by the NYSESLAT examination (Listening, Speaking, Writing, and Reading,) are heavily promoted in all classrooms across all disciplines, including those which ELL students attend, to promote academic growth and achievement. Additionally, an infusion of more intensive grammar and writing mechanics instruction has been undertaken in all of the Humanities courses (History and Literature) as a result of the in-house curricular review and vertical planning in 2008-2009. This curricular decision is intended to promote strong literacy skills in the areas of reading and writing for all students including and explicitly our ELL students. ELL students are provided with additional support from the LAP team and their core curriculum teachers on a consistent basis along the 6-12 grade arc. Much of the in-house professional development work (2 hour PD weekly meeting and 1 hr grade-level meeting) is targeted at differentiating instruction and analyzing student work. This allows the entire staff to regularly engage in discussion related to students with specialized support and academic intervention needs, such as ELLs. During these PD sessions, the teaching staff including all of the LAP Team members, also discuss and design appropriate opportunities to provide Native Language support within the subject area classrooms and on inter-disciplinary work where applicable. Some of the resources that are used in the freestanding I.C.E. ESL program include but are not limited to:

- The Teaching of Language Arts to Limited English Proficient/ELL
- ESL Practice and Test Preparation-Barrett Kendall Publishing, A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts and English as a Second Language
- Various audio visual media compiled from the internet and teacher developed resources
- 2 State of the Art Technology Labs available throughout the day

We have composed a team of seven members to execute our Language Allocation Policy (LAP) for 2010-11: Principal and CSW-John Pettinato; Assistant Principal and CSW-Brett Schneider; Assistant Principal—Alicia McMillen; Foreign Language Teacher- Jenna Prada; Humanities Teacher-Nadia Kline-Taylor, and Resource Room Teacher and F-Status SPed teacher—Rytva Soni and Sue Carlson We are currently actively building our ESL capacity at the school. Teacher Jenna Prada is currently pursuing ESL certification, and is enrolled in an accredited ESL teaching program. She expects to have completed the required coursework and applied for NYSED ESL Certification prior to the opening of the 2011-12 school-year. It is anticipated that she will become the ELL Coordinator in the 2011-12 school-year. Copies of all teachers' licenses and certifications are retained on file in our administrative Main Office and in the school leadership's records. The Language Allocation Policy Team is optimistic about our mission of securing all available instructional support for our ELL students' success. We will continue to use collaboration across our instructional subject area departments and the LAP Team to cultivate new instructional strategies and curricular models that are appealing, engaging, and highly educational for our students. The team will meet regularly to plan meaningful professional development for the rest of the teaching staff as needed and to discuss ELL student progress. All relevant teaching staff and LAP Team members will continue to be encouraged to attend regional workshops to advance mastery of ESL instructional skills and to review and turn-key resources and materials from other locations and DOE approved vendors for use in our school. The ESL provider(s) and LAP Team members will review and update the annual CEP appendices to ensure that the best possible ESL education will be offered to all of our ELL students.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

I.C.E. is fortunate to have a very active PTA and SLT that supports I.C.E.'s Family Collaboration program. The families of all students, including our ELL students, are invited to school activities by their children, or telephone translators, or written notification by translation as

needed. The families of the students are encouraged to join the PTA, School Leadership Team, and all other school committees to bring their voice into the school arena. Family members often lead the various collaborative teams in place to institute, elicit support for, maintain, and organize events to address the requests of the Parent / Guardian community, including CBO partnerships (ie the Greenwich Village Youth Council) and workshops (ie Street Safety and Internet Safety). The annual Learning Environment Survey for I.C.E. offered to all families demonstrates an overwhelmingly positive family perspective about the school. In addition to the PTA Executive Board and the SLT, the following opportunities for family involvement exist: PA Executive Board Sub-Committees (all of which meet on a monthly or bi-monthly basis to establish and pursue goals aligned with the school vision and report back to the PA and Administration regarding progress) Building Committee; Fund-Raising Committee; Grant-Writing Committee; Community Admissions Team. Family volunteerism at the school is also actively encouraged. Family members come in to the school regularly to participate in various fund-raising activities, field trips, specialized classroom activities, the Enhanced Physical Learning Environment Team (or Beautification Crew as it is commonly referred to), Graduation Requirement Exhibitions, and weekly Staff Meetings. Multiple department meetings, one-on-one meetings, and voluntary after-school meetings are scheduled to provide multiple opportunities for staff members to engage in trainings related to effective use of school/home communication to increase family involvement in the school and in their children's educational experience. Continuing efforts of this nature are ongoing and feedback surveys in the Fall and Spring are utilized to collect quantitative and qualitative data connected to faculty and PTA involvement with the Family Collaboration program.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other				
Other				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

that the Literacy skills they develop at their time in the school will successfully enable them to pass the English Regents exam. In addition to the LAB-R and NYSESLAT result analysis, the current Center for Inquiry DYQ Interim Assessment system sanctioned by the NYCDOE and employed at I.C.E. enables teachers in all disciplines across all grade levels to actively monitor student progress with English Language Learning through intensive analysis of students' project work and final submissions. (This is the periodic assessment system employed by our school.) The evaluation results of all significant projects and examinations are shared out to families, across grade level staff, and with each student's advisor each cycle (4 cycles per year) in an effort to illuminate the needs of our current ELL population for all those involved in supporting their learning. In addition to this information, student Work Habits are assessed and shared with families and student advisors at midpoints between cycles 4 times a year. All of this information is employed by the LAP Team and subject area teachers as a guide in designing supporting instruction and curriculum targeted to support the 4 literacy sub-criteria areas for all ELL students.

