



# **THE INTERNATIONAL HIGH SCHOOL @ PROSPECT HEIGHTS**

## **2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 17K524**

**ADDRESS: 883 CLASSON AVENUE, BROOKLYN, NY 11225**

**TELEPHONE: (718) 230-6333**

**FAX: (718) 230-6322**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 17K524      **SCHOOL NAME:** The International H. S. @ Prospect Heights

**SCHOOL ADDRESS:** 883 Classon Avenue, 4<sup>th</sup> floor, Brooklyn, NY 11225

**SCHOOL TELEPHONE:** (718) 230-6333      **FAX:** (718) 230-6322

**SCHOOL CONTACT PERSON:** Alexandra Anormaliza      **EMAIL ADDRESS:** AAnorma@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Suzannah Taylor

**PRINCIPAL:** Alexandra Anormaliza

**UFT CHAPTER LEADER:** Robert Stephen Watson

**PARENTS' ASSOCIATION PRESIDENT:** Ben Cokelet

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Laura Olaya and Vanessa Jerome

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 17      **SSO NAME:** Empowerment Schools

**SSO NETWORK LEADER:** Shona Gibson

**SUPERINTENDENT:** Ainslie Cumberbatch

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name                          | Position and Constituent Group Represented   | Signature |
|-------------------------------|--|-----------|
| Alexandra Anormaliza          | *Principal or Designee   |           |
| Robert Stephen Watson         | *UFT Chapter Chairperson or Designee   |           |
| Ben Cokelet                   | *PA/PTA President or Designated Co-President   |           |
| N/A                           | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
| N/A                           | DC 37 Representative, if applicable  |           |
| Vanessa Jerome<br>Laura Olaya | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| N/A                           | CBO Representative, if applicable  |           |
| Suzannah Taylor               | Teacher/Chairperson  |           |
| Brian Hsu                     | Teacher  |           |
| Bob van Pelt                  | Teacher  |           |
| James Rice                    | Teacher  |           |
| Melissa de Leon               | Teacher  |           |
|                               | Member/  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The International High School @ Prospect Heights, a member of the Internationals Network for Public Schools, serves recently arrived immigrants who have been in the United States for less than four years and are new learners of English. International schools adhere to five core principles: heterogeneous groupings that foster collaboration among peers, experiential, project-based learning, language and content integration to facilitate academic language acquisition, localized autonomy and responsibility for teachers to create and develop their own curriculum, and the idea that all learners (faculty and students) experience the same learning model to maximize their ability to support each other.

Our students are required to pass five Regents exams in order to obtain a New York State high school diploma. In addition, while we are not a Performance Standards Consortium school, our students must complete an end-of-semester portfolio twice a year which serves as a summative assessment of their learning. Students present and defend their work before a panel of their peers, an adult advisor, and sometimes a second visiting adult.

Students at International @ Prospect come to us with a wide range of academic and linguistic needs. We believe that language development is achieved through interdisciplinary content area instruction while working in heterogeneous groups. Learning and language are social constructs. In order to develop language proficiency, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning. Interdisciplinary project-based instruction provides scaffolds to students at different levels of proficiency and allows access to the content. At the same time, it helps students develop the social and academic language and literacy skills necessary to complete the project successfully. All curriculum at our school aims to achieve both goals.

Teachers work in small instructional teams to develop challenging, engaging, interdisciplinary project-based curricula. To facilitate curriculum development within and across teams, our teachers' schedules provide time for teachers to meet in their interdisciplinary and disciplinary planning teams. Teachers work in these forums to develop curriculum that aligns with state standards while maintaining our school's model and mission. The interdisciplinary team is the most important structure in our school. Teachers and students are organized into five teams of four to six teachers (English/ESL, social studies, science, math, and one to two elective teachers). These teachers are responsible for the academic and social emotional needs of approximately 80 students. Three of the teams work with 9th and 10th grade students in mixed grade classes (the Lower School), one with the 11th graders, and one with the 12th graders (the Upper School). All teams group their students heterogeneously—beginner and advanced speakers of English as well as students with limited education and students with advanced education are all in the same classes. Classes travel together all day and students stay with their teachers for two years. Class size averages approximately 25, though it is closer to 20 in the 12th grade due to attrition over four years. Consequently, teachers and students come to know each other very well.

Our advisory program further ensures that students are known and supported by the teacher members of their teams. One advisor follows 12 to 16 students for a minimum of two years,

sometimes three, and even four. Our advisory program is leveled by grade in order to support students through their various stages of development at our school. The 9th grade advisories focus on community building and integration into our school and our approach to learning. The 10th grade advisories focus on health and sexuality issues. The 11th grade advisories focus on college exploration. The 12th grade advisories focus on transitioning out via college applications and outside internships. The College Advisor works closely with our 11th and 12th grade advisors to support them in this work. Advisors are responsible for maintaining close contact with their colleagues as far as their advisees' progress is concerned. A referral process has been created for this purpose. In addition, advisors are responsible for connecting with students' families and meeting with them during parent teacher conferences and at other times as needed. The assistant principal for guidance supports all advisors during our twice monthly advisory planning period.

In addition to weekly team meetings and twice monthly staff meetings (different from advisory planning), time is scheduled two times a year for teachers to visit one another's classrooms to learn from one another and reflect on their practice. These targeted peer review opportunities or intervisitations optimize growth and development among staff members. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both, incorporating feedback into their projects and providing meaningful feedback to one another. Our coaching/mentoring program acts as a back-up to all the peer-mediated learning opportunities at our school. Mentors and/or coaches meet with new teachers and other teachers who self-identified as needing some support at least once or twice a week, including classroom visits. Mentors and mentees are paired for a full academic year.

International @ Prospect Heights also has a comprehensive career internship program. Every student must complete a career internship to graduate. Students become aware of future career possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, non-profits, and private enterprise. The internship program takes place during the spring semester of the students' senior year.

Finally, there is a wide array of extracurricular activities that our students enjoy. These are coordinated by the Coordinator for Special Programs. Among these are various ethnic clubs, drama, chess, science, strength training, math team, debate team, and music ensemble. Our students are very active in after school life. Our partner organizations such as the Chinese-American Planning Council and the French Consulate, as well as our corporate partner, ARUP, provide the school with additional resources that further enrich our students' lives after school.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |   |             |         |  |              |          |          |   |
|---|---|-------------|---------|--|--------------|----------|----------|---|
| <b>School Name:</b>   | International High School at Prospect Heights |             |         |  |              |          |          |   |
| <b>District:</b>  | 17  | <b>DBN:</b> | 17K524  | <b>School BEDS Code:</b>                               | 331700011524 |          |          |   |
| DEMOGRAPHICS  |   |             |         |  |              |          |          |   |
| Grades Served:  | Pre-K   |             | 3       |  | 7            |          | 11       | √ |
|   | K   |             | 4       |  | 8            |          | 12       | √ |
|   | 1   |             | 5       |  | 9            | √        | Ungraded | √ |
|   | 2   |             | 6       |  | 10           | √        |          |   |
| <b>Enrollment</b>   |   |             |         | <b>Attendance - % of days students attended:</b>       |              |          |          |   |
| (As of October 31)  | 2006-07                                       | 2007-08     | 2008-09 | (As of June 30)  | 2006-07      | 2007-08* | 2008-09  |   |
| Pre-K   | 0   | 0           | 0       |  | 78.4 / 91.9  | 90.6     | 92.3     |   |
| Kindergarten  | 0   | 0           | 0       |  |              |          |          |   |
| Grade 1   | 0   | 0           | 0       | <b>Student Stability - % of Enrollment:</b>            |              |          |          |   |
| Grade 2   | 0   | 0           | 0       | (As of June 30)  | 2006-07      | 2007-08  | 2008-09  |   |
| Grade 3   | 0   | 0           | 0       |  | 93.4         | 92.9     | 93.9     |   |
| Grade 4   | 0   | 0           | 0       |  |              |          |          |   |
| Grade 5   | 0   | 0           | 0       | <b>Poverty Rate - % of Enrollment:</b>                 |              |          |          |   |
| Grade 6   | 0   | 0           | 0       | (As of October 31)                                     | 2006-07      | 2007-08  | 2008-09  |   |
| Grade 7   | 0   | 0           | 0       |  | 83.6         | 89.6     | 87.7     |   |
| Grade 8   | 0   | 0           | 0       |  |              |          |          |   |
| Grade 9   | 133   | 128         | 110     | <b>Students in Temporary Housing - Total Number:</b>   |              |          |          |   |
| Grade 10  | 112   | 114         | 124     | (As of June 30)  | 2006-07      | 2007-08  | 2008-09  |   |
| Grade 11  | 85  | 96          | 97      |  | 0            | 6        | 24       |   |
| Grade 12  | 0   | 79          | 92      |  |              |          |          |   |
| Ungraded  | 0   | 0           | 2       | <b>Recent Immigrants - Total Number:</b>               |              |          |          |   |
| Total   | 330   | 417         | 425     | (As of October 31)                                     | 2006-07      | 2007-08  | 2008-09  |   |
|   |   |             |         |  | 103          | 89       | 102      |   |
| <b>Special Education Enrollment:</b>                                    |   |             |         | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |              |          |          |   |
| (As of October 31)  | 2006-07                                       | 2007-08     | 2008-09 | (As of June 30)  | 2006-07      | 2007-08  | 2008-09  |   |
| # in Self-Contained Classes   | 0   | 0           | 0       | Principal Suspensions                                  | 38           | 39       | 51       |   |
| # in Collaborative Team Teaching (CTT) Classes                          | 0   | 0           | 0       | Superintendent Suspensions                             | 6            | 5        | 10       |   |
| Number all others   | 0   | 3           | 13      |  |              |          |          |   |
| <i>These students are included in the enrollment information above.</i> |   |             |         | <b>Special High School Programs - Total Number:</b>    |              |          |          |   |
|   |   |             |         | (As of October 31)                                     | 2006-07      | 2007-08  | 2008-09  |   |
|   |   |             |         | CTE Program Participants                               | N/A          | N/A      | 0        |   |
|   |   |             |         | Early College HS Program Participants                  | 0            | 0        | 2        |   |
| <b>English Language Learners (ELL) Enrollment:</b>                      |   |             |         | <b>Number of Staff - Includes all full-time staff:</b> |              |          |          |   |
| (BESIS Survey)  |   |             |         | (As of October 31)                                     | 2006-07      | 2007-08  | 2008-09  |   |
| (As of October 31)  | 2006-07                                       | 2007-08     | 2008-09 |  |              |          |          |   |
| # in Transitional Bilingual Classes                                     | 0   | 0           | 0       |  |              |          |          |   |
| # in Dual Lang. Programs  | 0   | 0           | 0       |  |              |          |          |   |
| # receiving ESL services only   | 317   | 381         | 386     | Number of Teachers                                     | 17           | 31       | 35       |   |

