



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** INSTITUTE FOR COLLABORATIVE EDUCATION

**DBN (i.e. 01M001):** 02M407

**Principal:** PETER KARP

**Principal Email:** PKARP@SCHOOLS.NYC.GOV

**Superintendent:** MARISOL BRADBURY

**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Peter Karp	*Principal or Designee	
Michael Hills	*UFT Chapter Leader or Designee	
Kelly Howard	*PA/PTA President or Designated Co-President	
Andrew Lu	DC 37 Representative, if applicable	
Emma Devlin, and Taylor Greene	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mark Mazzone	Member/ Assistant Principal	
Rachel Carpenter	Member/ Teacher	
Jennifer Wells	Member/ Teacher	
Tracy Sundstedt	Member/ Parent	
Linda Levy	Member/ Parent	
Margaret Chabowski	Member/ Parent	
Patrick Wynne	Member/ Parent	
Tracy Dorman	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

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

To reduce inconsistent levels of achievement such that the average grades in all academic disciplines in all grades will be consistent. There will be variation of no more than 10% among the average levels of achievement in any grade level at the end of the 2013-2014 academic year.

The teaching faculty of the Institute for Collaborative education will, over the course of the 2013-2014 academic year, develop a teacher inter-visitation program to complement the mandated application of the Danielson Rubric via school administration. Teachers will develop a 4 part inquiry process that will serve as the means by which instructional plans and strategies are reviewed for efficacy on a regular basis, and will generate the data needed to modify instructional plans to better serve the needs of students. As a result we will provide the opportunity for teachers to visit classrooms twice per semester, and to participate in collaborative team assessment and evaluation once per semester.

### **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.

- While reviewing annual data across grade levels in 2013 we identified that student achievement varied among academic disciplines in all grades. We found that the majority of students faltered in one or more academic courses, and that in some cases certain disciplines produced higher levels of achievement than others. These rates of achievement are inconsistent across the grade levels. For example, in the 7<sup>th</sup> grade students in humanities class achieved a lower average final class grade than in the integrated science and Math course. In the 11<sup>th</sup> grade students in Math achieved the highest average levels of achievement in the school. Finding this inconsistency to be pervasive, our staff determined to reduce it.
- In June 2013 teaching staff at I.C.E. found through discussions of the impending introduction of the Danielson Rubric that they would benefit greatly from the increased opportunity to visit the classrooms of fellow teachers for the purpose of sharing and observing best practices, and observing how variations in classroom culture and supervision affect the levels of achievement of shared students.
- While the teaching staff engages in curriculum planning around shared instructional goals, teachers felt that these goals are clearly articulated within academic departments, yet not as well across grade-level teams. Teachers stated their goal to increase integration of instructional planning across grade levels to enhance vertical and horizontally alignment of academic core practices, rigor, and expectations for academic performance.
- Teachers discussed that while observation and discussion with instructional leaders might be beneficial, the most important and effective means to inspire innovation in instruction is to engage in collaborative inquiry on small teams of teachers who instruct the same grade level. These colleagues are believed to be those best able to identify areas of need and suggest ways to make improvements in instructional practice.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Development of a 4-part inquiry process for the instructional staff to engage in beginning in the 2014 calendar year
2. Creation of two or three person inquiry teams of instructors who share a subsection of students. These teams will collectively utilize the shared grade-level expectations for teacher practice and student achievement as guides in a 4 part inquiry process.
3. Teams will Share instructional plans, observe each other executing the plans, review student work generated by the plans and then revise these plans
4. Teams will identify areas of need within the instructional practices on each grade level at the conclusion of each marking period

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. All instructional staff will be included, guided and supported by administration in the formation of Inquiry teams
2. Administration will support instructional staff by arranging class coverage and scheduling inter-visitation times for each team, making it possible for each team member to be observed twice per marking period.
3. All instructional staff

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. PD staff will produce a written draft of the ICE professional inquiry program by the end of November 2013, and revise and complete the written components of the program including adapted rubrics, observation tools and an applicable schedule and set of procedures by February 3, 2014.
2. Grade-level teams will articulate shared grading criteria at the conclusion of first semester, and will complete one round of inquiry by the end of first semester. Data

collected from initial rounds will be used to refine the inquiry process.

