Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: INSTITUTE FOR COLLABORATIVE EDUCATION

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

PRINCIPAL: PETER KARP EMAIL: PKARP@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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
Peter Karp	*Principal or Designee	
Mark Mazzone	*UFT Chapter Leader or Designee	
Tarcy Dorman	*PA/PTA President or Designated Co-President	
Andrew Lu	DC 37 Representative, if applicable	
Ian Javier; Lily Fischer	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Rachel Carpenter	Member/Teacher	
Jennifer Wells	Member/College Counselor	
Tracy Sundsted	Member/Parent	
Patrick Wynne	Member/Parent	
Jill Reinier	Member/Parent	
Linda Levy	Member/Parent	
Sarah Marcy	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Among members of the Class of 2014, to increase to 85% the number of students who perform Common Core State Standards for Literacy in Science aligned tasks successfully on their Junior Science Graduation Requirement Performance Based Assessment Task (PBAT).

Comprehensive needs assessment

- At our end of year 3 day PD intensive in 2012 faculty felt that too many graduates in the class of 2012 struggled to complete their science graduation requirement by the established deadlines in 2011. In fact, more than 15 students continued to work on their Neuroscience experiments and papers in their seniors years, and during the spring internship program.
- 63% of graduates completed their science requirement in the time allotted, and demonstrated mastery of the embedded common core learning standards applicable to the science paper. In particular staff felt that students wrote in excess quantity, and lacked the ability to make appropriate revisions to produce a more coherent and cohesive scientific paper.
- Faculty uniformly agreed that the written presentation of the task itself alienated a portion of the student body by appearing overly dense, complex, and also failing to place appropriate limits on the length and breadth of the project itself. While struggling students had difficulty engaging initially in the task due to a combination of misunderstandings, our most motivated students were not provided with guidelines that focused student efforts on quality rather than quantity.
- A CUNY graduate student who mentors our science department chair and our students observed that the scope of the project exceeded what she assigned her first year graduate students, and as such would require editing in order to help bolster engagement and therefore success.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

- The science department, in collaboration with all faculty, will revise the task assignment sheets to reduce repetitive language, simplify instructions, and provide clear standards and checklists for project components. All revisions will be reviewed at faculty meetings in order for teachers to provide feedback, and to ensure that these revisions are in keeping with the standards established for all instruction in our school.
- Additional instructional support and differentiation will be provided as needed during March, April, and May to support struggling students.

b) key personnel and other resources used to implement these strategies/activities,

- Science department members will review initial drafts of PBAT Background Research/Introduction submissions during March 2013 to assess academic viability of the projects.
- The science department chair will receive ongoing close mentoring through relationships with the CUNY graduate center, the I.C.E. principal- a former science teacher, and other members of the New York Performance Standards Consortium.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Science department teachers will meet twice monthly to review existing scaffolding material, PBAT requirements, assessments, and 11th grade unit plans

d) timeline for implementation

- Science department chair will present initial findings at a fall faculty meeting and at the New York State Performance Based Standards Consortium to elaborate our findings and receive additional critical feedback from educational specialists.

Strategies to increase parental involvement

- At least one representative of the PA is present at each staff meeting, and coordinates te involvement of any interested parents when necessary
- A parent faculty member at NYU will participare in our staff revision process in order to contribute expertise and point of view with regard to how to prepare future scientists through this process of improving the science investigation task that serves as our graduation requirement.
- We reach out to parents via the SLT in a curriculum and instruction salon that occurs twice per year

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our school has focused part of the time of its Fair Student Funded administration and science department faculty chair to support this instructional initiative.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

For the 2012-2013 academic year, our program will expand and become known as the I.C.E. FACTOR (Family & Community Team for Organization & Redesign) to engage a diverse group of I.C.E. parents in meaningful instructional opportune ties to donate their expertise and contribute to curricular enrichment.

