



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INSTITUTE FOR COLLABORATIVE EDUCATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M407

PRINCIPAL: JOHN PETTINATO **EMAIL:** JPETTIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
John Pettinato	*Principal or Designee	
Mark Mazzone	*UFT Chapter Leader or Designee	
Corinna Lindenberg	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ian Javier Haley Burke	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jennifer Wells	Member/Teacher	
Tracy Sunsted	Member/Parent	
Rachel Carpenter	Member/Teacher	
Wendy Smith	Member/Parent	
Jenna Prada	Member/Teacher	
Linda Levy	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

TO INTEGRATE TECHNOLOGY ACROSS SUBJECT AREAS AS A DIFFERENTIATION TOOL BY DEVELOPING A MODEL FOR ONLINE “BLENDED” LEARNING TO SCAFFOLD STUDENT SUCCESS IN PROJECT-BASED COURSES. During the 2010-2011 school year, we were successfully able to increase the use of technology in academic courses with an eye towards increased civic participation. From the humanities, to the sciences, from the foreign language courses, to the arts electives—students created presentations, videos, podcasts, wikis, and blogs. Teachers found that this focus on media literacy did two important things. First, it supported all students in enhancing their informational literacy skills—making them better at note-taking, summarizing, and abstracting key ideas. Second, it enhanced multi-modal learning. Students with attention deficits, skill challenges, or special learning needs, found empowerment in expressing themselves through video, audio narration, flyers, brochures, and Power Point presentations. We learned some ins and outs of how to make students accountable in new media work, and discovered directly from the students some of the support they needed to meet these requirements.

Students in our educational center with special needs, have traditionally received pull-out support services that were customized to their individual needs. By design this requires our special educator to consult with the entire teaching faculty and become familiar with the key elements of over one-hundred (100) courses in order to support students on meeting course requirements. In addition, our special educator finds themselves faced with the need to coordinate plans for many IEP students’ to access our faculty’s vast after-school help offerings. Often the follow-up and communication from this process requires much time and coordination on the part of the special educator and subject teacher for each student and does not necessarily work around the student’s preferential schedule for obtaining the support. During the spring of 2011, our school successfully applied to join the iLearn project as a site with funded course access and laptop hardware.

For the 2011-2012 academic year we will operate an iceLearn initiative to provide blended learning opportunities to IEP and special needs students to insure increased academic success with existing ICE coursework. Working closely with our special educator and representatives from each department we will work on identifying a model through which the blended learning courses sponsored by iLearn can be developed to insure that students are receiving meaningful support towards meeting ICE’s project-based goals. Additionally, the collaborative team will work to identify the type of supervision and communication required to make these online courses properly integrated into existing I.C.E. culture.

Comprehensive needs assessment

- Action research activities were conducted during the preceding school year as a means of exploring the need of implementing this goal. These activities served as a baseline for developing an initial methodology/intervention design so that we could develop operational parameters for this goal. Feedback from this process was shared among faculty and parent leadership through our weekly parent-observed faculty meetings and through our monthly parent general membership, parent leadership, and school leadership teams.

Instructional strategies/activities

To meet this goal, we have set the following measurable objectives:

- 90% of I.E.P. students will be enrolled in at least one online course to remediate their understanding of subject-content with which they are struggling in class.

- 90% of the staff-identified representatives from each discipline will attend regularly scheduled iceLearn meetings which will provide oversight to the implementation process.
- 80% of students participating in the iceLearn program will show documented completion of online-course content that is aligned with ICE course class content.
- 90% of the teaching faculty will submit unit breakdowns to the administration and iceLearn project to support the alignment of blended learning content to actual ICE courses.
- 90% of faculty will participate in at least two (2) professional development activities at ICE to explore the integration of blended learning to support differentiation.
- 100% of the IEP students will participate in an assessment/consent process to on-board them with option for iceLearn participation.
- 90% of the advisors will engage in performance assessment of students to generate approximately 20 names for nomination of non-IEP students into the iceLearn project.

Our action plan to achieve success involves:

- *Engage a committee of iceLearn steering team members that include the special educator, representatives from each discipline, and administration.*
- *Enroll students in iLearn funded courses that meet internal ICE criteria as appropriately matched to ICE coursework.*
- *Develop an ongoing review process through which enrolled courses are customized and supervised by the special educator, team members, or subject teachers.*
- *Utilize iLearn reporting tools on usage to create a model for communication with subject teachers about enrolled students' performance.*
- *Ask for self-reporting and subject-teacher reporting from students to insure that iceLearn students are increasing their performance in class.*

Evidence of success in meeting the action goals and measurable goals will include:

- *Meeting minutes from iceLearn committee activities*
- *Analysis of faculty unit plans to determine areas of blended learning content that require review*
- *Logs of completion of online activities from iLearn software architecture*
- *Report cards, teacher flags, and self-assessment documentation regarding increased student performance in subject-areas of concern*

To structure the use of resources, implementation timelines, and internal oversight, we will:

Engage in quarterly review of this goal through our administrative cabinet (Principal and Assistant Principals), and engage faculty and parent leadership in an oversight process.