3. Inquiry teams will complete one inquiry cycle per academic quarter which will consist of:
  - review of each teachers instructional plan for the interim assessment or cycle project for the marking period,
  - welcome at least two observations during project time,
  - review samples of student work resulting from the instructional plan
  - revise expectations and instructional strategies to address areas of need that are discovered through inquiry.

Inquiry teams will report their group findings to administration in writing no later than two weeks after the conclusion of the marking period
4. Inquiry teams will articulate adjustments to grade-level instructional expectations in light of team inquiry. Adjustments will be made such that all grade-level teams will implement a common set of expectations for work habits and completion of work by the end of the academic year. Revised expectations will be shared at end of year professional development

**D. Timeline for implementation and completion including start and end dates**

1. PD team will spend the first semester designing and articulating the inquiry process, most importantly the organization of intervisitation periods for inquiry teams
2. Inquiry teams will meet beginning in January 2014 using goals established by the grade-level teams in the previous semester.
3. Each team will complete one full round of inquiry utilizing all appropriate documents by end of June 2014.
4. Revisions will be made to instructional plans and reviewed in meetings between the Principal and each inquiry team once at the end of each marking period – in April 2014 and June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development planning team will meet on an accelerated schedule of once per week with the Principal and Assistant Principal beginning August of 2013 and maintain this schedule for the school year. Administrative support staff will manage school affairs to make it possible for all staff to meet with such frequency.
2. Professional development meetings will be scheduled once per week as per staff choice, with two meetings per month allocated to grade-level teams or inquiry teams meeting to implement inquiry process
3. Administrative support staff will organize coverage of class time to free teachers as needed to complete the intervisitation component of the inquiry process.
4. Administrative support staff will create two hours per week of time allotted to Principal meetings with inquiry teams during non instructional hours.

**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).

During 3 SLT meetings parents will review the initial proposal of the PD inquiry process, and offer written and managerial revisions to the process itself. Parent voice will be included as an integral support in this process, as many of our parents are educators themselves, and professionals with a high degree of success. We will incorporate suggestions to the best of our ability as they are applicable.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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**

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

Increase the rate of completion of the Math Graduation PBAT by due date to 85%.

**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.

- Every year our staff gathers together for three days at the end of June to look at data from the year and set goals for next year. We looked at the percentage of seniors who finished their math PBAT by the due date from 2012 compared with 2013. In 2012, 57% of our seniors finished the PBAT on time compared with 59% in 2013. Also, 79% of students finished within three months in 2012 compared with 87% in 2013. Though there was a large increase in students completing the PBAT within three months, not enough students were finishing by the due date.

- Our staff also looked at student projects from students in the bottom third, middle third, and top third in grades. We looked also looked at many student projects that were turned in past the due date. We concluded that the low scoring students and the students who did not meet the due date did not have a clear enough idea of how to create a math problem based on a particular math content strand. Alterations to the project assignment to make the goals more clear as well as model problems were needed for these students.
- The math graduation PBAT is due at the end of the first semester during senior year for students. Of the 28 students who were still working on the project during the second semester, 14 of them were on or *Promotional Review Committee* List. Letting the work spill into second semester caused students to focus less on their second semester classes causing a drop in performance.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Categorize math content into the five math strands used in high school math in the Common Core. This will allow students to have a very clear context for the math problems that they create and help them have clear math goals for that problem.
2. Give out sample problems and solutions to students who are struggling with creating math problems. Students will see a format that they can use to jumpstart their engagement in the process.
3. Create accounts for all seniors on Khanacademy.org. If a student needs review on a math topic while creating one of the math problems for their portfolio, they don't need to wait for a teacher to get support. Students simply go to this website for review.
4. Begin an after school class staffed with two math teachers in which its only purpose is to help students with their math portfolio. Three days a week, students know they can go to the same room after school to find help in math.
5. Have more contact between advisors and parents so parents can help push students to completion as well. We have a strong advisory system at our school, and each student is in an advisory of around 22 students. The advisor is responsible for keeping students and the parents of students up to date on progress on the graduation requirements. Advisors of the seniors meet every Friday with all 12<sup>th</sup> grade teachers to get updates on how far along students are on the PBATS.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Members of the math department will meet on Mondays from 3-4:30 pm to organize all topics taught in high school math into five categories: Functions, Geometry, Statistics and Probability, Algebra, Number and Quantity
2. The math department will create exemplary sample math problems that students could use in creating their portfolio.
3. Our assistant principal will create all accounts for Khanacademy.org for our seniors
4. Of our six math teachers, two of the six will be in the designated classroom after school on Mondays, Tuesdays, and Thursdays
5. 5. Advisors meet with all 12<sup>th</sup> grade teachers on Fridays from 2-4pm to discuss progress. All 12<sup>th</sup> grade teachers will assist in the communication home to parents.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students who complete the project late, always have trouble creating their first math problem for their portfolio on time. The due date for the first math problem is still two months prior to the due date for the entire PBAT. We will gauge the success of the new organization AND the model problems by seeing if 85% of students turn in their first problem on time.
2. See above
3. 3. Our assistant principal has set up the accounts on Khanacademy.org to email all 12<sup>th</sup> grade math teachers with updates on student usage of khanacademy.org. But ultimately the success of this will be determined by completion rates and scores on the final PBAT.
4. We will gauge the impact of our after school room a number of ways. Last year, we had a 12<sup>th</sup> grade after school help room rather than solely a math room. We had an average of 8 seniors come to that room last year. We will monitor the number of students attending the math specific room this year. As this room will be available three days a week, we should have less students fall behind on turning in math problems for their portfolio, so we will also see if the number of students who make periodic deadlines increases from last year.
5. Advisors are to email parents on weekend and BCC a school specific email address that our principal and *Promotional Review Committee* Read. They can see if the frequency with which emails go home to seniors increase during November, December and January