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |   |         |         |  |         |         |         |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs   | 0   | 0       | 0       | Number of Administrators and Other Professionals                           | 5       | 9       | 10      |
| These students are included in the General and Special Education enrollment information above. |   |         |         | Number of Educational Paraprofessionals                                    | N/A     | 2       | 2       |
| <b>Overage Students (# entering students overage for grade)</b>                                |   |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
|  | 2006-07   | 2007-08 | 2008-09 | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31)   | 22  | 18      | 22      | % fully licensed & permanently assigned to this school                     | 100.0   | 100.0   | 94.4    |
|  |   |         |         | % more than 2 years teaching in this school                                | 23.5    | 29.0    | 36.1    |
|  |   |         |         | % more than 5 years teaching anywhere                                      | 17.6    | 16.1    | 19.4    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher   | 94.0    | 81.0    | 72.0    |
| (As of October 31)   | 2006-07   | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0   | 100.0   | 94.0    |
| American Indian or Alaska Native   | 0.0   | 0.2     | 0.2     |  |         |         |         |
| Black or African American  | 25.4  | 22.8    | 24.5    |  |         |         |         |
| Hispanic or Latino   | 34.2  | 37.6    | 35.1    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 31.5  | 29.7    | 28.7    |  |         |         |         |
| White  | 8.8   | 9.6     | 10.4    |  |         |         |         |
| <b>Male</b>  | 54.6  | 53.2    | 52.5    |  |         |         |         |
| <b>Female</b>  | 45.4  | 46.8    | 47.5    |  |         |         |         |
| 2009-10 TITLE I STATUS   |   |         |         |  |         |         |         |
| √  | Title I Schoolwide Program (SWP)                                      |         |         |  |         |         |         |
|  | Title I Targeted Assistance   |         |         |  |         |         |         |
|  | Non-Title I   |         |         |  |         |         |         |
| Years the School Received Title I Part A Funding:  |   |         |         | 2006-07  | 2007-08 | 2008-09 | 2009-10 |
|  |   |         |         | √  | √       | √       | √       |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |         |         |  |         |         |         |
| <b>SURR School (Yes/No)</b>  | If yes, area(s) of SURR identification:                               |         |         |  |         |         |         |
| <b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>          |   |         |         |  |         |         |         |
| √  | In Good Standing (IGS)  |         |         |  |         |         |         |
|  | School in Need of Improvement (SINI) – Year 1                         |         |         |  |         |         |         |
|  | School in Need of Improvement (SINI) – Year 2                         |         |         |  |         |         |         |
|  | NCLB Corrective Action (CA) – Year 1                                  |         |         |  |         |         |         |
|  | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) |         |         |  |         |         |         |
|  | NCLB Restructuring – Year ____  |         |         |  |         |         |         |
|  | School Requiring Academic Progress (SRAP) – Year ____                 |         |         |  |         |         |         |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|   |  |  |  |                        |  |         |  |
|---|--|--|--|------------------------|--|---------|--|
| <b>Individual Subject/Area Ratings:</b> |  |  |  |                        |  |         |  |
| <b>Elementary/Middle Level</b>          |  |  |  | <b>Secondary Level</b> |  |         |  |
| ELA:                                    |  |  |  | ELA:                   |  | IGS     |  |
| Math:                                   |  |  |  | Math:                  |  | IGS     |  |
| Science:                                |  |  |  | Graduation Rate:       |  | Pending |  |

|   |  |                                |      |         |                        |      |           |
|---|--|--------------------------------|------|---------|------------------------|------|-----------|
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b> |  |                                |      |         |                        |      |           |
|   |  | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |           |
| <b>Student Groups</b>   |  | ELA                            | Math | Science | ELA                    | Math | Grad Rate |
| <b>All Students</b>   |  |                                |      |         | √SH                    | √    | -         |
| <b>Ethnicity</b>  |  |                                |      |         |                        |      |           |
| American Indian or Alaska Native  |  |                                |      |         | -                      | -    |           |
| Black or African American   |  |                                |      |         | -                      | -    |           |
| Hispanic or Latino  |  |                                |      |         | √                      | √    |           |
| Asian or Native Hawaiian/Other Pacific Islander   |  |                                |      |         | √                      | √    |           |
| White   |  |                                |      |         | -                      | -    |           |
| <b>Other Groups</b>   |  |                                |      |         |                        |      |           |
| Students with Disabilities  |  |                                |      |         | -                      | -    |           |
| Limited English Proficient  |  |                                |      |         | √SH                    | √    |           |
| Economically Disadvantaged  |  |                                |      |         | √SH                    | √    |           |
| <b>Student groups making AYP in each subject</b>  |  | 0                              | 0    | 0       | 5                      | 5    | 0         |

|  |      |  |  |   |  |  |  |
|--|------|--|--|---|--|--|--|
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b> |      |  |  |   |  |  |  |
| <b>Progress Report Results – 2008-09</b>     |      |  |  | <b>Quality Review Results – 2008-09</b> |  |  |  |
| <b>Overall Letter Grade:</b>                 | A    | <b>Overall Evaluation:</b>                                 |  | NR                                      |  |  |  |
| <b>Overall Score:</b>                        | 77.1 | <b>Quality Statement Scores:</b>                           |  |   |  |  |  |
| <b>Category Scores:</b>                      |      | Quality Statement 1: Gather Data                           |  |   |  |  |  |
| School Environment:                          | 14.9 | Quality Statement 2: Plan and Set Goals                    |  |   |  |  |  |
| <i>(Comprises 15% of the Overall Score)</i>  |      | Quality Statement 3: Align Instructional Strategy to Goals |  |   |  |  |  |
| School Performance:                          | 15.3 | Quality Statement 4: Align Capacity Building to Goals      |  |   |  |  |  |
| <i>(Comprises 30% of the Overall Score)</i>  |      | Quality Statement 5: Monitor and Revise                    |  |   |  |  |  |
| Student Progress:                            | 36.9 |  |  |   |  |  |  |
| <i>(Comprises 55% of the Overall Score)</i>  |      |  |  |   |  |  |  |
| Additional Credit:                           | 10   |  |  |   |  |  |  |

|   |  |  |  |   |  |  |  |
|---|--|--|--|---|--|--|--|
| <b>KEY: AYP STATUS</b>                                      |  |  |  | <b>KEY: QUALITY REVIEW SCORE</b>            |  |  |  |
| √ = Made AYP  |  |  |  | Δ = Underdeveloped                          |  |  |  |
| √ <sup>SH</sup> = Made AYP Using Safe Harbor Target         |  |  |  | ▶ = Underdeveloped with Proficient Features |  |  |  |
| X = Did Not Make AYP  |  |  |  | √ = Proficient                              |  |  |  |
| – = Insufficient Number of Students to Determine AYP Status |  |  |  | W = Well Developed                          |  |  |  |
|   |  |  |  | ◇ = Outstanding                             |  |  |  |
|   |  |  |  | NR = No Review Required                     |  |  |  |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Accomplishments**

1. As evidenced by our 2008-2009 Learning Environment Survey, our greatest accomplishment has been to develop a school over five years that students are happy to attend, parents are happy to send their kids to, and teachers are happy to work in, where kids and adults are engaged in constant learning.