Strategies to increase parental involvement

- Our school leadership has worked closely with the Parent Association and its Executive Board to develop, annually revise, and share a Family Handbook with the entire school community. The handbook serves much as university student handbook in defining the philosophical, operational, and instructional underpinnings of the school. Collaborative development among stakeholder groups in the school community has refined the document to serve as a parent and student involvement compact. The process and communication aligns with our school's understanding of the Coalition of Essential School's principles regarding democracy in the classroom and family involvement in the school community.
- Our teacher and administrative specialists involved in this goal engage in presentations, communication, and development activities with parent leadership to turnkey vital information regarding this goal to the entire parent body through face-to-face parent events, our school's web portal, and a school-wide email

notification system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school engages in collaborations with New York University, Columbia University, and Brooklyn College in an effort to create a laboratory environment that brings student teachers, college observers, social work interns, and university field instructors into the classroom. This process of collaboration serves as a pipeline for attracting Highly Qualified Teachers (by NCLB, city, and state standards) into our classrooms. The process has developed a cadre of state licensed specialists who are individually seeking employment in our school and have developed a network of faculty/program advisors within the undergraduate and graduate divisions to identify, develop, and introduce us to HQT talent.

To support this goal we have engaged our special education teacher, our technology specialists, external representatives from the NYC iLearn Innovation Zone team, and administration members with relevant skill-sets to encourage faculty and external collaborator’s participation in the activities.

Service and program coordination

- Our school utilizes a community-based approach to extend our students’ and families’ access to city, state, and federal program services. Through the use of community-based organization’s referrals and social work interns, we connect our families with relevant services that will help their participation in this project.

Budget and resources alignment

- FY’12 PS Fair Student Funding will support the involvement of Assistant Principal supervisory support and special educator involvement. Per Session funding will support planning and implementation activities.
- In-kind donations of equipment, vendor services, and infrastructural upgrade from the DOE iLearn/Innovation Zone project will support faculty and student involvement in the core instructional activities that are at the heart of action research activities in this goal area.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To FURTHER INTEGRATE DIFFERENTIATION OF PROMOTIONAL REQUIREMENTS BY TARGETING INTERVENTIONS TO ADDRESS THE NEEDS OF VARIOUS SUB-GROUPS. During the 2010-2011 school year, ICE began tracking the success rate of various interventions by gender and race. The Promotional Review Committee has also carried out a number of academic interventions over the past three school years which have allowed the school to hone its approach to the differentiation of promotional requirements. These strategies have included support courses, one-on-one tutoring, modified projects, increased communication with homes and individualized schedules, among others.

In the 2011-2012 school year, the Promotional Review Committee will track progress by socio-economic level in addition to those sub-groups already identified. New interventions this year are based on academic and action research conducted by ICE faculty and include a targeted advisory as well as new supports for graduation requirement completion. The Promotional Review Committee will continue to conduct action research, focusing on several sub-groups, which will allow the school to identify the specific needs of those groups and develop differentiated supports for them. By seeking to focus differentiation by sub-groups, we hope to increase student achievement across the board and increase completion rates of promotional requirements.

Comprehensive needs assessment

- Action research activities were conducted during the preceding school year as a means of exploring the need of implementing this goal. These activities served as a baseline for developing an initial methodology/intervention design so that we could develop operational parameters for this goal. Feedback from this process was shared among faculty and parent leadership through our weekly parent-observed faculty meetings and through our monthly parent general membership, parent leadership, and school leadership teams.

Instructional strategies/activities

To meet this goal, we have set the following measurable objectives:

- 100% of faculty will provide data for tracking student success by sub-group
- 30% of faculty will participate in the development of differentiated learning materials for promotional requirements
- 30% of faculty will engage in the process of identifying the specific needs of subgroups including race, gender, and socio-economic background
- 25% of the student body will participate in at least one formalized differentiation project
- 85% of the student body will complete their graduation requirements for this school year by June 30, 2012.
- 20 promotional review students will participate in the I Learn grant to improve student achievement, and at least 75% of those will make significant progress
- 100% of teachers will be aware of how student needs vary across sub-group and what supports are available to address those needs

Our action plan to achieve success involves:

- The Promotional Review Committee has reorganized to include more faculty in the collection of data so as to increase our knowledge of student progress
- The number of formalized data collections has been increased and will more closely track student participation in differentiated approaches