#### **D. Timeline for implementation and completion including start and end dates**

1. The math department began Monday meetings on September 23. They organized math topics into the five categories and created sample problems for students who were struggling to get started on their portfolio. They administered the revised PBAT assignment with the sample problems to students on November 13. The first math problem for their portfolio was turned in on November 27<sup>th</sup> with a 90% completion rate.

2. See above
3. Students were assigned accounts on Khanacademy.org by September 16. They will continue to use the site as a resource for review of math content and to challenge themselves to learn new topics to include in their portfolio.
4. The after school math classes began being offered on November 13. They will continue all the way through the due date of the PBAT on January 23. After this date in the second semester, we will have math PBAT specific classes for those students who have not yet completed it.
5. Friday grade-level meetings began on Friday, September 20, and they will continue throughout the school year. Built in to the meeting is time for advisors to contact home for each advisee.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The math department uses Dropbox.com to share all files with regard to math curriculum, including the math graduation PBAT. All members of the department can work on sample problems and revisions for the content list at the same time using this tool.
2. See above
3. All math PBAT classrooms will be stocked with desktop and laptop computers for all students.
4. The after school classroom will be stocked with geometry, algebra, and calculus textbooks to help students review content. There will also be laptops available to all students to go on Khanacademy.org. the teachers and allocated space and time to help students complete the work are the most important resources.
5. Meetings will take place in the tech lab in our school. This will give advisors easy access to computers and email. Also, our school tracks seniors progress on all graduation PBATS on a Google Document. This resource is updated at the Friday meetings as well so our PRC team can follow up with seniors as well.

**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).

- Advisors meet with teachers and students to gauge what a student will need to finish the math PBAT on time. They will relay the information to parents and have the parent be involved in the action plan.
- Our 12<sup>th</sup> grade dean will support advisors, students and parents in any way that they need in order to help students finish the PBAT on time.
- Students create a portfolio of math work then they defend their work and justify their answers in front of a panel made up of teachers, students, educators from other schools and parents from our community. We will reach out earlier and make sure that we encourage all parents in our school from any grade to sit on the math panels. The more parents who know what the panels look like the more they can support the students.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #3**

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**

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

Reduce the percentage of students under academic review further from 29% to 25%, which is our overall target, while decreasing the disparity between racial, age, and gender groups..

**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.

- At the end of the 2011-2012 school year, 37.6 of our students were on the Promotional Review Committee (PRC) List, meaning that they had not met standards in at least two of their classes. We made changes to our after school program and added three new teachers to the PRC team to support middles school, 9<sup>th</sup> and 10<sup>th</sup> grade, and 11<sup>th</sup> and 12<sup>th</sup> grade. Because of these efforts, we reduced our PRC list at the end of 2012-2013 to 29% of our entire school. This was a great start but our staff agreed that we should keep focusing on reducing students on the PRC list to 25%
- While looking at the PRC data from the previous two years, we saw that 12<sup>th</sup> graders comprised 22% of the PRC list in 2011-2012 and 23% in 2012-2013. This is the highest percentage by any single grade and each year was more than the entire middle school combined. Our staff also decided that we needed to find a way

to support our 12<sup>th</sup> graders more so they perform better in classes and on their PBATs.