2. Inquiry takes place with all five instructional teams at our school. Our school is organized for this purpose, and inquiry work—tracking the progress of a group of students at risk of not being promoted in order to implement specific interventions based on academic needs—is a part of our everyday work. In this sense it benefits every student. Our periodic assessment system, combined with weekly teacher meetings where students' academic outcomes are discussed, require teams of teachers to collectively look at student work to determine a student's level of progress on specific sub-skills. The rubrics inform conversations regarding student progress and strengthen curriculum development in response to this progress or lack thereof.

3. Our dropout rate for the Cohort of 2009 is 9%, less than a third of the last published (2007) rate of 29.4% for English language learners (ELLs) statewide. Even so, we would like to bring this number down further.

4. Our four-year graduation rate for the Cohort of 2008 was 65%, 2.75 times higher than the last published (2007) rate of 23.5% for ELLs in New York City.

5. Ninety-seven percent of our senior class applied to college. Of those students, 65.7% received acceptances.

6. Our course pass, credit accumulation, and promotion rates average 85% school wide every year.

7. The rate of teacher retention at our school is excellent. Ninety-one percent of our 2008-2009 staff returned for 2009-2010.

8. Our mentoring program is comprehensive. The program was a tremendous accomplishment because the resources needed to pull this off; namely, staff and money, were great. In 2008-2009, six teachers were new to the staff, most of whom were first-year teachers. In addition, five teachers who were not in their first year—some newly hired, some not—asked for and received mentoring or

coaching. The program that was developed by our language development/literacy coach and the assistant principal for mathematics and science was differentiated, matching teachers across disciplines and grades. Anecdotal evidence revealed that all teachers who were mentored or coached in 2008-2009 gained additional curriculum writing expertise and enhanced their teaching strategies. The program is continuing in 2009-2010, with a quarter of the staff participating as mentors and/or mentees.

### **Aids and/or Barriers to Improvement**

*Time and Scheduling:* Our schedule is organized to allow for teachers to meet to plan curriculum and engage in inquiry work. Teachers meet for about four hours a week, and it never feels like enough time due to all the interruptions that take place during the course of a school day/school week. In addition, as we seek to provide students with differentiated schedules in the upper grades, we find it very challenging to give them only the courses they need and still remain attached to an instructional team. We are working this year on reaching stronger instructional and organizational coherence during our staff meetings and professional development sessions.

*Space:* With our school at full capacity, creative use of time and space are very different. For example, our capoeira teacher has to use regular classrooms, with desks that must be re-arranged at the beginning and end of each period. Furthermore, our general physical education teacher has to share the gymnasium with classes from other schools that are extremely overcrowded, a less than ideal teaching environment for any subject. Even if we could afford to hire more staff to reduce class sizes, we wouldn't have a place to put them!

*Funding and Services for the Neediest Students:* A few years ago, through strategic alignment of the budget with instructional goals, we were able to create a team teaching structure in the Lower School (9<sup>th</sup>/10<sup>th</sup> grades) in order to support our students who struggle with literacy. Teachers found that this program was a significant help to the students. Not only did they receive direct services from a reading or ESL teacher, but the other teachers on the team also learned how to adapt their own instruction to help these students in the content classroom. The literacy teachers taught a literacy class for five to ten students during the elective period and team taught in social studies or science for the rest of the day. We selected these subjects in particular because the Regents exams attached to these subjects tended to be the most difficult for our students to pass. Unfortunately, this support is no longer possible given the budgetary constraints. While we still have some team teaching, it has been substantially reduced.

*Low Parental Involvement:* Though parents come to school in great numbers during parent teacher conferences (usually 75% plus on the actual day of the conferences and closer to 90% over a two-week period), some parents are difficult to reach. They often work long hours and sometimes work out of the state. Too many of our students are completely unsupervised most of the time. While the Department of Education has made great strides in procuring translation services, the time it takes for documents to be translated and the fact that over the phone translation ends at 5:00 p.m., makes existing language barriers between our families and our staff difficult to overcome. We continue to try to figure out how to keep our families engaged and involved at any level.

### **Student Performance Trends**

Our 2007-2008 Progress Report indicated that: The International High School @ Prospect Heights ranked in the 95<sup>th</sup> percentile and above among its peer group of 40 schools in the areas of academic expectations, engagement, and safety and respect. It has ranked in the 80<sup>th</sup> percentile in area of communication. This indicates to us that parents, students, and teachers are very satisfied with our school as a learning institution. In the area of student performance, our four-year graduation rate and weighted diploma rate put us in the top half among our peer schools. In the area of student progress, our school ranked first in the "Percentage of Students in School's Lowest Third Earning 10+ Credits in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Year" category. We also ranked first in the categories of "Percentage of Students

Earning 10+ Credits in 3<sup>rd</sup> Year.” Finally, we were ranked in above the 95<sup>th</sup> percentile in the “Percentage of Students Earning 10+ Credits in 1<sup>st</sup> and 2<sup>nd</sup> Year” categories. In the area of closing the achievement gap, we received additional credit for our exemplary proficiency gains with English language learners, Hispanic students, black students, and other students in the lowest third city wide, receiving 8 additional points. Our Progress Report score for 2007-2008 was an A.

An analysis of our students’ Regents pass rates indicates that achievement in math is strongest in our school, but students are struggling with the English and U. S. History Regents exams. We are providing interventions for students who need additional assistance after school, but we are also changing our curriculum to more closely align with these exams.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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1. Raise student achievement in all subjects in order to maximize student learning.
2. Refine teachers' individual professional development plans in order to improve student outcomes.
3. Increase student attendance through focused intervention and monitoring resulting in a 1% gain by June of 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**     All Subjects    

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>As would be expected given research on English language learners, our students struggle with Regents exams. Regents exams are packed with academic language, and in many cases, our students have not been in the country enough time to be able to acquire the language skills necessary to succeed in these tests. In order to accelerate our students' ability to pass these exams, we will devote our attention to raising student achievement in all subjects for the Cohorts of 2010, 2011, 2012, and 2013, as measured in the following manner:</p> <ul style="list-style-type: none"> <li>- Core subject pass rates will meet or exceed 85% target school wide by June 2010.</li> <li>- Passing scores for the ELA Regents for the Cohort of 2006/2010 will increase by a minimum of 20 percentage points, from 23% to 43% by June 2010.</li> <li>- Passing scores for the U. S. History Regents for the Cohort of 2006/2010 will increase by a minimum of 25 percentage points, from 17% to 42% by June 2010.</li> <li>- Passing scores for Algebra and Global History and Geography Regents exams for the Cohort of 2007/2011 will increase by a minimum of 5 percentage points by June 2010, from 28% to 32% and 50% to 55% respectively.</li> <li>- Passing scores for the ELA Regents exam for the Cohort of 2007/2011 (first-time takers) will meet or exceed 25% target by January 2010.</li> <li>- Passing scores for the U. S. History Regents exam for the Cohort of 2007/2011 (first-time takers) will meet or exceed 45% target by January 2010.</li> <li>- Passing scores for the Living Environment Regents exam for the Cohort of 2007/2011 (first-time takers) will meet or exceed 45% target by January 2010.</li> <li>- Passing scores for the Algebra and Global History and Geography for the Cohort of 2008/2012 will meet or exceed 35% and 25% target respectively by June 2010.</li> </ul> |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, we will:</p> <ul style="list-style-type: none"> <li>-All teachers will implement a structured way of discussing student work, analyzing other student achievement data (including formative assessments), and sharing and modifying curriculum for individual students via participation in inquiry discussions. Inquiry/data analysis meetings will take place weekly throughout the school year beginning in September 2009.</li> <li>- All teachers will use ARIS and other data analysis tools in order to identify students in need of support</li> </ul>   |