Identified ESL students continue to be supplied with academic program schedules that allow for the broadest exposure to the English language as they travel with their English Proficient grade-level peers in heterogeneous groups to all courses. The freestanding ESL model at I.C.E. allows for content to be delivered through push-in, pull-out, and extended after-school programming. A variety of instructional approaches and methodologies are employed to make content comprehensible and enrich language development including: the provision of native language texts where necessary; one-on-one tutoring; listening activities; group work with EP students; role-playing; oral presentations by all EP and ELL students; and extensive oral and written feedback on project work. As each discipline at I.C.E. has created a curricular vertical plan along the 6-12 grade arc, leading to the Graduation Requirements within core subject areas, consisting of implicitly differentiated project work at each grade level in all subjects, ELL students at I.C.E. receive individualized differentiated instruction in accord with their individual ELL strengths and weaknesses from the LAP Team and the classroom teachers in collaboration with one another. All Special Needs students work with specialized support, including those designated as ELL. Although there are no current SIFE or Long-Term ELL students at I.C.E. we recognize that any ELL students who enroll as SIFE and those who may become Long-Term ELL designated, as well as any High School ELLs that require more than 4 years to graduate in their time at I.C.E. will require additional support. Our Lap Team as well as the entire staff is devoted to the success of all our students and will make recommendations to the school leadership regarding any specialized support or program changes we deem necessary for the academic success of these students. The I.C.E. freestanding ESL model provides students with an academic programming schedule that enables students to receive at least the minimum number of ESL, ELA, and NLA minutes required by CR Part 154 and city and state mandates in accord with their identified English language proficiency level of Beginning (540 min/wk), Intermediate (360 min/wk), or Advanced (180 min/wk) through an individualized schedule of push-in, pull-out, and extended-day ESL services sessions. As I.C.E. ELL students transition out of the ESL program, having demonstrated English Language proficiency on the NYSESLAT, they continue to be provided with individualized support as needed to complete their academic requirements from their classroom teachers and through participation in after-school support services.

The data above suggests that the I.C.E. long-term (7 years) 10th grade ELL student continues to progress with her English language Literacy skills in each sub-criteria area toward full English Language proficiency as she engages in academic work as an ESL student, however she continues to require additional support in her English language Writing skills. As this student also receives Special Education and Related Services per her IEP, she continues to strive to become a stronger reader and writer and conceptual thinker through multiple support systems. As described above in the ESL model description, an infusion of more intensive grammar and writing mechanics instruction has been undertaken in all of the Humanities courses (History and Literature) as a result of the in-house curricular review and vertical planning in 2008-2009. This curricular decision was intended to promote strong literacy skills in the areas of reading and writing for all students including and explicitly our ELL students. The 7th grade student requires significant additional support with all of the English language Literacy skills in each sub-criteria area toward full English Language proficiency. As a recent immigrant to the country with a primary language other than English spoken in the home, the immersion of the student in an English Language project-based curricular model of teaching and learning enables her to be exposed to English Language peers and teachers throughout the day in a highly interactive environment. The English Literacy strengths and weaknesses of our ELL students are closely examined and highly individualized support programs created for them by the LAP Team and implemented by our teaching staff in all subject areas. ESL specific resources and materials are primarily provided in the 2-period a day Humanities Course setting and during individualized pull-out tutoring sessions in a combination of school-day and after-school sessions.

The only Lab-R Eligible student in 2010-11 (7 Grader) tested out of the need for ESL services upon analysis of the testing results demonstrating that he had already developed English Language Proficiency per Lab-R scoring in all 4 sub-criteria areas. Whenever Lab-R eligible students are enrolled in the school the Lab-R is administered within the mandated time-frame and the results analyzed to help guide the creation of a personal and individualized system for ELL support in all four of the sub-criteria, including the mandated minutes per week of ESL instruction per evaluated levels of proficiency. We believe that all of our ELL students benefit from additional support in their English language Reading and Writing skills from their core subject teachers. As described above in the ESL model description, an infusion of more intensive grammar and writing mechanics instruction has been undertaken in all of the Humanities courses (History and Literature) as a result of the in-house curricular review and vertical planning in 2008-2009. This curricular decision was intended to promote strong literacy skills in the areas of reading and writing for all students including and explicitly our ELL students. All ELL students have had varying degrees of

English language exposure in their lives. As a result, we encourage them to take full advantage of the additional academic support provided from their respective Humanities and other subject area teachers in our after-school program available every day. All I.C.E. students are expected to present their Science, Math, Literature and History project work in a panel or exhibition environment in order to meet their I.C.E. PBAT Promotional and Graduation Requirements. This raises the stakes for them with respect to the Listening and Speaking skills they are

Part VI: LAP Assurances

targeted instruction within each of their courses individually. In addition to the targeted academic support, the students are encouraged to and participate in a number of extra-curricular activities intended to advance their English language Speaking and Listening skills through

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

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