- 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 6<sup>th</sup> to 12<sup>th</sup> 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 10<sup>th</sup>-12<sup>th</sup> grades
- This goal is aimed at helping our most academically struggling students, thereby decreasing to 25% the number who will be considered for Summer School or Holdover in June 2013.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

2. We have developed a new mentoring system for PRC students after school. For every student on the PRC list, there is a specific classroom that they report to three days a week (Monday, Tuesday, and Thursday). In each of these classrooms, there will be at least one teacher to support students in their homework and remediate skills. In the 11<sup>th</sup> and 12<sup>th</sup> grade after school rooms where we have the highest percentage of our PRC list, there will be two or three teachers there to help support students. The decrease in student-teacher ratio will help us give students individual attention during mentoring time after school and lead to more students passing classes and thus being removed from the PRC list.
3. The more information staff members and parents know about the progress of a student, the more people can support that student. Our staff made a decision to buy and use a central digital gradebook called Jupiter Grades. All teachers enter information on attendance, homework completion, project progress and any other pertinent information regarding a student. Our PRC team looks at this information weekly and devises action plans for all students on the PRC list to support them in their classes. Also, parents will eventually receive weekly emails directly from Jupiter Grades with all of this information. Parents will also be able to sign in to Jupiter Grades and get updates on their child's progress any time they want. The use of Jupiter Grades will allow parents, students, staff members and advisors to all know what kind of support a struggling student needs and aid in all of those members in devising action plans to help a student. Action plans will also be documented on Jupiter Grades.
4. We have always had an advisory system in place for all of our students in which advisors develop relationships with their advisees and their parents so that they can aid in helping the student succeed in school. This year, advisors meet individually with students during a advisory periods and look through Jupiter Grades together. Advisors and students can engage in a conversation about student performance in all classes and set goals together to help students in classes. Jupiter Grades has centralized information for advisors and will lead to less students on our PRC list.
5. Since 12<sup>th</sup> graders have comprised the highest percentage of students on the PRC list over the past two years, we decided not only to alter our advisory, grading, and after school systems, but we also changed how we staffed our school. We hired someone who is currently providing 12<sup>th</sup> grade guidance and academic support for students during school and after school. He aids 12<sup>th</sup> grade advisors in developing action plans for students, contacting home to parents, and anything else that can help our seniors pass classes, complete graduation PBATs, and be ready for college.

#### **6. Key personnel and other resources used to implement each strategy/activity**

1. All teachers will be involved in after school mentoring and support at least two days a week. Each classroom will be equipped with all necessary tools to support students such as desktops and laptops.
2. Every teacher is expected to input grades, attendance and comments regarding student progress into Jupiter Grades. We have already bought the system.
3. In each classroom that is used for advisory, we have placed at least one desktop. This will allow advisors to log on to Jupiter Grades and conference with students while discussing specific accomplishments and needs cited on the system.
4. Our 12<sup>th</sup> grade academic support coordinator and all 12<sup>th</sup> grade teachers meet on Fridays to discuss supports for all 12<sup>th</sup> grade students.

#### **7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Ultimately, the effectiveness of all of these strategies will be gauged by the number of total students on the PRC list and the percentage of the list that 12<sup>th</sup> graders comprise. We will adjust the PRC list 5 times a year. Once at the beginning of the school year, and then again after quarterly grades are entered. We will see if after the first quarter if these four strategies have had a positive effect on students passing classes.
- We aim for a reduction in students categorized as "in need" by no less than 3 percentage points per academic quarter for a total of 25% percent of students on the PRC list at the completion of the 2013-14 academic year. As with every year, if a student does not complete a graduation requirement level PBAT by the due date, he/she is automatically placed on the PRC list. The 12<sup>th</sup> grade math PBAT and the 12<sup>th</sup> grade Literature PBAT are due at the end of the second quarter. Last year, 57% of 12<sup>th</sup> grade students and 69% of 12<sup>th</sup> grade students completed the math and literature PBAT on time. We will take a look at the completion percentages for

these tow PBATs in February and see if there is a significant increase from last year.