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|  | <p>(so as to supplement classroom observations and obtain a full profile of the students), fully understand their strengths and their areas of need, and communicate with other teachers regarding strategies and plans for helping these students reach their full potential.</p> <ul style="list-style-type: none"> <li>- Project-based curriculum and assessments (formative assessments as well as student portfolios) will be aligned with Regents exams requirements in all subjects. Teaching staff will use weekly common planning time to continuously modify curriculum to meet the learning needs of students.</li> <li>-As needed, teachers will individualize instruction by working with the full-time language development coach and assistant principal for science and mathematics. One hundred percent of the coach's salary is paid for using Title I funds.</li> <li>-Students who are deemed as needing special interventions will be provided with additional small group and one-on-one support in literacy three days a week for 65-minute sessions beginning in October 2009.</li> <li>-An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week beginning in December 2009. SIFE grant and Title I ARRA funds have been set aside for this endeavor.</li> <li>- Students who are struggling in mathematics will receive additional small group and one-on-one support in numeracy three days a week for 65-minute sessions beginning in February 2009.</li> <li>- An after school Regents prep program will be offered in all possible subjects two days a week for struggling 11<sup>th</sup> and 12<sup>th</sup> graders. SIFE grant funds and FSF monies will be used for this endeavor. This program will be offered for four weeks in the fall of 2009 and eight weeks in the spring of 2010.</li> <li>- A Saturday Regents prep program will be implemented for all exams for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders for a minimum of 6 Saturdays prior to Regents administration in the fall and spring. SIFE grant funds and FSF monies will be used for this endeavor.</li> </ul> |
| <p><b>Aligning Resources:</b> Implications for Budget, Staffing/Training, and Schedule<br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>See above</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <ul style="list-style-type: none"> <li>-Scholarship reports after every report card period will show course pass rates (a pre-cursor to promotion rates) at a minimum of 75% school wide by the end of the first marking period in November 2009 and moving progressively toward the goal of 85% in June 2010 by the end of each subsequent marking period.</li> <li>-Passing scores for the ELA Regents for the Cohort of 2006/2010 will increase by a minimum of 10 percentage points, from 23% to 33% by January 2010.</li> <li>-Passing scores for the U. S. History Regents for the Cohort of 2006/2010 will increase by a minimum of 12 percentage points, from 17% to 29% by January 2010.</li> <li>-Passing scores for Algebra and Global History and Geography Regents exams for the Cohort of 2007/2011 will increase by a minimum of 2 percentage points by January 2010, from 28% to 30% and 50% to 52% respectively.</li> <li>-Formative assessments in ELA for a minimum of 25% of first-time takers of the ELA Regents exam (Cohort of 2007/2011) will show passing scores by January 2010.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>- Formative assessments in U. S. History for a minimum of 45% of first-time takers of the ELA Regents exam (Cohort of 2007/2011) will show passing scores by January 2010.</li> <li>-Formative assessments in Living Environment for a minimum of 45% of first-time takers of the ELA Regents exam (Cohort of 2007/2011) will show passing scores by January 2010.</li> <li>-Formative assessments in Algebra for a minimum of 35% of first-time takers of the Integrated Algebra Regents exam (Cohort of 2008/2012) will show passing scores by January 2010.</li> <li>-Formative assessments in Global History and Geography for a minimum of 25% of first-time takers of the Global History and Geography Regents exam (Cohort of 2008/2012) will show passing scores by January 2010.</li> </ul> |
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**Subject/Area (where relevant):** Professional Development

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| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Student learning and achievement is strongly connected to good teaching. In order to enhance student learning and raise student achievement, we will strengthen our teachers’ instructional practices. In 2009-2010:</p> <ul style="list-style-type: none"> <li>-100% of classroom teachers will set one to two professional development goals tied to student progress/growth/achievement by December 2009.</li> <li>-100% of classroom teachers will evaluate their goals based on student progress/growth/achievement data and produce a teacher portfolio by June 2010 detailing their findings.</li> </ul>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>-All teachers will participate in weekly school wide professional development.</li> <li>-All teachers will participate in three weekly one-hour discipline-based and/or interdisciplinary team meetings, as provided for in school’s schedule and Circular 6 plan. This initiative is paid for using Fair Student Funding via creative scheduling (common planning time).</li> <li>-As needed, teachers will work with the full-time language development coach and assistant principal for science and mathematics. The coach’s salary is paid for using Tax Levy, Title I ARRA and DRA Stabilization funds.</li> <li>-First-year teachers will be assigned a mentor as required. Returning teachers will be mentored as needed via self-identification and/or administration’s request. Tax Levy and Contract for Excellence funding has been set aside for after school meetings or prep period meetings as needed.</li> <li>-First-year teachers will participate in at least two professional development opportunities provided by the Internationals Network for Public Schools.</li> <li>-A minimum of three teachers will participate in QTEL training.</li> <li>-All teachers will participate in one round of team-based intervisitations. Title I ARRA funding has been set aside for teacher release as needed.</li> <li>-All teachers will participate in peer review. Procedures and processes for peer review have been developed by the Personnel Committee.</li> <li>-Administrators will meet with all peer reviewers for a minimum of five times during the peer review process to support the process and maximize outcomes.</li> <li>-Administrators will provide meeting time for peer review groups to set professional development goals.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>-Administrators will provide meeting time for teachers to gather and analyze data related to student achievement.</li> <li>-Administrators will provide meeting time for teachers to compose and present their portfolios and provide feedback as needed.</li> </ul>  |
| <b>Aligning Resources:</b> Implications for Budget, Staffing/Training, and Schedule<br><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i> | See above  |
| <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>                           | <ul style="list-style-type: none"> <li>-Monitor attendance sheets and agendas for all staff meetings; all teachers should attend a minimum of 95% of all meetings by January 2010.</li> <li>-Monitor attendance sheets, agendas, and minutes (if applicable) for committee meetings and/or team meetings; all teachers should attend a minimum of 95% of all meetings by January 2010.</li> <li>-Monitor mentoring interactions via Mentoring Tracking System and monthly mentor meetings with coach/mentoring coordinator and instructional assistant principal. All mentors should attend a minimum of 95% of all meetings by January 2010. All interactions (100%) should be entered and up to date on a monthly basis.</li> <li>-Review, analyze, and publish all marking period course pass rate data four times a year. Students should be making progress toward 85% course pass rate target after every marking period, beginning with a minimum of 75% course pass rate school wide after the first marking period.</li> <li>-Review, analyze and publish all formative assessment and portfolio data in November 2009 and January 2010. Students should demonstrate positive movement from one administration to the next.</li> <li>-Monitor pre- and post-observation discussions with peer reviewers to ensure critical feedback is given. Initial cycle of peer reviews should be completed by December 2009.</li> <li>-Ensure teacher goals are submitted and can be directly linked to student progress/learning/achievement by December 2009.</li> <li>-Review all observation write-ups and provide feedback as needed by January 2010.</li> <li>-Review action plan for evaluation of teacher goals by January 2010.</li> <li>-Ensure implementation of action plan by every teacher by March 2010.</li> </ul> |

**Subject/Area (where relevant):** Attendance

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| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i> | Increase student attendance through focused intervention and monitoring resulting in a 1% gain. School wide attendance will meet or exceed the 92.7% target (including LTA's) by June 2010. |
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| <p><i>Time-bound.</i></p>   |  |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>-Assign attendance monitoring responsibilities to the instructional AP; hold a joint meeting with this AP and the AP Guidance on a weekly basis to review attendance data/issues and coordinate actions/interventions</li> <li>-Support two full-time social workers as they support teachers/advisors in following up on attendance concerns</li> <li>-Support teacher advisors via professional development sessions and weekly guidance meetings to reach out to families and conference with students regarding attendance-related issues</li> <li>-Document guidance discussions in ARIS in order to keep track of actions/interventions engaged in on behalf of students and for follow-up as needed</li> <li>-Schedule an advisory period two times a week for 9<sup>th</sup> – 11<sup>th</sup> graders to enable teacher advisors to hold academic conferences with students</li> <li>-Schedule an advisory period three times a week for 12<sup>th</sup> graders to enable teacher advisors to hold academic conferences with students.</li> <li>-Monitor the advisory and social work referral system so that difficult cases may be investigated and interventions may be implemented in a timely fashion</li> <li>-Implement phone messenger system so that a daily phone call will be made to parents of absent and late students</li> <li>-Mail weekly postcards to families indicating students' attendance for the week</li> <li>-Publish monthly perfect attendance lists in order to recognize students with excellent attendance</li> <li>-Implement a monthly system of incentives to reward perfect attendance students</li> <li>-Refer cases to attendance teacher for home visits as needed</li> <li>-Monitor attendance rates on a daily basis to ensure accurate recording; inform staff of daily absences</li> <li>-Compare period attendance with daily attendance on a weekly basis to flag inconsistencies</li> <li>-Ensure consistent update of ATS contact data for all students and families</li> </ul> |
| <p><b>Aligning Resources:</b> Implications for Budget, Staffing/Training, and Schedule<br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p>See above</p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                                    | <ul style="list-style-type: none"> <li>-Monitor guidance binders and ARIS "conversations" to ensure documentation of attendance issues follow-up on a weekly basis.</li> <li>-Actions initiated via the advisory/social work referral process will correlate to outcomes (e.g. a student who is referred will return to school and improve his/her attendance).</li> <li>-Mid-year attendance average will reach 92.2%, an increase of .5%.-Review formative assessment and portfolio data in January and June</li> </ul>  |

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

| Grade | ELA                         | Mathematics                 | Science                     | Social Studies              | At-risk Services: Advisor   | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|---------------------------------------|---------------------------------|---------------------------------|
|       | # of Students Receiving AIS           | # of Students Receiving AIS     | # of Students Receiving AIS     |
| K     |                             |                             | N/A                         | N/A                         |                             |                                       |                                 |                                 |
| 1     |                             |                             | N/A                         | N/A                         |                             |                                       |                                 |                                 |
| 2     |                             |                             | N/A                         | N/A                         |                             |                                       |                                 |                                 |
| 3     |                             |                             | N/A                         | N/A                         |                             |                                       |                                 |                                 |
| 4     |                             |                             |                             |                             |                             |                                       |                                 |                                 |
| 5     |                             |                             |                             |                             |                             |                                       |                                 |                                 |
| 6     |                             |                             |                             |                             |                             |                                       |                                 |                                 |
| 7     |                             |                             |                             |                             |                             |                                       |                                 |                                 |
| 8     |                             |                             |                             |                             |                             |                                       |                                 |                                 |
| 9     | 112                         | 112                         | 112                         | 112                         | 112                         |                                       | 4                               |                                 |
| 10    | 114                         | 114                         | 114                         | 114                         | 114                         |                                       | 3                               |                                 |
| 11    | 122                         | 61                          | 122                         | 122 (US), 87 (GH)           | 122                         |                                       | 7                               |                                 |
| 12    | 68                          | 51                          | 50                          | 73 (US), 50 (GH)            | 87                          |                                       | 20                              |                                 |