- Meetings between the Coordinator of the Promotional Review Committee and school administration will occur no less than once every two weeks
- One of the assistant principals is coordinating a committee to develop the use of I Learn technology for student achievement
- Teachers will submit academic and behavioral anecdotal data to a centralized location for review by the Promotional Review Committee and the administration
- The Promotional Review Committee will send out periodic briefings to the staff via the school's Daily Digest to both communicate which supports are in place for students and acquire teacher input on which students best fit the targeted sub-group
- All members of the Promotional Review Committee will have access to the group's data through dropbox.com for frequent up-dates

Evidence of success in meeting the action goals and measurable goals will include:

- Minutes from Promotional Review Committee meetings
- Student progress reports
- Completion rates for graduation requirements
- I Learn registration/documentation
- Dropbox.com folder for the Promotional Review Committee
- Anecdotal evidence at iceflags@gmail.com
- Department minutes as tied to graduation and promotional requirement differentiation
- UbDs for units in which promotional requirements occur

To structure the use of resources, implementation timelines, and internal oversight, we will:

Engage in quarterly review of this goal through our administrative cabinet (Principal and Assistant Principals), and engage faculty and parent leadership in an oversight process.

Strategies to increase parental involvement

- Our school leadership has worked closely with the Parent Association and its Executive Board to develop, annually revise, and share a Family Handbook with the entire school community. The handbook serves much as university student handbook in defining the philosophical, operational, and instructional underpinnings of the school. Collaborative development among stakeholder groups in the school community has refined the document to serve as a parent and student involvement compact. The process and communication aligns with our school's understanding of the Coalition of Essential School's principles regarding democracy in the classroom and family involvement in the school community.
- Our teacher and administrative specialists involved in this goal engage in presentations, communication, and development activities with parent leadership to turnkey vital information regarding this goal to the entire parent body through face-to-face parent events, our school's web portal, and a school-wide email notification system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school engages in collaborations with New York University, Columbia University, and Brooklyn College in an effort to create a laboratory environment that brings student teachers, college observers, social work interns, and university field instructors into the classroom. This process of collaboration serves as a pipeline for attracting Highly Qualified Teachers (by NCLB, city, and state standards) into our classrooms. The process has developed a cadre of state licensed

specialists who are individually seeking employment in our school and have developed a network of faculty/program advisors within the undergraduate and graduate divisions to identify, develop, and introduce us to HQT talent.

To support this goal we have engaged our special education instructor and our academic intervention coordinator to organize activities around differentiation, and its application into intervention and assessment strategies. We have sent these individuals for external professional development to provide support and attraction for additional participants among our faculty and collaborators.

Service and program coordination

- Our school utilizes a community-based approach to extend our students' and families' access to city, state, and federal program services. Through the use of community-based organization's referrals and social work interns, we connect our families with relevant services that will help their participation in this project.

Budget and resources alignment

- FY'12 PS Fair Student Funding and Reimbursable funding will be used to provide staff funding for teacher Advisory time, per session support for faculty supervision of student performance and promotional issues, and sub-group data maintenance.
- PTA fundraising will supplement the costs of special off-site intervention activities (i.e. team-building, skills-building) designed to support this approach.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

TO ENGAGE FACULTY IN AN INTERNAL PEDAGOGICAL REVIEW OF FACULTY IMPLEMENTATION AND STUDENT PERFORMANCE ON THE ICE PERFORMANCE BASED ASSESSMENT TASKS (PBATs) THAT ALIGN TO COMMON CORE STANDARDS.

The Institute for Collaborative Education has long been a member of the Consortium of Performance Based Schools in New York City—waivered by the state on Regents assessments due to the use of Performance Based Assessment Tasks (PBAT) in every department as a measure of commencement skill. I.C.E. has further developed this system over the last four years to define Interim Assessment PBAT tasks that support student, parent, and faculty diagnosis and tracking of student performance.

During the 2009-2010 school years, we worked on refining and elaborating Vertical Plans which represented each departments' content work with students. We re-introduced the Understanding by Design (Wiggins/McTighe) curricular approach to provide faculty a documentation and alignment tool through which they could explicate their component/granular unit plans within a course, and document their alignment to their PBAT assessment tasks, and the department's overall Vertical Plans.

During the 2010-2011 school years, we worked with the staff on inter-disciplinary instruction, looking toward the pedagogical preparations, administrative support, and the additional information needed to support student and parent embrace of inter-disciplinary coursework.

Our intent during the 2011-2012 academic year, is to expand our professional development team and utilize the existing professional development process (staff, departmental, and level based meetings) to conduct an interdisciplinary review of vertical plans with a focus on the Common Core. Identifying at least 1 Math and 1 Literacy Performance Based Assessment Task in use at I.C.E. as case studies, we will engage faculty in critical self-examination.