**8. Timeline for implementation and completion including start and end dates**

1. The new mentoring system after school began on Monday September 16 right at the beginning of school. This system we experimented with at the end of the 2012-2013 school year, and we liked the effect it had on student progress. This will continue throughout the school year and eventually decrease the percentage of students on the PRC list.
2. We purchased Jupiter Grades during the summer of 2013. We introduced the system to our staff at weekly PD meetings during the fall of 2013. All of our teachers are currently using Jupiter Grades to enter information on students to some degree. Advisors are looking at Jupiter Grades while they meet with their advisees during advisory period. Advisors are also using the information on Jupiter Grades to email parents or students detailing their progress in all core classes. Our plan is to begin having Jupiter Grades send weekly emails home at the start of the second semester in the beginning of February, and allowing parents to sign in and check student progress at the same time.
3. Our advisory system has continued as usual, meeting on Tuesdays and Thursdays during 4<sup>th</sup> period each week. Advisors have begun conferences with individuals while looking at Jupiter Grades.
4. Our 12<sup>th</sup> grade academic support coordinator was hired at the start of the school year and has been meeting with students, families and advisors since then. He will continue to provide support and information to students and parents of 12<sup>th</sup> graders throughout the year.

**9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Each classroom designated as a mentoring room after school will have laptops and computers and at least one teacher.
2. We purchased Jupiter Grades before the school year began. We run professional development weekly on how to best use Jupiter Grades and how to access its features.
3. Advisory rooms will have desktop computers that are compatible with Jupiter Grades.
4. Our 12<sup>th</sup> grade academic support coordinator has a floating schedule so he can always be ready to help a senior with school work or managing stresses about college.

**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).

- -Parents of students on the PRC list come in and meet with the grade level PRC representative, our principal, and the advisor of the student. They meet as often as necessary, but at least twice a year to set goals, make an action plan to help the support the student, and to keep parents involved and helping push students at home.
- -Part of all action plans that we make with families, is to have the parents look online at our school website where all teachers post homework, syllabi, projects, and cycle goals. Parents are to look at all of these documents and engage students at home in conversations about homework. Parents know every bit of school work that is assigned this way.
- -Parents can sign in to Jupiter Grades and get real time information regarding work completion for their child. Parents will also receive weekly email blasts of work from all classes that their child is missing.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
4.
- 5. Timeline for implementation and completion including start and end dates**  
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
4.
- 5. Timeline for implementation and completion including start and end dates**  
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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.	Interventions are one-on-one or in small group tutoring sessions as indicated.	During the school day, during extended day after-school tutoring.
<b>Mathematics</b>	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.	Interventions are one-on-one or in small group tutoring sessions as indicated. A separate Math support course will be created for those students who suffer most, and blended learning opportunities will be utilized for students with extreme deficits and struggles in Math.	Support course and blended learning will occur during school hours, with tutoring after school hours.
<b>Science</b>	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	Interventions are one-on-one or in small group tutoring sessions as indicated.	During the school day, during extended day after-school tutoring.

	help and tutoring to support project completion.		
<b>Social Studies</b>	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.	Interventions are one-on-one or in small group tutoring sessions as indicated	During the school day, during extended day after-school tutoring.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Support for at-risk students is provided by our shared guidance counselor during the regular school day to support their academic success. Our School Based Support Team psychologist participates in assessments of at-risk students who are referred for IEP consideration.	All at-risk services are in one-one-one sessions or small therapeutic group meetings.	At risk services are provided during the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>407</b>
School Name <b>Institute for Collaborative Education</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Peter Karp</b>	Assistant Principal <b>Mark Mazzone</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Rachel Carpenter</b>	Guidance Counselor <b>Erin Greene</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Kelly Howard</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>468</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.21%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE							1							1
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1									1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
Spanish																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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							1							1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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