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

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

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS)  | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).  |
|---|---|
| <b>ELA:</b><br><b>Extended class periods</b><br><b>Additional literacy class</b><br><b>Tutoring</b><br><b>Regents prep</b><br><b>Achieve 3000</b> | 1) Since our student population is almost 100% English language learners, we provide <u>all</u> students with 75 minutes of additional instruction a week in each subject as part of the regular school day. During this time we focus on content-based skills in addition to English language development.<br><br>2) Our students identified as SIFE receive three additional 65-minute periods a week of literacy instruction during the school day. In addition, the literacy specialist provides push-in support in one content area classes two days a week. Push-in support is provided for our neediest students in addition to the literacy class.<br><br>3) Students are tutored in all subjects after school one day a week in all subjects by a teacher from their instructional team.<br><br>4) All students in need of AIS receive six three-hour Saturday sessions of Regents prep and additional Regents prep once a week after school.<br><br>5) Students with the highest literacy needs are offered at least one 65-minute Achieve 3000 session per week during sustained silent reading. |
| <b>Mathematics:</b><br><b>Extended class periods</b><br><b>One-on-one tutoring</b><br><b>Peer tutoring</b><br><b>Regents prep</b>                 | See #1, 3, 4, and 5 (substitute literacy with numeracy and Achieve 3000 with River Deep) above. In addition, a small number of students receive one-on-one tutoring from an experienced math teacher, who is currently retired. One-on-one tutoring for these students takes place three times a week.  |
| <b>Science:</b><br><b>Extended class periods</b><br><b>Peer tutoring</b><br><b>Regents prep</b>   | See #1, 4 and 5 above.  |
| <b>Social Studies:</b><br><b>Extended class periods</b><br><b>Peer tutoring</b><br><b>Regents prep</b><br><b>Team teaching</b>                    | See #1, 4 and 5 above.<br><br>In addition, one section of the senior social studies class is team taught with the ESL/language development coach. This section was selected because it contained the highest number of students who are struggling in social studies.   |

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| <b>At-risk Services Provided by the Guidance Counselor:</b>  | Advisory meets two times a week for 65 minutes each session in the 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grades and three times per week for 65 minutes each session in the 12 <sup>th</sup> grade, our grade with the neediest students. During advisory, teacher advisors meet with students and conference regarding their academic progress in all subject areas. Students walk away with a strategy or set of strategies they can implement in order to continue to advance in their classes. |
| <b>At-risk Services Provided by the School Psychologist:</b> |  |
| <b>At-risk Services Provided by the Social Worker:</b>       | Students are referred for one-on-one counseling (sometimes self-referred) with the social workers once a week, as needed. The social workers also run small groups such as “senioritis,” bereavement, and anger management, and pregnant teens.  |
| <b>At-risk Health-related Services:</b>                      |  |

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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## Part II – ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annual evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT.)

The International High School @ Prospect Heights opened in September 2004 to serve the needs of recently arrived immigrants who are first-time learners of English. We currently serve 438 students, 93% of whom (406 students) are ELLs. In order to serve this population, we have hired 33 teachers, 9 who are ESL-certified, and 24 who are content-area certified. All students admitted to our school from a New York City middle school have scored below the cut-off rate on the NYSESLAT exam (intermediate or below). Students who come to us from middle schools have already been designated eligible for ESL services by the time they get to us. Students who are not ELLs are not referred to our school for enrollment.

Families who seek enrollment for over-the-counter students (from out of the state or, most frequently, from their native countries) fill out the HLIS in their native language, if available. Once enrolled, students are administered the LAB-R within ten days of admission. LAB-R cut scores, as specified in Division of Assessment and Accountability Memorandum #2, guide the school in making decisions regarding a student's eligibility for ESL services.

The people responsible for this are:

| Screening Instrument                                 | Name   | Qualifications   |
|--|--|--|
| HLIS   | Daniel Walsh<br>Nedda de Castro<br>Vadewatie Ramsuchit | Licensed teacher<br>Assistant Principal<br>Assistant Principal |
| LAB-R  | Daniel Walsh<br>Robert Stephen Watson                  | Licensed teacher<br>Licensed teacher                           |
| Formal initial assessment in literacy, math, English | All classroom teachers                                 | Licensed ESL and/or content area teachers                      |

In 2009-2010, only 41 students out of 436 in our school are not ELLs. These students have tested out during their years at our school. During the NYSESLAT testing period in the spring of every school year, all students are tested in their ESL classes. Since non-ELLs do not take ESL, it is easy to determine who should not be tested. Students who are absent for any part of the test (also easy to determine via daily attendance sheets) are tested during a series of make-up sessions. The school's goal is to test every ELL in the school. Teacher test administrators are trained every year during a staff meeting on how to administer the exam. In addition, grading teams are led by our language development peer support coordinator, an experienced ESL-certified teacher.

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.

The Parent Coordinator, Miguel Antunes, is responsible for taking the following steps:

- Parents/guardians who have not completed a program selection form at the time of enrollment are invited to attend a meeting within a few weeks of their children's enrollment, to view the video in the appropriate native language if available, and ask questions about the options. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- Information describing the three program choices is sent home with students for parents/guardians who did not attend an information session despite multiple invitations. This almost never happens at our school.
- Students who have come to our school from our middle school had to apply and meet a screen in order to be accepted. Our screen includes the following criteria
  - four years in the country or fewer at the time of admission
  - ESL eligibility
  - proficiency level of intermediate or below on latest NYSESLAT exam

Families in New York City apply to high schools based on a system of informed choice. We are advertised as a free-standing ESL program. Because of this, we assume that parents who enroll their children into our school via the High School Admissions Process understand that the default choice when selecting us is free-standing ESL. We do not have parents complete a new program selection form when students come to our school from a middle school program and have never been asked to do so during compliance reviews. Because we ask parents to view the video and provide them with the Parent Selection forms at enrollment when students come to us over the counter, we have close to 100 percent of the forms returned to us with the free-standing ESL selection at the time of admission.

The majority of our students enroll in September and we provide the information to parents throughout September. However, a small number of our students enroll throughout the school year, and those families are shown the video at the time they enroll their children.

3. *Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)*

See above (bullet point #3) for a comprehensive answer to this question. As Program Selection forms are submitted, copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned.

If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service or using in-house translators (our staff members speak several different languages), are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. If worse comes to worse, parents are asked to complete forms when they pick up their children's report cards on the day of parent-teacher conferences. Our rate of return is very high (close to 100 percent). However, we do inform parents about the default selection when we give them the form.

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.*

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program. Our school attempts to hire personnel – professional, paraprofessional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will

translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

5. *After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)*

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. More than 95 percent of our parents year in and year out request free-standing ESL.

6. *Are the program models offered at your school aligned with parent requests? If so, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.*

The program models at our school are aligned with parent requests since almost 100 percent of our parents request a free-standing ESL program.

### **Part III – ELL Demographics**

1. *How is instruction delivered?*

Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 80 students. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all an interdisciplinary, heterogeneous, ungraded model in the 9<sup>th</sup> and 10<sup>th</sup> grade, and an interdisciplinary, heterogeneous but graded model in the 11<sup>th</sup> and 12<sup>th</sup> grades. Each group of students is block programmed, and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy are pulled out of elective classes in order to receive additional ESL/literacy instruction.

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)?*

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL. In addition, the content area teachers are trained in language development and ESL methodologies.

3. *Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.*

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

4. *How do you differentiate instruction for ELL subgroups?*

Heterogeneity is one of the five core principles of the Internationals Approach espoused by all ten International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

*a. Describe your instructional plan for SIFE.*

SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered three additional 65-minute periods of literacy instruction per week. In addition, SIFE receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. Whenever possible, SIFE are matched with mentors and one-on-one tutors after school for any and all available subjects.

*b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.*

Newcomers are provided with all instructional services provided to all other students. In addition, they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students’ individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take two Regents exams at the end of the 10<sup>th</sup> grade and three at the end of the 11<sup>th</sup>. All students are administered the NYSESLAT in the spring semester every year.

*c. Describe your plan for ELLs receiving service four to six years.*

See above

*d. Describe your plan for Long-Term ELLs (completed six years).*

Long-term ELLs, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered three additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the senior year, all long-term ELLs are matched with mentors and one-on-one tutors after school for any and all available subjects.

*e. Describe your plan for ELLs identified as having special needs.*

In addition to all services provided to all students and the additional services provided to struggling students, special needs students are provided with all any and all services required by the Individual Instructional Plan.