Comprehensive needs assessment

- During the spring 2012 meetings of the School Leadership Team and the summer 2012 meetings between I.C.E. administration and the Parents' Association Executive Board engaged in a comprehensive qualitative examination of volunteerism and community support within the school community. Faculty and parents shared a joint desire to make collaboration more efficient and more sustainable. The series of formal and informal meetings sought to define some baseline concerns and brainstorm new approaches to community organizing.
- Faculty members identified concerns around the need to develop a system for collecting perceived needs for volunteers, donations, physical plant improvements, community-based projects, and scheduling. Faculty members expressed untapped desire for parents and community members serving as academic partners in adapting space to meet the school's ideal instructional vision and to engage parents in a wider array of meaningful academic activities.
- Parents identified concerns about past limitations of school-day volunteer opportunities, reflecting that a diversity of work schedules and family preferences necessitated weekend and evening opportunities along with summer activities.
- School leadership shared needs regarding advanced planning to meet Department of Education organizational requirements. In addition, the administration cited the need to have non-faculty volunteers serving in coordinating positions to help insure that management of volunteers did not create an additional staffing burden.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  Parent involvement, especially during middle-school and high school years, is a recommended research-based strategy for whole-school success. This is especially vital to fight the documented nation-wide drop-off in parent participation through the middle and high school years. Qualitative research from the Coalition of Essential Schools documents the needs for parents and students to share democratic opportunities in the school space. Additionally, research indicates that attention to repair and beautification school improvement projects, and the presence of parents/guardians at meaningful academic events directly feeds into increased student engagement and investment in the school community. Finally, research suggests that parent and student participation in joint activities greatly motivates increased student performance and student social and emotional functioning.

  Activities:

  1) Arrange a series of evening and weekend classroom instructional design/redesign activities through which faculty and families can dialogue and create improvements to the physical arrangement that more align with school instructional goals.
  2) Promote the needs for donation of services, design help, equipment, and supplies that support classroom improvement projects.
  3) Create an online database for teachers to share instructional needs and requests with administration and parent leadership.
  4) Activate a grant-writing/development group among parents to support instructional initiatives.
  5) Work with the Parents' Association to identify a talent bank of individuals who are able to support instructional and school cultural events grounded in each of the disciplines—i.e. parents interested in the arts, science, math, English/literature, social studies/history, technology, Spanish etc.
  6) Develop on-site programs that allow parents/guardians to bring expertise into classroom, extra-curricular, and parent involvement events, i.e. panel discussions, interviews, etc.
  7) Develop a process for matching instructionally appropriate parents, for thematic day, overnight, and international school trips.

a) **strategies/activities that encompass the needs of identified student subgroups,**
To provide a larger pool of parents and students from a number of socio-economic, racial and ethnic, and academic performance levels subgroups the opportunity for greater levels of participation, our parent leadership and administration have worked to define an array of instructionally focused programs and differentiate physical tasks, managerial/coordinating tasks, representation or event participation tasks and academic evaluation tasks. It is believed that this diversity increases the level of access points for parents and students to get more involved in the school.

b) **key personnel and other resources used to implement these strategies/activities,**
Our Principal and Assistant Principal have worked closely with parent leadership to support deeper linkages with the Parents' Association. Online tools, like the school's web portal, are used as a tool for school communication alongside face-to-face parents' organizing meetings.

c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
Teachers have been an active part of the community engagement improvement process—defining a vision and performance standards by which increased family involvement in the instructional life of the school should be judged.

d) **timeline for implementation.**
During the fall and winter of 2012-2013, we expect to offer a series of volunteer opportunities to formally bring new parents into the school community, including Instructional Salon nights, Beautification weekends, "grade parent meetings," volunteering to serve as evaluators in courses, participating in instructional trips, and advising specialized school leadership activities with outside expertise.

Strategies to increase parental involvement

- This goal in particular focuses the schools' leadership and instructional oversight team around the goal of increasing parent involvement and diversity.
- Five parents from the PA formed an ad-hoc Parent Involvement/Volunteer Sustainability Committee and have rotated the role of project-manager to assist in the support of bringing parents into instructional improvement activities at the school.
- The Communications Chair of the Parents' Association has created a weekly online newsletter and taken an active role to promote school events via the web portal to increase families awareness of the range of activities through which they can become involved in the academic life of the school.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

__X__ Tax Levy ____ Title I ____ Title IIA ____ Title III ____ Grants ____ Other

If other is selected describe here:

Service and program coordination

- Our school has focused part of the time of its Fair Student Funded administration and faculty along with the time of community associate and assistant staff in the linkage to parent volunteers.
- The Parents' Association has provided donated time, services, and supplies to assist in the increased range of parent involvement activities.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Between the first and fourth quarters of 2012-2013, to reduce by 25% the number of students on the I.C.E. Promotional Review Committee's Summer School/Holdover list through the use of PRC Distributed Leadership Interventions.