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

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							1						
	P													
READING/ WRITING	B													
	I													
	A							1						
	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
NYSAA Bilingual (SWD)					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	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Fountas and Pinnell - provides insight about the reading levels of students, how active of a reader they are, what strengths they have. The data helps ELL coordinator direct teachers to use appropriate texts and materials in instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our students generally pass out of needing ELL support after a year in our school as we use the teaching tactics laid out in this document in all of our classes, not just during ELL mandated sessions. The students who have not passed out of services after being in our school for a year are all LTAs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns in modalities allow teachers to know strengths and weaknesses in reading/writing/speaking/listening. This affects instructional decisions because teachers can annotate texts (for reading weaknesses), use guided notes/readings, modify writing assignments (sentence starters, etc), repeat instructions using different words (re-phrasing for listening, writing on board too), and provide multiple formal and informal ways to practice speaking.
4. For each program, answer the following:
  - a. 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?
    - a. As we have only one ELL student this year, it is tough to see patterns. But she has been meeting all standards laid out for her in math, science, Spanish (ner native language) and science. We have seen an improvement in her ability to give presentations in her classes in English.
    - b. Our ELL student is fluent in English and we repeatedly see this on periodic assessments. We meet once every two weeks to check on her progress and discuss different ways we can assist her in class.
    - c. ELLs and all students benefit from using language and pictures when receiving directions.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Collaboration among teachers is incredibly strong at our school. We meet weekly to communicate specific information about students. In these meetings, teachers can discuss various strategies to help student progress. Some of the ELL strategies discussed are: using a text rich environment, providing modified language assignments based on individual needs, creating a collaborative environment (students make bilingual dictionaries, class texts, posters, etc.), and providing multiple opportunities for students to communicate with peers and teachers in varied settings (lecture, notes, presentations, group work, etc.) so that students are practicing different modalities in different ways. The ESL teacher and other Spanish teachers also provide targeted support for the individual student.
7. 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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Meetings with teachers/parents to evaluate progress (AYP), mid-cycle and end-cycle evaluations, LITERALLY see and hear results over time, portfolios track progress on IAs

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
We administer the HLIS prior to students attending the school. We have Rachel Carpenter interview students informally before beginning here (she is a Spanish teacher for 9 years who is seeking her ESL certification). If a family indicates a home language other than English, we administer the LAB-R within the first ten days of school and wait for the results. But if we feel that the student would benefit with ELL support, then we begin serving that student right away.
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.  
We are a small school with only 1 ELL student. We explain the program choices to parents before they choose the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
These forms are given to families at the time we conduct the informal interview. We store all of the responses at our school and have only ever received requests for ESL..
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.  
We only offer regular ESL. We have a fluent Spanish teacher on each grade level who communicates with parents. Our principal is also fluent in Spanish.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We order the tests after the LAB-R scores are received. We administer tests in accordance with NYC mandates and protocols.
6. 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.) 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.   
100% of parents have chosen the freestanding ESL program. Last year, all 5 parents chose ESL and this year our only parent chose ESL. We have two teachers that will begin getting their dual language certification this spring so we will be able to offer more programs in the future.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a. departmentalized, collaborative, self-contained, pull-out
    - b. heterogeneous block

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)?

We schedule students with ELL teachers throughout the week. We have some teachers pull-out students as well. We do this in accordance with their levels of proficiency as indicated on the LAB-R or NYSESLAT.

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 foster language development and meet the demands of the Common Core Learning Standards.

Here are the strategies we use in all disciplines: front loading vocab/prior knowledge, providing extra vocab in content area, using visual references of vocab/info/what to do when stuck, providing guided response questions, creating text-rich environments along with student-made bilingual dictionaries, books, and resources.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs have been Spanish speakers, so the Spanish department provides tailored materials/instructions for the native speakers and heritage learners
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All project work at ICE evaluates all the modalities for ALL students, not just ELLs. Our weekly level-based meetings address issues students may be having, and all teachers collaborate to provide solutions/strategies. Students also have meetings/evaluations with ELL coordinator.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

For all these students, collaboration among all teachers is key, because that way the student is receiving feedback and support in all subject areas.

- a. Stress support/counseling/buddy system to ease transition into formal schooling. Learning about the individual student to know why he or she is a SIFE - knowing the cultural background and history of the student will help teachers provide supports. Providing teachers with strategies to simultaneously develop language and academics. Teaching students learning strategies - cognates, pre-reading for titles, how to use a dictionary and take notes.

- b.

7. 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?