### **Programming and Scheduling Information**

5. *Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targets.) 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.*

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups. Teachers running these programs implement the “Internationals Approach” in all of them. This means that teachers, regardless of their content area certification, employ ESL strategies :

- **Saturday Regents Prep** – For 6 Saturdays faculty members provide a small group of students with three hours of Regents preparation in all subjects. Teachers use language development strategies embedded into content in order to build a students’ knowledge of key facts, procedures, and processes that will allow them to gain a passing score on specific Regents exams. In addition, explicit test taking strategies are reviewed.
- **Additional Literacy Period** – SIFE, long-term ELLs, and other struggling students are mandated for three 65-minutes literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher uses a balanced literacy approach including instruction in decoding, fluency, and vocabulary building, as well as story reading and writing using whole language methodologies. Special attention is paid to students’ language learning needs, and the teacher introduces language structures and functions during her lessons as appropriate. The teacher/student ratio is of 1:12 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
- **Additional Numeracy Period** – students who struggle with basic math concepts are mandated for three 65-minutes of numeracy instruction a week. The teacher/student ratio is 1:12 or smaller. Teachers use manipulatives and technology to build students’ knowledge of basic math concepts leading to basic algebra.
- **French Heritage Language Program (in collaboration with the French Embassy in NYC)** – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French
- **Sustained Silent Reading (SSR)** – During the 65-minute weekly SSR period, older, students read in English and various native languages self-selected books that are appropriate to their level and interest. All teachers in an instructional team support students in the selection and completion of their books.
- **After School Tutoring** – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
- **Regents Prep After School**– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for a twice-weekly Regents preparation class taught in English.
- **Achieve 3000**—Struggling readers are provided one 65-minute period of instruction a week using this reading software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- **Destination Math**—Struggling math learners a provided one 65-minute period of instruction a week using this mathematics software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- **On-site College NOW**— All students are given the opportunity to take college-level classes, taught in our language rich, rigorous, and supportive environment by an ESL and/or content-certified teacher, as needed.

6. *Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.*

While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the Internationals Approach, ensures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Student groupings formed for the completion of cooperative learning projects are particularly important to meet this goal. When teachers group students, they pay attention to the students' language proficiency and content learning needs. This is important because it determines how much time during a classroom period teachers will spend with which students and which groups.

*7. What new programs or improvements will be considered for the upcoming year?*

We are considering a numeracy class, which will be provided in the same manner as our literacy class. Programming constraints made it difficult to provide this service in September, but we will be able to provide it for a limited number of students at the beginning of the second marking period.

*8. What programs/services for ELLs will be discontinued and why?*

No programs or services are being discontinued this year.

*9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.*

Since more than 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes. While they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Government
- iMentor (senior students paired with adult mentors)
- Capoeira
- Yearbook
- Several ethnic clubs
- Human Rights club

*10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?*

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually. All instructional teams (there are five) have access to at least 30 laptop computers, in addition to the two to five desktop computers permanently assigned to each classroom. Students engage in facilitated internet research on a regular basis. All classrooms contain a library of trade books that are content appropriate. Teachers are provided with an annual budget for purchasing materials as needed. All teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- International Network for Public Schools curriculum library
- Facing History and Ourselves curricula
- Theatre Development Fund teaching artists (playwriting)
- Educators for Social Responsibility curricula

- iMentor Program
- Technology:
  - iMovie, Final Cut Pro (digital video cameras)
  - iPods
  - Garageband
  - iPhoto (digital cameras)
  - Microsoft Office (Word, Excel and PowerPoint)
  - SMART Board

*11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)*

All students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

*12. Do required services support, and resources correspond to, ELLs' ages and grade levels?*

Yes. All of the required services for high school-aged ELLs are available to our students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

*13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.*

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, incoming students are assigned to 9<sup>th</sup> grade advisors, who have been trained to do a lot kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using lot of scaffolding to help students open up about their feelings about school and their transition to a new country and a new language.

*14. What language electives are offered to ELLs?*

Francophone students are offered a French elective after school. We are pursuing the same opportunities for the two other major language groups represented in our school, Spanish and Chinese.

**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.)*

Professional development for all staff at The International High School @ Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- **Three-day Professional Development Summer Institute**, attended by all teachers three days before the contractual start of the school year. Teachers are trained in lesson design and backwards planning leading to the creation of the first interdisciplinary unit for the school year. This institute is led by our school coach, an experienced ESL-certified teacher.

- **Weekly professional development meetings**, attended by all teachers and paraprofessionals, which include the following activities:
  - Analysis of student work in order to improve instruction/design interventions
  - Analysis of student assessments (project-based learning)
  - Social-emotional progress of a teaching team’s shared students
  - Formation and refinement of discipline specific benchmarks at each grade level
  - Peer critiques of teacher-generated curricula
  
- **Peer review** – all teachers (including special education) engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network’s five core principles.
  
- **Participation in Internationals Network for Public Schools Professional Development workshops** – at three different points in the school year, our entire staff (including paraprofessionals, the special education teacher, and the parent coordinator) will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
  
- **International High Schools intervisitations** – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
  
- **QTEL/OELL trainings** – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
  
- **Conferences** – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
  
- **DYO Formative Assessment** – our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.

In addition, the special education teacher and the parent coordinator attend any Department of Education sponsored workshops and CBO sponsored workshops (e.g., the New York Immigration Coalition) that help them perform their work within the context of immigrant and ELL education.

2. *What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?*

See above.

3. *Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.*

Non-ESL-certified teachers participate in all school-based and International Network based professional development initiatives. This means that they exceed the 7.5 hour minimum training for non ESL certified teachers who work with ELLs. All professional development at our school is focused on ELL training since the majority of our students (and all of

our newly admitted students) are ELLs. The professional development program described in #1 and #2 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 150 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities.

## **Parental Involvement**

### *1. Describe parental involvement in your school, including parents of ELLs.*

Historically, parent involvement has been difficult for us for a number of reasons. Many of our families fall below the federal poverty level, necessitating them to take two or more jobs in order to support their families; such schedules leave little time for school involvement. However, at least 70 percent of our students' families attend Open School Day (held from 12 to 8 p.m. over one day in November and March). This percentage gets closer to 90 percent if you count the days leading to and right after Open School Day. During parent teacher conferences, parents receive a detailed report of their children's performance in school and a set of recommendations for how they can support the school in helping their children succeed. In addition, because the meetings are by appointment and parents get to confer with only one teacher (the student's advisor), parents connect one-on-one and exchange phone numbers with the person who will be their link to the school (in addition to the parent coordinator) for at least two years. Parent involvement occurs not only when a parent comes to school. It also occurs when the parent makes a commitment to help his/her child attend school on time and provide him/her with the resources needed for the child to attend school. We are successful at making that commitment a partnership. This is the type of parent involvement activity that is strong at our school. In addition to using in-house staff, we hire translators/interpreters in all pertinent languages (Haitian Creole, French, Mandarin, Cantonese, Fujianese, Tibetan, Bengali, Arabic, Spanish, Uzbek, Russian, Urdu) as needed. For all parent meetings other than parent teacher conferences, we also use students in the upper grades who are highly conversant in native language and English to assist with translation.

Turnout is much lower for monthly Parent Teacher Association and School Leadership Team meetings, even though we pair such events with student work showcases, CBO workshops, and performances. In the past we have offered ESL and technology classes for parents on a weekly basis, but these have also been poorly attended. The meetings/workshops that have the best attendance are those that speak to parents'/families' lives and livelihood such as talks by an immigration attorney, discussions on how to pay for college and the college application process, and discussions about students' sexuality, STDs, AIDs, and birth control.

### *2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?*

Our school partners with several different organizations in order to provide workshops and/or services to ELLs and their families: 1) The Door (legal services), 2) iMentor, 3) The New York Immigration Coalition (NYIC), 4) Chinese-American Planning Council, 5) Global Potential, 6) Assorted attorneys and tax specialists (workshops on legal and financial issues)

### *3. How do you evaluate the needs of parents?*

Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Parent Teacher Association meetings. In addition, we rely on the school environment survey to let us know the degree of satisfaction or dissatisfaction our families have with our school. The 2008-2009 survey awarded 14.9 out of 15 points to our school. Our parent feedback was extremely positive, rating us above average in the areas of safety and respect, academic expectations, engagement, and communication. Our goal is to attain the highest possible rating for the upcoming survey period.

Even though we know that issues that affect our parents' everyday lives (income/employment, legal status, health) are the most relevant for our parents, we would like to develop a more accurate set of surveys to evaluate their needs for the coming year and will rely on one of our CBO partners to help us create them.

4. *How do your parental involvement activities address the needs of the parents?*

Parent involvement activities, including the workshop topics accompanying the monthly Parent Teacher Association meetings, are developed based on the results of the surveys described in the answer to question three above and the needs of students based on instructional teams' input. For example, the senior team is very concerned about getting our students to apply to and finance college. Parents on this team are exposed to a lot of information (and a lot of outreach on the part of the teachers) regarding the college process, deadlines, and finances.

### **Assessment Data**

1. *What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?*

Three hundred and ninety-five of our students are ELLs. Of our 128 beginners, 72 are in the 9<sup>th</sup> grade, 33 are in the 10<sup>th</sup> grade, 13 are in the 11<sup>th</sup> grade, and 10 are in the 12<sup>th</sup> grade. Of our 219 intermediates, 34 are in the 9<sup>th</sup> grade, 60 are in the 10<sup>th</sup> grade, 63 are in the 11<sup>th</sup> grade, and 62 are in the 12<sup>th</sup> grade. Of our 48 advanced, 3 are in the 9<sup>th</sup> grade, 6 are in the 10<sup>th</sup> grade, 20 are in the 11<sup>th</sup> grade, and 19 are in the 12<sup>th</sup> grade. An analysis of this data reveals several things:

- Our population is incredibly heterogeneous in terms of language ability
- Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
- Students tend to move out of the beginner level relatively quickly but it takes them a lot longer to move out of the intermediate level.
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities.