Our goal is for the staff to engage with the Common Core State Standards (CCSSs) as a staff in order to 1) become thoroughly familiar with them, 2) assess where I.C.E.'s curricular plan and assessment procedures already aligns with the CCSSs and where it does not, and 3) revise our curricular and assessment plan such that it maintains our current high standards and surpasses the requirements set out by the CCSSs.

Our faculty will document our success with meeting Common Core standards, looking specifically at faculty implementation and student completion/documentation.

An interdisciplinary team of teachers will engage in formative evaluation of several Performance Based Assessment Tasks that we identify as meeting Common Core standards. Our team and school will engage in action research and inter-school presentation of math and literacy tasks in use at ICE to examine their effectiveness at meeting Common Core goals. To that end, faculty team members will attend monthly workshops within a network of schools and return rubrics and methodologies through which we can run our internal examination.

Faculty members will engage peer in peer observation and critical friend feedback to examine their implementation of PBATS that meet the Common Core

by tuning these with feedback from the moderation and project studies that our Consortium and AFL common core staff liaisons are leading.

Our faculty-wide professional development activities have focused teacher/advisors around the documentation review of student performance on the Interim Assessment PBAT tasks to insure that all students are recorded in their completion of Literacy and Math tasks central to the school's Unit Plans/Vertical Plans.

Our teaching staff engages in weekly Departmental and whole-staff Professional Development meetings, in which we are constantly reviewing our professional practice and curricular planning. Department Heads and Professional Development team leaders will collaborate in order to maximize efforts of both department and full-staff groupings.

Our ultimate goal in this area is to use our formative self-assessment of alignment among I.C.E. PBATs, instruction, and the Common Core as a discourse that will enable the staff to make meaningful connections across subject areas, facilitating further inter-disciplinary curricular development during the process of revising our Vertical Plans and school design during the 2012-2013 academic year.

Comprehensive needs assessment

- Action research activities were conducted during the preceding school year as a means of exploring the need of implementing this goal. These activities served as a baseline for developing an initial methodology/intervention design so that we could develop operational parameters for this goal. Feedback from this process was shared among faculty and parent leadership through our weekly parent-observed faculty meetings and through our monthly parent general membership, parent leadership, and school leadership teams.

Instructional strategies/activities

To meet this goal, we have set the following measurable objectives:

- 100% of Teaching Staff will engage in analysis of and investigation into the Common Core State Standards in relation to their individual curricula and *Understanding by Design* Units of Study with the goal of assessing and explicitly labeling which CCSSs are fulfilled by each curricular Unit.
- 100% of Humanities, Spanish, Math, and Science department members will engage in analysis of Departmental Vertical Plans, Interim Assessment Projects, Units of Study, and daily lessons in weekly departmental meetings and collegial feedback sessions with the goal of refining existing instructional and project-based opportunities for student learning across these departments in all grade levels.
- Using the findings from above, 100% of Teaching Staff will engage in further developing I.C.E.'s Core Curriculum, a unified curricular vision that can be clearly and cohesively communicated to the school's stakeholders, including student, parents, community partner organizations, etc. This work will build upon the CCSSs as a foundation to the school's curriculum and will focus on further developing and adding to the inter-disciplinary components which have already been implemented in across the curriculum.
- 100% of Student Advisories will participate in developing I.C.E.'s "Habits of Work," which will compliment the "Habits of Mind" (Use Evidence, Analyze Information, Make Connections, Multiple Perspectives, and Take Risks) already used across all subject areas and grade levels, underpinning the school's curricular vision. The newly developed "Habits of Work" will serve to reinforce I.C.E.'s expectations and support system regarding student work habits; these work habits will be incorporated into the development of a Core Curriculum, and connected to the CCSSs.
- The faculty will increase by 30% its participation in leadership activities at external professional development.

- 85% of faculty will participate in a process of formative assessment through peer-to-peer professional development, inter-visitation, and instructional review activities around PBATs and the Common Core.

Our action plan to achieve success involves:

- Administration works with Professional Development team to provide weekly development activities for 100% of the teaching staff to engage in pedagogical discussions around Common Core State Standards, our Vertical Plans, Curricular Units, Interim Assessment Projects, and/or “Habits of Mind” and “Habits of Work.” These activities will facilitate a cohesive progression toward a more unified and organized curricular vision and design.
- Administration works with Department Heads to balance department-specific goals with school-wide goals of integrating CCSSs into Vertical Plans. Administration also coordinates with Department Heads to contact and bring in experts (master teachers, leading professors, professionals in their field, etc.) to work with departments on developing the most state-of-the-art curriculum, which will build upon CCSSs in order to fully prepare students for success beyond graduation, especially in their post-secondary studies.
- Designate, allocate, and utilize funds for the purchase of pedagogical and hands-on materials to support the development of new inter-disciplinary curricular projects as needed to support students and teachers in implementing the refined curricular plans to meet student needs in successful completion of coursework and project assessments in all grade levels and across subject areas.
- Use twice-weekly student advisory sessions during the 2011-2012 school year to engage students in developing I.C.E. “Habits of Work.” Administration and Advisory team will facilitate these meetings such that advisory sections from different grade levels will partner together to mentor one another through these conversations. As the “Habits of Work” are developed, the Advisory team will collaborate with the Interim Assessment Portfolio team to integrate the “Habits of Work” into student goal setting and self-reflection of academic growth. This reflection will be reviewed by the staff and incorporated into development and refinement of Vertical Plans and the Core Curriculum.

Evidence of success in meeting the action goals and measurable goals will include:

- Professional Development Meeting agendas and minutes
- Departmental Meeting agendas and minutes
- Revised *Understanding by Design* Unit Plans which explicitly include CCSSs
- Revised Vertical Plans which reflect and use the progression of the CCSSs
- Documentation of I.C.E. “Habits of Work”
- Documentation from our involvement as a Lab School in the AFL/Common Core network of schools
- Documentation of teacher critical review collaborative activities

To structure the use of resources, implementation timelines, and internal oversight, we will:

Engage in quarterly review of this goal through our administrative cabinet (Principal and Assistant Principals), and engage faculty and parent leadership in an oversight process.

Strategies to increase parental involvement

- Our school leadership has worked closely with the Parent Association and its Executive Board to develop, annually revise, and share a Family Handbook with the entire school community. The handbook serves much as university student handbook in defining the philosophical, operational, and instructional underpinnings of the school. Collaborative development among stakeholder groups in the school community has refined the document to serve as a parent and student involvement compact. The process and communication aligns with our school's understanding of the Coalition of Essential School's principles regarding democracy in the classroom and family involvement in the school community.
- Our teacher and administrative specialists involved in this goal engage in presentations, communication, and development activities with parent leadership to turnkey vital information regarding this goal to the entire parent body through face-to-face parent events, our school's web portal, and a school-wide email notification system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school engages in collaborations with New York University, Columbia University, and Brooklyn College in an effort to create a laboratory environment that brings student teachers, college observers, social work interns, and university field instructors into the classroom. This process of collaboration serves as a pipeline for attracting Highly Qualified Teachers (by NCLB, city, and state standards) into our classrooms. The process has developed a cadre of state licensed specialists who are individually seeking employment in our school and have developed a network of faculty/program advisors within the undergraduate and graduate divisions to identify, develop, and introduce us to HQT talent.

We have engaged literacy and math subject content specialists on our staff to lead professional development activities. We have sent these leaders to external professional development conferences and activities to turnkey protocols for reviewing Common Core, Consortium, and Performance Based Assessment. These internal leaders support our faculty and collaborators in being drawn to engage in this reflective process.

Service and program coordination

- Our school utilizes a community-based approach to extend our students' and families' access to city, state, and federal program services. Through the use of community-based organization's referrals and social work interns, we connect our families with relevant services that will help their participation in this project.

Budget and resources alignment

- FY'12 PS Fair Student Funding and Reimbursable Funding will be used to support staff-wide participation in professional development activities. OTPS funding will be used to support supplies that will assist in the maintenance of student portfolio/Interim Assessment binders to house evidence of PBAT task completion.
- PTA funding will supplement school OTPS funding to provide instructional supplies/administrative supplies/ and a professional development budget for these activities.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To EXPAND OUR FAMILY COLLABORATIVE TREE (FaCT) AND THEREBY INCREASE AND ENHANCE OUR FAMILY INVESTMENT IN THE LIFE OF THE SCHOOL TO IMPROVE SCHOOL/HOME COMMUNICATION AND THE PHYSICAL LEARNING ENVIRONMENT through structuring additional opportunities for families to engage in: school leadership roles, volunteer collaboration efforts, community communications, participation in weekly school and faculty meetings and numerous community gatherings; presentations, workshops, and special events. I.C.E. has a long tradition of family involvement and community collaboration. With the advent of our first graduating class of 1997, our Parents Association (PA) has maintained a strong presence and involvement in on-site activities. During the 2008 through 2010 school years, I.C.E. was successful in meeting goals of increased Family Collaboration with the school through development of several Executive Board sub-committees, expansion of the SLT, increased family involvement with PBAT evaluation, and an expansive communications effort through the use of our web-based portal and establishment of a PA operated group-list communications network.