- Between the first and fourth quarters of 2012-2013, our goal is to reduce by 25% the number of students on the I.C.E. Promotional Review Committee's Summer School/Holdover list through the use of PRC Distributed Leadership Interventions.
- After each reporting cycle (4 per year), the Promotional Review Committee reviews students' grades which determine whether students should be placed on the PRC list; students on the PRC list are mandated for after-school help three times a week and are subject to Summer School or Holdover at the end of the school year. At the end of a reporting cycle, a student will be placed or kept on the PRC list if they have an "Incomplete" in one or more core subject courses, OR if they earned "Needs More Work to Meet Standards" in two or more core subject courses. Conversely, students who were previously on the PRC list but no longer meet these criteria because their grades have improved are removed from the PRC list.
- This goal is aimed at helping our most academically struggling students, thereby decreasing by 25% the number who will be considered for Summer School or Holdover in June 2013.

Comprehensive needs assessment

- Our Promotional Review Committee Inquiry team comprised of the administration and four grade and subject diverse faculty met bi-weekly during the 2012-2013 school year to enhance the review of academic performance and trends.
- We have students from every grade level on the PRC list, but the number of students grows in the higher grades. This is at least in part due to the increasingly more difficult academic expectations as the students move from 6th to 12th grade. More specifically, in the last three years of high school, our students are required to complete and pass five Graduation Requirements (Performance Based Assessment Tasks – PBATs) in lieu of Regents Exams. These PBATs are challenging, and even with additional supports, some students struggle to complete all the PBAT requirements on time in the 10th -12th grades.
- Additionally, we found that some students who had remained persistently in the promotional review process, would have benefitted from the newly increased meeting schedule of the PRC—which relies on distributed leadership across grade levels and more immediate Response to Intervention.

Instructional strategies/activities

- During the 2012-2013 academic year are introducing a distributed leadership model to the Promotional Review Committee to expand its leadership from our dean to a committee of five veteran teachers from across the grade levels.
- Through close tracking of weekly work habits, cycle grades, progress over time in projects, and family communication, advisors, teachers, PRC liaisons, and administration are able to identify the needs of each child on the PRC list and continually support their progress and steps toward academic success.

a) strategies/activities that encompass the needs of identified student subgroups,

The work of the previous PRC coordinator around data tracking deeply informed its value for supporting sub-groups of students across gender, racial/ethnic, socio-economic, and academic needs based groups. We find that increased data tracking on a staff-wide level helps prevent students across the board from falling through the cracks.

- We believe that by more extensive data tracking, clearer academic interventions, and increased distributed communication efforts grounded in online technologies, our faculty will be better equipped to succeed with reducing the issues that endanger student promotion.

- PRC liaisons have been tasked with further developing online data tools piloted during the 2011-2012 year to insure that weekly data collection on student performance is shared, analyzed, and acted upon with elaborated after-school academic intervention services. These include:
    - Advisors are mandated to email a common PRC online address with documentation on interventions used with students.
    - Grade-level online data capture tools will serve as "flagging systems" through which liaisons collect weekly data about student performance.

We additionally find that enhanced family communication increases participation in our academic support programs.

- Organizing materials for written outreach to families and the online PRC email address will document family outreach and Advisor-student interventions.

b) key personnel and other resources used to implement these strategies/activities,

- The new model of the PRC expands its leadership to include a committee of five veteran teachers from across the grade levels. This model draws on official liaisons from the existing academic divisions within our school community of Middle School (6-8), Upper School (9-10), and Senior Circle (11-12).
- An after-school coordinating staff liaison will work to expand and organize subject-specific afterschool offerings to insure that student interventions are more targeted.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers are included in every step of the process regarding students who are on the PRC list. Teachers and advisors meet weekly in Grade Level Teams to discuss every child, emphasis placed on students who are on the PRC list. At these meetings, teachers and advisors discuss student progress, review intervention strategies in progress, and create new interventions when needed.
- Based on teacher recommendations or concerns, advisors arrange PRC meetings, including the student, parents, teachers, and PRC liaison.
- The PRC list is updated quarterly based on grades teachers assign and specific feedback given by teachers. Quarterly Progress Reports and Quarterly Work Habits reports (a total of 8 per year- 1 of each per quarter) provides additional student performance data for the PRC to review.
- Any emerging issues regarding the new PRC model and strategies implemented are raised in whole-staff weekly professional development meetings where every teacher can raise concerns and suggest ideas for improvement.

d) timeline for implementation.