2. *How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?*

The NYSESLAT modality analysis indicates that as students move from one grade to another, fewer students score at the beginning levels in reading and writing. However, the bulk of our students remain at the intermediate level. In the areas of listening/speaking, we see that students become advanced more readily across the grades than in reading/writing. Very few students are beginners in this area in all grades. However, there are still large numbers of intermediate students that should be moving to advanced. We know that a continued instructional emphasis on reading and writing in all grades is essential to ensuring our students' success in high school, college, and beyond. Our plan for the spring semester is to do more work on helping teachers with the "architecture" of their units and projects so that they are paying as much attention to the micro levels of unit planning as they are to the macro level. We are contracting with a PD provider who will bring more coherence to the strategies teachers use to build literacy across the curricular areas and helps teachers focus on creating more purposeful speaking and listening in classes.

3. *For each program, answer the following:*

- a. *Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?*

Our Regents pass rates are not very high in U. S. History, ELA, and Living Environment. We are aware of this problem and have been working diligently to provide students with additional opportunities to prepare for these exams. Coupled with our NYSESLAT modality analysis, we can say with a great degree of certainty that our students struggle with

academic reading and writing. This is an area that we are going to continue to focus on at the instructional level and at the professional development level (see above). We do not give tests in native language and cannot provide comparison numbers in this area.

*b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.*

Our school, along with all of the International High Schools in NYC, was granted the opportunity to develop our own DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at language development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

*c. What is the school learning about ELLs from the Period Assessments? How is the Native Language used?*

See part b above; no assessments are done in the native language

*5. Describe how you evaluate the success of your programs for ELLs.*

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate

Our school report card (grade of A) indicates that we are successful at helping high needs students (ELLs) progress over time. Our graduation rate is more than twice the city wide rate for the same population. Our last quality review (grade of well developed) indicates that we have the structures in place that will allow us to continue to make progress. Based on continued data analysis, we will continue to make changes to our instructional program that allow us to help more students pass their Regents exams in fewer sittings and more students graduate in four years at our school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES 9–12 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

|  |   |
|--|---|
| SSO/District <b>ESO, District 17</b>                   | School <b>K524</b>                              |
| Principal <b>Alexandra Anormaliza</b>                  | Assistant Principal <b>Nedda de Castro, PPS</b> |
| Coach <b>Daniel Walsh, Language Dev.</b>               | Coach <b>N/A</b>                                |
| ESL Teacher <b>Suzannah Taylor, ESL/Social St</b>      | Guidance Counselor <b>N/A</b>                   |
| Teacher/Subject Area <b>Melissa de Leon, ESL</b>       | Parent <b>N/A</b>                               |
| Teacher/Subject Area <b>James Rice, Social Studies</b> | Parent Coordinator <b>Miguel Antunes</b>        |
| Related Service Provider <b>N/A</b>                    | SAF <b>N/A</b>                                  |
| Network Leader <b>Shona Gibson</b>                     | Other <b>Vadewatie Ramsuchit, AP Inst</b>       |

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

|   |          |  |          |  |           |
|---|----------|--|----------|--|-----------|
| Number of Certified ESL Teachers                          | <b>9</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/FL Teachers                            | <b>0</b>  |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>24</b> |

### C. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>438</b> | Total Number of ELLs | <b>406</b> | ELLs as Share of Total Student Population (%) | <b>92.69%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

| ELL Program Breakdown  |    |    |    |    |       |
|--|----|----|----|----|-------|
|  | 9  | 10 | 11 | 12 | Total |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 0  | 0  | 0  | 0  | 0     |
| <b>Dual Language</b><br>(50%:50%)  | 0  | 0  | 0  | 0  | 0     |
| <b>Freestanding ESL</b>  |    |    |    |    |       |
| <b>Self-Contained</b>  | 27 | 27 | 12 | 9  | 75    |
| <b>Push-In/Pull-Out</b>  | 0  | 0  | 0  | 0  | 0     |
| <b>Total</b>   | 27 | 27 | 12 | 9  | 75    |

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

|          |     |  |     |                               |    |
|----------|-----|--|-----|-------------------------------|----|
| All ELLs | 406 | Newcomers (ELLs receiving service 0-3 years) | 292 | Special Education             | 14 |
| SIFE     | 156 | ELLs receiving service 4-6 years             | 103 | Long-Term (completed 6 years) | 11 |

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

|               | ELLs by Subgroups |            |                   |                  |           |                   |                                    |          |                   | Total      |
|---------------|-------------------|------------|-------------------|------------------|-----------|-------------------|------------------------------------|----------|-------------------|------------|
|               | ELLs (0-3 years)  |            |                   | ELLs (4-6 years) |           |                   | Long-Term ELLs (completed 6 years) |          |                   |            |
|               | All               | SIFE       | Special Education | All              | SIFE      | Special Education | All                                | SIFE     | Special Education |            |
| TBE           | 0                 | 0          | 0                 | 0                | 0         | 0                 | 0                                  | 0        | 0                 | 0          |
| Dual Language | 0                 | 0          | 0                 | 0                | 0         | 0                 | 0                                  | 0        | 0                 | 0          |
| ESL           | 292               | 101        | 3                 | 103              | 48        | 9                 | 11                                 | 3        | 2                 | 406        |
| <b>Total</b>  | <b>292</b>        | <b>101</b> | <b>3</b>          | <b>103</b>       | <b>48</b> | <b>9</b>          | <b>11</b>                          | <b>3</b> | <b>2</b>          | <b>406</b> |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |
|  | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          | 0        |
| Chinese  |          |          |          |          | 0        |
| Russian  |          |          |          |          | 0        |
| Bengali  |          |          |          |          | 0        |
| Urdu   |          |          |          |          | 0        |
| Arabic   |          |          |          |          | 0        |
| Haitian Creole                                 |          |          |          |          | 0        |
| French   |          |          |          |          | 0        |
| Korean   |          |          |          |          | 0        |
| Punjabi  |          |          |          |          | 0        |
| Polish   |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          | 0        |
| Yiddish  |          |          |          |          | 0        |
| Other  |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> |

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

#### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers: \_\_\_\_

|                                  |                                   |
|----------------------------------|-----------------------------------|
| languages): ____                 |                                   |
| 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 |            |           |            |           |            |
|  | 9          | 10        | 11         | 12        | TOTAL      |
| Spanish  | 29         | 30        | 40         | 23        | 122        |
| Chinese  | 26         | 12        | 21         | 9         | 68         |
| Russian  | 7          | 5         | 0          | 2         | 14         |
| Bengali  | 1          | 1         | 4          | 8         | 14         |
| Urdu   | 5          | 9         | 1          | 1         | 16         |
| Arabic   | 2          | 6         | 10         | 10        | 28         |
| Haitian Creole                                 | 21         | 14        | 17         | 14        | 66         |
| French   | 8          | 3         | 3          | 5         | 19         |
| Korean   | 0          | 0         | 0          | 0         | 0          |
| Punjabi  | 0          | 0         | 0          | 0         | 0          |
| Polish   | 0          | 0         | 1          | 2         | 3          |
| Albanian                                       | 0          | 0         | 1          | 0         | 1          |
| Other  | 18         | 17        | 5          | 15        | 55         |
| <b>TOTAL</b>                                   | <b>117</b> | <b>97</b> | <b>103</b> | <b>89</b> | <b>406</b> |

## Programming and Scheduling Information

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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| <b>FOR ALL PROGRAM MODELS</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 Arts and Native Language Support

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

| NLA Usage/Support | TBE           |
|-------------------|---------------|
| 100%              |               |
| 75%               |               |
| 50%               |               |
| 25%               |               |
|                   | Dual Language |
| 100%              |               |
| 75%               |               |
| 50%               |               |

|             |                  |                     |                 |
|-------------|------------------|---------------------|-----------------|
| 25%         | Freestanding ESL |                     |                 |
| 100%        |                  |                     |                 |
| 75%         |                  |                     |                 |
| 50%         |                  |                     |                 |
| 25%         |                  |                     |                 |
| <b>TIME</b> | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |

### Programming and Scheduling Information--Continued

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

### 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)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

|                 | 9   | 10 | 11 | 12 | TOTAL |
|-----------------|-----|----|----|----|-------|
| Beginner(B)     | 72  | 33 | 13 | 10 | 128   |
| Intermediate(I) | 34  | 60 | 63 | 62 | 219   |
| Advanced (A)    | 3   | 6  | 20 | 19 | 48    |
| Total Tested    | 109 | 99 | 96 | 91 | 395   |

| NYSESLAT Modality Analysis |                   |     |    |    |    |
|----------------------------|-------------------|-----|----|----|----|
| Modality Aggregate         | Proficiency Level | 9   | 10 | 11 | 12 |
| LISTENING/SPEAKING         | B                 | W13 | 9  | 4  | 0  |
|                            | I                 | 37  | 49 | 48 | 39 |
|                            | A                 | 15  | 18 | 31 | 32 |
| READING/WRITING            | B                 | 35  | 23 | 11 | 6  |
|                            | I                 | 29  | 56 | 58 | 51 |
|                            | A                 | 4   | 9  | 18 | 17 |