We give students annotated texts to read, guided note taking, pull-out academic supports with resource room teacher, modified assignments, other accommodations based on needs of individual.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At our school, it is almost as though all students have an IEP; each individual sets academic goals with their advisors each year, grade-level meeting to check on student progress, resource room, so much student choice is offered at ICE, individual assignments can be tailored to best meet each student's needs.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

9. 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.
- Any targeted intervention programs for ELLs are going to be the same for any student who is struggling. We offer resource room help with ESL teachers and special ed teachers, after school tutoring and one-on-one help, modified assignments, tutoring with older students. In ELA specifically, we let students write assignments in their own language first on occasion and then have them translate it later on their own or with an ESL teacher. The same is true for math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All of our ELL students who are not LTAs pass out of ELL services in the first year that they are at our school.
11. What new programs or improvements will be considered for the upcoming school year?
- We are waiting to see if the need for ELL support increases at our school. As mentioned, we only have one ELL here currently and less than ten total in the last three years. We do have two teachers about to begin a bilingual certification to offer more than just an ESL program in the future.
12. What programs/services for ELLs will be discontinued and why?
- No services will be discontinued. We will offer services as the need arises.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students have equal access to all programs - via advisor communication to students and parents, teachers offering after school supports and programs, extra help for any who need it. All students are informed of opportunities and have an equal chance of participating.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use Rosetta stone and other online Spanish-English programs during pullout resource room time. We also use annotated texts, guided note-taking, texts with similar info but different levels
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- It comes through specific work in spanish class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We are smart and good teachers - we provide the appropriate materials and resources for all students of all ages on all grade levels. If a text is modified for an ELL, it will not be at a lower academic level (for example, giving an 11<sup>th</sup> grader a children's book); we want to empower students to want to learn more and stay engaged. We challenge all students to achieve the highest and most they can, while not crushing their hopes and dreams.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Orientation at the beginning of school year - what do you need to know about our school? We provide advisory supports and student supports so new students know information about the school day and expectations in school.
- New students have a buddy system in addition to above supports.
18. What language electives are offered to ELLs?
- None unless they are in HS, we offer advanced Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ELL coordinator, Rachel Carpenter, provides specific PD to all teachers on how best to support ELLs. She works with teachers during weekly PD meetings and weekly grade-level meetings.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The parents of our ELLs are being communicated with constantly via email or phone call by the advisor of the ELL with regard to school, work, progress, and new strategies we use in class. We value parents opinions and include their input in designing the education plan for the individual. We meet with them at the beginning of the year and then meet during the year as needed. We have an open door policy to parents, and they drop in and speak with our ELL coordinator, student advisor, or our principal when they need to.

#### **E. 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.

In summary, we provide all of our students at our school with individual attention. We have developed a way to support ELLs in any way that they need to succeed both in classes and after school or during pullouts. we have two teachers who are about to begin a bilingual certification program to better serve parents and student needs in the future.

## Part VI: LAP Assurances

School Name: Institute for Collaborative Ed

School DBN: 02M407

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peter Karp	Principal		11/4/13
Mark Mazzone	Assistant Principal		11/4/13
Joey Zannino	Parent Coordinator		11/4/13
Rachel Carpenter	ESL Teacher		11/4/13
Kelly Howard	Parent		11/4/13
	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 2013-2014 TO 2014-2015**

*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**

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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.

We administer the HLIS to all students when they enter our school to gauge how many students we have that speak a language other than English at home. In the first week of school, the academic advisor of each student makes contact with a parent to introduce themselves, open a line of communication, and ensure that the parent understands and speaks English.

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.

We have one ELL student. Of the 470 families, 14 families need assistance in understanding communicationas from home, but 13 families are proficient enough in English to understand written communication. We found this information out while advisors were contacting families at the start of the school year.

## Part B: Strategies and Activities

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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.

If the number of families who are not proficient increases, we will send out our weekly newsletter in Spanish as well as English. As it stand right now, we have our fluent Spanish Speakers on our staff call and write emails home when important information regarding school events or their child's grades need to be communicated.

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.

One of our 6 fluent Spanish Teachers take care of speaking and writing to families who need assistance. During Parent-teacher Conferences, a fluent Spanish teacher sits with the parent and the classroom teacher to aid in the conversation.

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>.

Each identified parent will receive the Bill of Rights. A sign will be placed near our entrance in Spanish guiding parents to our main office where a fluent Spanish Speaker works. Our Safety Plan ensures that a fluent Spanish Speaker can be reached at all times when a parent calls (our principal, AP, Spanish teachers). We will add the rights of services to our website.