- Goal: Reduce by 25% the number of students on the Summer School/Holdover Promotional Review Committee List between November 2012 and June 2013.
- New PRC model implemented in October 2012.
- New after-school student support model implemented in September and then revamped in December.
- Continued review of Quarterly Progress Reports and Quarterly Work Habits reports (a total of 8 per year- 1 of each per quarter).
- Administration and lead PRC coordinator will review students on the possible Summer School/Holdover list every month to note progress in reduction goals.

Strategies to increase parental involvement

- PRC liaisons provide protocols to faculty members on all grade levels at weekly Friday performance-based grade level meetings during September and October to ensure increased compliance and competence with family outreach and communication drawing on online data-collection tools.
- The PRC liaisons are taking increased responsibility for insuring that Advisors engage in family communication and intervention family planning meetings for their advisees and for insuring that administration is informed of the progress with executing interventions.
- Quarterly letters are issued as outreach to families to inform them of mandated interventions and request face-to-face conferences as needed.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

__X__ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our school has focused part of the time of its Fair Student Funded administration and faculty along with the time of community associate and assistant staff in the linkage to parent volunteers.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To ensure that members of the Class of 2013 have completed all Performance Based Assessment Tasks (PBATs) required for graduation by the start of their final academic quarter. By increased focus on after-school Academic Intervention Services provided by veteran senior teachers, we intend to support 90% of the grade in achieving full completion during April and May.

Comprehensive needs assessment

- At the beginning of this school year, our professional development team, consisting of four teachers in this school, brainstormed a way to increase student participation in After School Interventions supporting increased on-time success with graduation PBATs. The inquiry group reviewed performance data and anecdotal evidence and began work to craft a plan to increase use of PBAT after-school academic intervention services-- increasing attendance of students, facilitating a lower teacher-student ratio, and increasing effectiveness and efficiency of aiding students in learning and PBAT completion after school. The result was voted on by our staff and everyone voted for it.
- We reviewed data on last year's Senior who had not met deadlines for their Performance Based Assessment Task courses and were asked to participate in specialized AIS courses accompanying their Executive Internship program activities.
- In reviewing our data, the team determined that only 75% of students last year had completed all five graduation requirements by May 1. Select student and teacher anecdotal data suggested that the collection of all students with performance support needs in a single mini-section of 10-18 did not adequately support specialized needs.
- Many of our students built important lasting skills and relationships during the internships that they continued to work at their site over the summer and often through college. Especially in light of the last year's model to fully meet student needs, we wanted to find a better balance between offering all students a fully realized executive internship AND receiving one-on-one or 1:6 mentoring to support them through PBAT completion.

Instructional strategies/activities

- According to our needs assessment, develop special supports for Senior Circle members needing PBAT mentoring-- an 11th grade after school room and a 12th grade after school room for students who are behind (or have not completed) the required PBATs staffed by at least three teachers to provide support. This occurs for an hour and a half after school on Monday, Tuesday and Thursday. We have already seen increases in the number of students completing and passing PBATs on time this year as compared to last year.
- Before March 1, The PRC liaison to the Senior Circle and the 12th Grade Advisors will formalize an after-school evening and weekend workshop schedule to provide a licensed teacher from the school as a mentor/advisor on project/exhibition completion.
- Before March 1, The Promotional Review Committee will organize information sessions with families of these students and engage the family and student in a performance-contract to review the expectations around participation in AIS and completion of graduation requirements
- Student progress on PBATs will be transparent to the stakeholders in the school, so teachers engaged in after-school AIS help will issue weekly statements using an online tool to flag student progress toward project completion. This information will be seen by the academic advisors of the students and parents will be kept up to date on progress.
- Students not attending or not fully utilizing the AIS will have subsequent family meetings scheduled with administration, advisors, and family.
- Two sets of exhibition panels will be scheduled—one in mid-March and one in mid-April to provide benchmarks to give students time limited markers for their goals
- Students failing to meet all graduation requirements by March 15, 2013 will participate in another round of family meetings and contracting.
- Saturday institutes will be used selectively throughout the process and especially between March 15, and May 1 to ensure increased support for student achievement.
- Students not making adequate progress by March 15 will receive additional tutoring support and will have their internship sites notified of academic probation.
- Students not meeting all requirements by May 1, 2013 will be scheduled for special weekend institutes and June academic institutes to support their completion of graduation requirements in time for June graduation.
- Administration will supervise the instructional design and execution of the program design with principal interns supporting the administrative portion of the project.
- Activities in this program will primarily occur between 5 and 7:30 p.m. nightly and on select Saturdays.