In the 2011-2012 school year, we are focused on galvanizing the support of the active PA and capitalizing on the close working relationship between Leadership, Staff, and Families to broaden our out-reach to all families in an effort to expand family collaborative opportunities at the school and deepen the family stake-holder interest in the life of the school. Achieving this goal will result in targeted improvements to school/home communication practices and the enhancement of our physical learning environment through the creation of an increased number of formalized Family Collaborative roles, events, and activities designed to engage more Family Collaborative Tree Actors (FaCTors) in the daily life of the school. The PA sub-committees such as the Communications Committee, Building Committee, and Community Admissions Team will work closely with the Administrative Leadership and Staff on diverse FaCT projects to draw in a broader range of FaCTors throughout the year. The school is working with the Parent Association to set high performance goals for family participation in meetings, presentations and workshops, special events, and volunteer collaborative efforts in each area, all with an eye to increasing student success through improvement of the print rich, diverse and heterogeneous learning environment, school/home communications regarding academics, school culture, and specialized events, and increased family volunteerism (collaboration) that connects the school with the home. As more families become involved in the life of the school, their investment in their children's education increases, translating to increases in student success.

Comprehensive needs assessment

- Action research activities were conducted during the preceding school year as a means of exploring the need of implementing this goal. These activities served as a baseline for developing an initial methodology/intervention design so that we could develop operational parameters for this goal. Feedback from this process was shared among faculty and parent leadership through our weekly parent-observed faculty meetings and through our monthly parent general membership, parent leadership, and school leadership teams.

Instructional strategies/activities

To meet this goal, we have set the following measurable objectives:

- 100% of the Administrative Leadership Team (Principal and 2 Assistant Principals) will actively participate in PA, PA Executive Board and Sub-Committee planning and community meetings.

- 90% of Staff members will out-reach to families inviting them to engage in collaborative opportunities, community wide events, and activities organized by the school and the PA.
- 70% of the parents/guardians will participate in Family Collaborative Tree opportunities, community wide events, and activities organized by the school and the PA.
- 85% of students will participate in Family Collaborative Tree opportunities, community wide events, and activities organized by the school and the PA.
- 80% of students will utilize the school online portal to participate in homework tracking and/or virtual class activities.
- 95% of faculty members will provide subject-class information, syllabi, schedules, and assignments through the school's online portal.
- 95% of I.C.E. classroom areas will exhibit print-rich visual aids created, displayed, and/or orchestrated by Family Collaborative Tree volunteer efforts.

Our action plan to achieve success involves:

- The School Leadership, Staff, and PA outline goals, plans, and processes for increasing family involvement in the school through the creation of additional Family Collaborative Tree opportunities for families to engage in: school leadership roles, volunteer efforts, community communications, participation in weekly school and faculty meetings and community gatherings; presentations, workshops, and special events.
- Both of the school's Assistant Principals, in concert with the PA, continue to plan and implement innovative approaches to be utilized by the Communications Committee to increase family participation in the life of the school.
- One of the school's Assistant Principals has been assigned to oversee the print-rich and beautification work of the PA Building Committee.
- One of the school's Assistant Principals has been assigned to oversee the Community Admissions Team for the Middle School efforts' to enhance diversity and heterogeneity in the community.
- Time at department meetings, one-on-one meetings, and voluntary after-school meetings is scheduled to provide multiple opportunities for Staff members to engage in planning and feedback related to the Family Collaborative Tree involvement effort.
- Time at department meetings, one-on-one meetings, and voluntary after-school meetings is 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.
- Presentations, workshops, special events and activities are planned, organized, and hosted by the PA working in concert with the school to increase and improve the school-home connections.

Evidence of success in meeting the action goals and measurable goals will include:

- PA, PA Exec Board, PA Sub-Committee, and Staff Meeting minutes and spreadsheet artifacts will reflect the efforts of the Administrative Leadership Team, Staff, and PA's efforts to generate increased participation and engagement by the family body in the life of the school through.
- Survey Instruments designed to collect qualitative and quantitative data related to family attitudes toward the school-home connection will be administered and analyzed by the PA and the school leadership.
- Presentations, workshops, special event, and Family Collaborative Tree opportunity and activity attendance rates will be collected and analyzed by the PA and school leadership.
- Photographic and video recordings of changes in the quality of the print rich learning environment and its impact on student learning will be captured and analyzed by the PA and school leadership.

- Learning Environment Survey results will be analyzed in relation to results from years past.

To structure the use of resources, implementation timelines, and internal oversight, we will:

Engage in quarterly review of this goal through our administrative cabinet (Principal and Assistant Principals), and engage faculty and parent leadership in an oversight process.

Strategies to increase parental involvement

- Our school leadership has worked closely with the Parent Association and its Executive Board to develop, annually revise, and share a Family Handbook with the entire school community. The handbook serves much as university student handbook in defining the philosophical, operational, and instructional underpinnings of the school. Collaborative development among stakeholder groups in the school community has refined the document to serve as a parent and student involvement compact. The process and communication aligns with our school's understanding of the Coalition of Essential School's principles regarding democracy in the classroom and family involvement in the school community.
- Our teacher and administrative specialists involved in this goal engage in presentations, communication, and development activities with parent leadership to turnkey vital information regarding this goal to the entire parent body through face-to-face parent events, our school's web portal, and a school-wide email notification system.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our school engages in collaborations with New York University, Columbia University, and Brooklyn College in an effort to create a laboratory environment that brings student teachers, college observers, social work interns, and university field instructors into the classroom. This process of collaboration serves as a pipeline for attracting Highly Qualified Teachers (by NCLB, city, and state standards) into our classrooms. The process has developed a cadre of state licensed specialists who are individually seeking employment in our school and have developed a network of faculty/program advisors within the undergraduate and graduate divisions to identify, develop, and introduce us to HQT talent.

To support this task, our administration has engaged parent leadership in an active exploration of family involvement strategies and collaboratively outlined a set of protocols to engage and support HQT pedagogical members in family involvement activities.

Service and program coordination

- Our school utilizes a community-based approach to extend our students' and families' access to city, state, and federal program services. Through the use of community-based organization's referrals and social work interns, we connect our families with relevant services that will help their participation in this project.

Budget and resources alignment

- FY'12 PS Fair Student Funding budget will be utilized to support Assistant Principals' assignment to enhance family involvement activities and to fund our school's web-based communications with families.
PTA fundraising support for the school will be utilized to enhance communication, supplies, and outreach support.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5 <ul style="list-style-type: none">• N/A
Comprehensive needs assessment <ul style="list-style-type: none">• N/A
Instructional strategies/activities <ul style="list-style-type: none">• N/A
Strategies to increase parental involvement <ul style="list-style-type: none">• N/A
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• N/A
Service and program coordination <ul style="list-style-type: none">• N/A
Budget and resources alignment <ul style="list-style-type: none">• N/A

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	See attached	N/A	See attached	See attached				
7	See attached	N/A	See attached	See attached				
8	See attached	N/A	See attached	See attached				
9	See attached	N/A	See attached	See attached				
10	See attached	N/A	See attached	See attached				
11	See attached	N/A	See attached	See attached				
12	See attached	N/A	See attached	See attached				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Licensed teachers facilitate one-on-one and small group instructional interventions to support students in meeting our ELA requirements. New York University tutors are used during the school day and during after school times to provide additional extra help tutoring. Peer mentoring is utilized to support at-risk students in providing homework help and tutoring to support project completion.
Mathematics	Licensed teachers facilitate one-on-one and small group instructional interventions to support students in meeting our Math requirements. New York University tutors are used during the school day and during after school times to provide additional extra help tutoring. Peer mentoring is utilized to support at-risk students in providing homework help and tutoring to support project completion.
Science	Licensed teachers facilitate one-on-one and small group instructional interventions to support students in meeting our Science requirements. New York University tutors are used during the school day and during after school times to provide additional extra help tutoring. Peer mentoring is utilized to support at-risk students in providing homework help and tutoring to support project completion.
Social Studies	Licensed teachers facilitate one-on-one and small group instructional interventions to support students in meeting our Social Studies requirements. New York University tutors are used during the school day and during after school times to provide additional extra help tutoring. Peer mentoring is utilized to support at-risk students in providing homework help and tutoring to support project completion.
At-risk Services provided by the Guidance Counselor	Support for at-risk students is provided by our shared guidance counselor during the regular school day to support their academic success.
At-risk Services provided by the School Psychologist	Our School Based Support Team psychologist participates in assessments of at-risk students who are referred for IEP consideration.

At-risk Services provided by the Social Worker	Referrals and collaborations with community-based agencies are used to provide social workers to engage our at-risk students as a supplementary academic intervention.
At-risk Health-related Services	Collaborations with community-based organizations and NYC Department of Health initiatives are utilized to provide at-risk students with health related services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Alison Sheehan/CFN 102	District 02	Borough Manhattan	School Number 407
School Name Institute for Collaborative Education			

B. Language Allocation Policy Team Composition [?](#)

Principal John Pettinato	Assistant Principal Brett Schneider
Coach N/A	Coach N/A
ESL Teacher type here	Guidance Counselor N/A
Teacher/Subject Area Jenna Prada / Foreign Lang	Parent Kelly Howard
Teacher/Subject Area Marlyn Cabrera / Foreign Lang	Parent Coordinator N/A
Related Service Provider Sue Carlson / SPed	Other AP: Alicia McMillen
Network Leader Alison Sheehan	Other Nadia KlineTaylor / Humanities