Strategies to increase parental involvement

- Parents are invited, and will continue to be invited to full staff meetings that occur on Wednesdays when we lay out goals and action plans including the support of 12th graders completing graduation requirements.
- All five our graduation PBATs involve a presentation by the students and a round table discussion with members of our community which include students, faculty and parents. Parent involvement in the round table discussion will continue to help our school community. Parents will understand what a finished PBAT is and will be able to help students in our school complete it.
- As soon as a student falls behind on a PBAT, the teacher will contact the academic advisor who will relay the information to the parent as well as engage them in a conversation as how best support the student at school and at home. If the student has a track record of being on our Promotional Review Committee (PRC) list then the parent will be brought in for a meeting with their child and our PRC (consisted of teachers and admin) to set goals and sign a contract saying that they will achieve the goals using the action plan laid out in the meeting.
- Our School Leadership Team (SLT) will help organize the night classes and the Saturday classes for students.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

__X_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget Our school has focused part of the time of its Fair Student Funded administration and faculty along with the time of community associate and assistant staff in the linkage to parent volunteers.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	During AIS activities, teachers support students in meeting ELA subject requirement by referring them to differentiated reading materials, introducing graphic organizers and other technologies to scaffold the outlining and writing process, encouraging free-writing to support creative writing assignments, and providing intensive workshops on non-fiction academic writing. In addition, the faculty employ individual and small group "reading roundtables" to discuss course texts and identify literary structures and devices.	We mix small group, one-to-one, blended learning, and tutoring to provide additional academic support.	The AIS support is provided during after-school hours four days per week. In addition, tutors, volunteers, and our Advisory programs provide additionally AIS support.
Mathematics	During AIS activities, our Math faculty utilizes a common-core based coaching curriculum to address students' math needs. We offer content-specific project mentoring from teachers,	We mix small group, one-to-one, blended learning, and tutoring to provide additional academic support.	The AIS support is provided during after-school hours four days per week. In addition, tutors, volunteers, and our Advisory programs provide additionally AIS support.

	provide direct skills review workshops, and engage students in small heterogeneous problem-solving groups to scaffold them through challenging content by engaging their "zone of proximal development."		
Science	During AIS activities, our Science teachers engage students in a multi-sensory, hands-on application of difficult concepts from class. Teachers provide additional time and mentoring to help students through the completion of complex hands-on "builds" and "labs" along with allowing them to re-perform these activities under the supervision of a teacher. In addition, upper school and senior circle teachers offer small group science writing workshops to help students successfully complete lab reports and research papers.	We mix small group, one-to-one, blended learning, and tutoring to provide additional academic support.	The AIS support is provided during after-school hours four days per week. In addition, tutors, volunteers, and our Advisory programs provide additionally AIS support.
Social Studies	During AIS activities, teachers support students in meeting Social Studies/History subject requirements through one-on-one and small group workshops to review the position papers, timelines,	We mix small group, one-to-one, blended learning, and tutoring to provide additional academic support.	The AIS support is provided during after-school hours four days per week. In addition, tutors, volunteers, and our Advisory programs provide additionally AIS support.

	policy analysis, social justice exhibitions, ethnographic studies, Powerpoint and print presentations, and thesis research projects which make up the bulk of our curriculum. Students are given discrete editing tasks and receive formative assessments during this process to scaffold them through the development, editing, and rewriting of these projects.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We offer one-on-one and small group counseling to at-risk students along with conflict mediation sessions as needed.	One-on-one, group, and family counseling are offered to students to support their ability to meet academic requirements, improve attendance, and reduce high-risk behaviors.	The AIS support is provided throughout the school day and during select after-school times five days per week.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

As a member of the New York State Performance Standards Consortium, I.C.E. is connected to a development pipeline of teachers training to be instructors in a project-based, inquiry driven academic environment. We receive an average of 30 applications per new position, and scrutinize resumes heavily before interviewing any candidate. We seek a balance of expertise in an academic discipline, PLUS a keen interest in developing curriculum for a heterogeneous grouping. As a member of the Consortium we have developed a curriculum that emphasizes long-term, focused studies that culminate in performance-based assessment tasks.