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	489	Total Number of ELLs	2	ELLs as share of total student population (%)	0.41%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

Paste response to questions 1-6 here

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

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

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	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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													
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

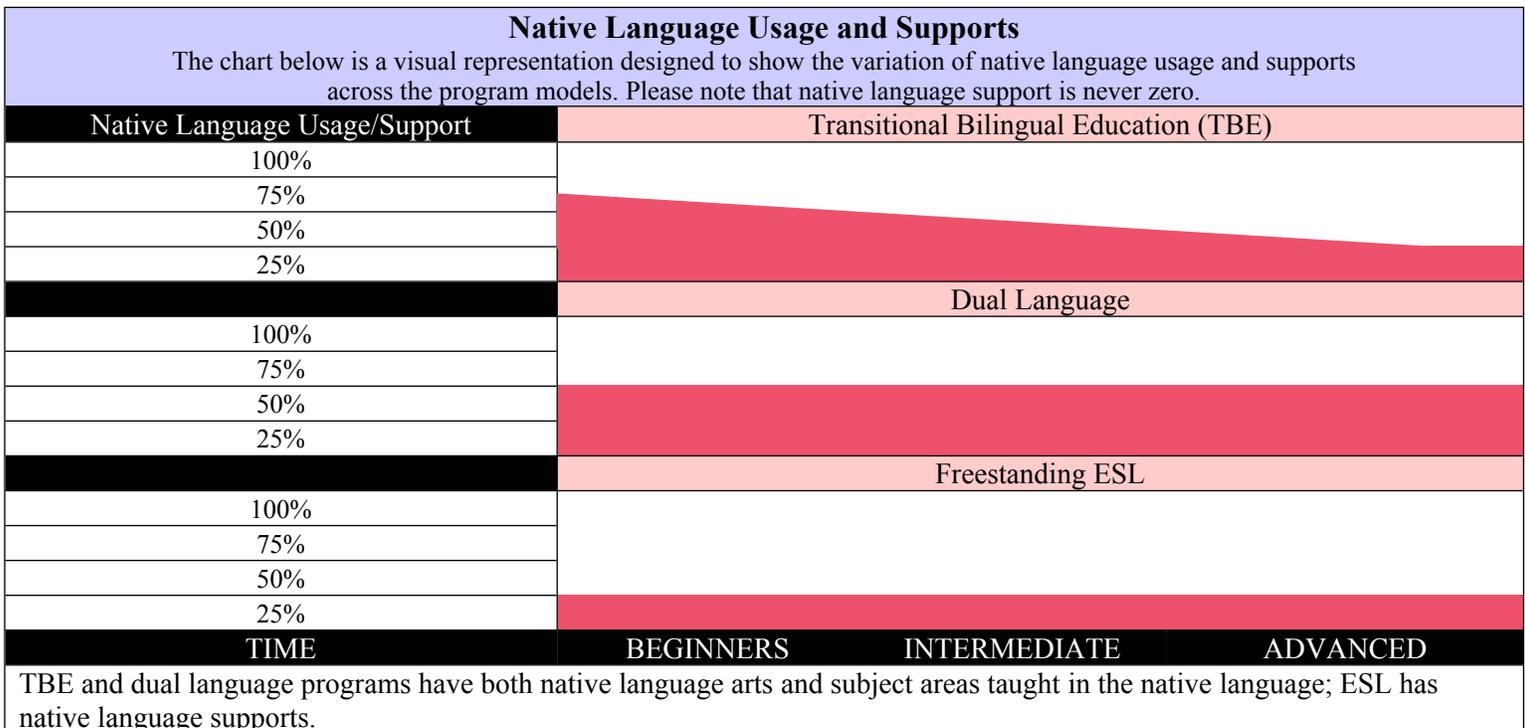
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			

Math:	
Science:	

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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)?

Paste response to questions 1-5 here

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

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6					0
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									0
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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M407 School Name: Institute for Collaborative Ed

Cluster: CFN Network: 102

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 2011-12 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 2011-12, I.C.E. has a limited number of parents/guardians that have self-identified as non-English language preferred individuals: Albanian: 1; Amoy:1; Cantonese: 4; French:2; German:1; Hebrew:1; Japanese:2; Phillipino:1; Czech:1; Polish:3; Portuguese: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 only two of the Spanish speaking families requesting written and oral translation services, which are effectively addressed by our in-house staff and DOE-supplied written materials, therefore, none of the families currently require translation services that can not be supplied through our in-house support system of foreign language teachers, parent and community volunteers, the 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 Parent Coordinator where applicable, 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 our PTA Executive Board Corresponding Secretary 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 works in a timely fashion to supply families with translation services that are not met by our in-house support system. The Main Office staff is actively involved in all mailings to families and as such monitors 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 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 staff works 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.