We seek teachers who have articulated a professional goal of designing and implementing performance tasks as a central part of their curriculum and those who have had experience with this work as students or student teachers. The student teachers who know of the consortium receive outreach emails from all Consortium schools with open positions which further narrows the pool of candidates. We currently have partnerships with NYU, Fordham University, and Teachers College who help us identify quality candidates from their teacher preparation programs. 3 current faculty members were trained here as student teachers, and we hope to increase this number over time.

All staff commit to voluntary 2-hour professional development meetings each week in which we utilize the "Looking at Student Work" protocol, design or revise unit plans, performance tasks and rubrics and so forth. All teachers hired are required to spend one full year in a mentoring relationship with a veteran teacher. The combination of thorough professional development and intensive supervision ensures, for us, that all teachers utilize their content knowledge to the best effect. Our in-house teacher evaluation system has been designed with the goal of developing competency with the three attributes of powerful lessons as articulated by the National Research Council, and successfully implementing long-term performance based assessment tasks.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (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	Tot #
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		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									
	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	Total
TBE										0
Dual Language										0
ESL										0
Total	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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														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	0	0	0	0	0	0	0	0	0	0	0	0	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:				

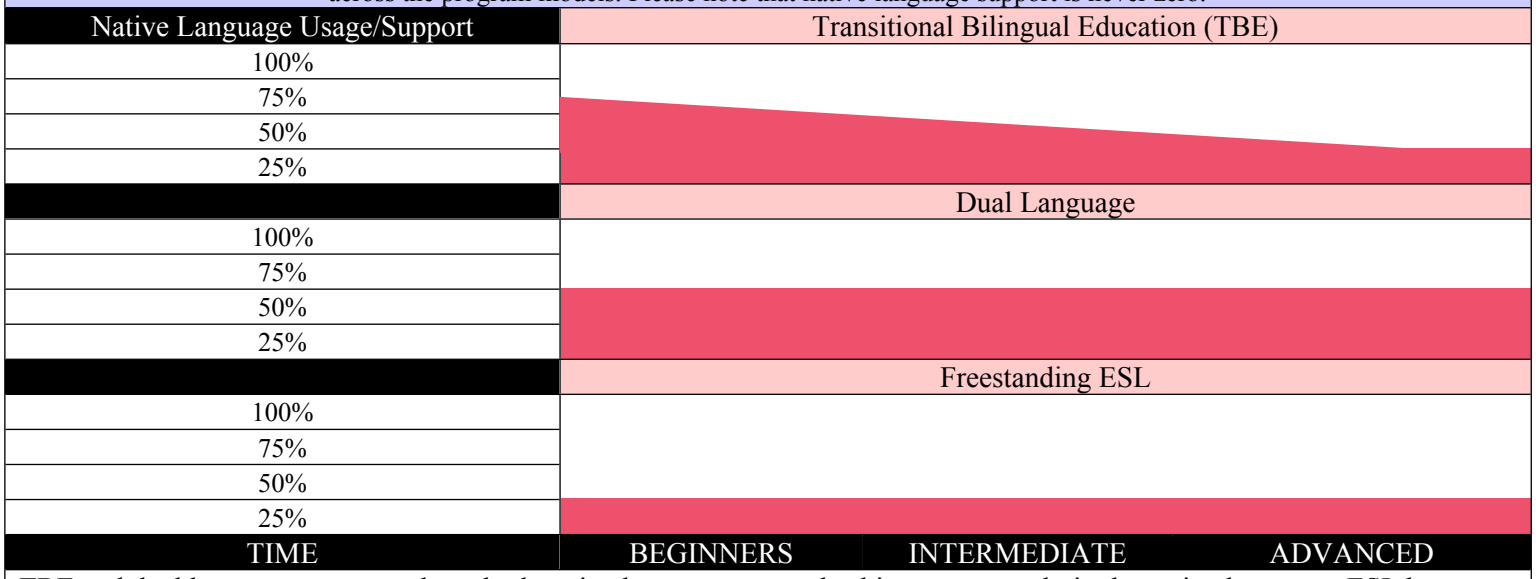
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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
6					0
7					0
8					0

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	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				
Foreign Language				
Other				
Other				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. 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
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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.