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       | 90                         | 0               | 29                          | 0               |
| Math A                      | 232                        |                 | 180                         |                 |
| Math B                      | 0                          | 0               | 0                           | 0               |
| Integrated Algebra          | 0                          |                 |                             |                 |
| Integrated Geometry         | 0                          | 0               | 0                           | 0               |
| Biology                     | 0                          |                 | 0                           |                 |
| Chemistry                   | 0                          | 0               | 0                           | 0               |
| Earth Science               | 0                          | 0               | 0                           | 0               |
| Living Environment          | 110                        |                 | 64                          |                 |
| Physics                     | 0                          | 0               | 0                           | 0               |

|                              |     |   |     |   |
|------------------------------|-----|---|-----|---|
| Global History and Geography | 225 |   | 133 |   |
| US History and Government    | 102 |   | 39  |   |
| Foreign Language             | 0   | 0 | 0   | 0 |
| NYSAA ELA                    |     |   |     |   |
| NYSAA Mathematics            |     |   |     |   |
| NYSAA Social Studies         |     |   |     |   |
| NYSAA Science                |     |   |     |   |
| Other                        |     |   |     |   |
| Other                        |     |   |     |   |

#### NATIVE LANGUAGE READING TESTS

|                            | Percent of ELLs Passing Test (based on number of ELLs tested) | (For Dual Language) Percent of EPs Passing Test (based on number of EPs tested) |
|----------------------------|---|---|
| ELE (Spanish Reading Test) | %   | %   |
| Chinese Reading Test       | %   | %   |

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. 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?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

| Name (PRINT)    | Title               | Signature | Date (mm/dd/yy) |
|-----------------|---------------------|-----------|-----------------|
| Nedda de Castro | Assistant Principal |           | 10/30/09        |
| Miguel Antunes  | Parent Coordinator  |           | 10/30/09        |

|   |                                |      |          |
|---|--------------------------------|------|----------|
| Suzannah Taylor                                       | ESL Teacher                    |      | 10/30/09 |
| N/A   | Parent                         |      |          |
| Melissa de Leon                                       | Teacher/Subject Area           |      | 10/30/09 |
| James Rice  | Teacher/Subject Area           |      | 10/30/09 |
| Daniel Walsh  | Coach                          |      | 10/30/09 |
| N/A   | Coach                          |      |          |
| N/A   | Guidance Counselor             |      |          |
| N/A   | School Achievement Facilitator |      |          |
| Shona Gibson  | Network Leader                 |      | 10/30/09 |
| Vadewatie Ramsuchit                                   | Other                          |      | 10/30/09 |
|   | Other                          |      |          |
| <b>Signatures</b>                                     |                                |      |          |
| School Principal                                      |                                | Date | 10/30/09 |
| Community Superintendent                              |                                | Date |          |
| Reviewed by ELL Compliance and Performance Specialist |                                | Date |          |
|   |                                |      |          |

Filename: 17K524 LAP Worksheet 2009-10\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K524\_Over  
Template: C:\Documents and Settings\partha\Application  
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served:** 260                      **LEP** 20                      **Non-LEP**

**Number of Teachers** 8                      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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Students in grade 12 will receive 2 hours of after school ELA Regents preparation every week for 10 weeks in the fall and 10 weeks in the spring semester. In order to keep group sizes low, we have need for two sections, with a maximum student group of 15 and one ESL-certified teacher each. Title III funds in the amount of \$3,991.20 (20 weeks x 2 hrs/wk x 2 ESL teachers x \$49.89/hr) will be used for this purpose. Classes will take place on Mondays and Wednesdays from 3:15 to 5:15 p.m. from November 2009 to January 2010 and from April 2010 to June 2010.

Students in grades 10, 11, and 12 will receive two 1.5 hour Regents preparation classes in all core subjects each Saturday for the last 6 Saturdays leading to the Regents test administration in January and June. Instruction will be provided by content area teachers in all subjects (at no cost to the program) and ESL-certified teachers. Title III funds in the amount of \$6,286.14 will be used for this purpose (12 weeks x 3.5 hrs/wk x 3 ESL teachers x \$49.89/hr). All instruction will take place in English and will be supported by ESL teachers.

Finally, students in the 9<sup>th</sup> grade who are in most need of additional language development will attend school during February break, 5 days a week for 6 hours each day. Eight ESL teachers will implement an intensive language development curriculum for groups of 10 students each (total of 80 students). This program will cost \$11,973.60 (5 days x 6 hrs/day x 8 ESL teachers x \$49.89/hr).

Supplies required for these programs include Kaplan Regents review books in the five required exams, manipulatives for mathematics instruction, notebooks, chart paper, markers, printing paper, toner, etc.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

Our Title III teachers need additional support to help their students meet graduation requirements. To meet this goal, we have contracted with the International Network for Public Schools (INPS) to provide support in the following areas:

- Managing a student-centered classroom by facilitating cooperative learning within small groups of students;
- Accommodating heterogeneity by designing and differentiating curriculum so that it is accessible but challenging for students with different degrees of academic experience and levels of native language literacy and English language proficiency;
- Integrating both native and English language development with content areas in courses where students may speak many different languages and have widely varied levels of proficiency in English;

INPS supports our Title III teachers in the following manner:

- Designing a monthly intervisitation program for 2 teachers in the Title III program each month beginning in October 2009 and ending in June 2010. Teachers are released for the day and visit classrooms that have been designated exemplary in areas such as building academic vocabulary and developing language and content in an integrated manner. The days include a sharing of observations among all visiting teachers and more formal instruction on how to implement the strategies observed.
- Title III teachers also attend two full-day professional development workshops a year during city wide PD days. This year teachers have defined the term “college readiness” and developed curriculum (units and lessons) that integrate the academic skills necessary for students to reach college readiness.
- Title III teachers discuss Regents competencies by subject area in small groups during site visits by experienced coaching staff from the International Network. Teachers develop curriculum maps for their Regents preparation classes and focus mainly on specific strategies for developing language while teaching content. Teachers are released for the day to work in small groups. Coaching visits take place 8 times a year.
- All Title III teachers have access to INPS’s large video library. These have been used during individual and group school-based coaching sessions to examine strong teaching practices. In addition, all Title III teachers have access to the Teachers’ Toolkit, a catalog of strategies for supporting language development in the content area classroom.

## **Parent Involvement**

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Our parent involvement program revolves around the same question as our professional development program: What is college readiness? In the case of the parents, workshops are based on the question, “How do I help my child get into and pay for college?” Parents of Title III students come to school four times a year, twice in the fall semester and twice in the spring semester, to examine this question and receive advice related to this area from our college advisor, the parent coordinator, and invited guests. They also receive two books, *The College Handbook 2010* and *The Scholarship Handbook*. Parents receive metrocards to come to school, at no cost to the program, and light dinner/refreshments (approximately

\$250 per day paid for with Title III funds). Generally, in-house translation suffices for parent meetings. However, because these are all evening events, and translators for several languages groups served in our school are difficult to find, we have set aside \$3,000 of our parent involvement funds to pay for translators in languages such as Tibetan, Bengali, Urdu, Russian, Uzbek and Arabic.

**Form TIII – A (1)(b)**

School: 17K524 BEDS Code: 331700011524

**Title III LEP Program  
School Building Budget Summary**

| <b>Allocation Amount:</b>  |                        |  |
|--|------------------------|--|
| <b>Budget Category</b>   | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>   |
| <b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>  | \$22,251               | <ul style="list-style-type: none"> <li>- After School Regents Prep: 20 weeks x 2 hrs/wk x 2 ESL teachers x \$49.89/hr = \$3,991.20</li> <li>- Saturday Regents Prep: 12 weeks x 3.5 hrs/wk x 3 ESL teachers x \$49.89/hr = \$6,286.14</li> <li>- Midwinter break language development academy = 5 days x 6 hrs/day x 8 ESL teachers x \$49.89/hr = \$11,973.60</li> </ul>  |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>   | \$10,900               | <b>International Network for Public Schools</b> <ul style="list-style-type: none"> <li>- Monthly intervisitations for 2 teachers (different subjects areas each month) for 9 months @ \$500 per month = \$4,500</li> <li>- Two full-day professional development workshops a year @ \$500 a day = \$1,000</li> <li>- School-based small-group coaching for teachers in 4 core subjects—8 days @ \$500 a day = \$4,000</li> <li>- Access to video library and teachers’ toolkit in all subjects = \$1,400</li> </ul>                                    |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul> | \$17,509               | <b>Kaplan Regents Review Books:</b> <ul style="list-style-type: none"> <li>- 150 English x \$15 per book = \$2,250</li> <li>- 120 Living Environment x \$15 per book = \$1,800</li> <li>- 100 Global History x \$15 per book = \$1,500</li> <li>- 80 U. S. History x \$15 per book = \$1,200</li> <li>- 50 Integrated Algebra x \$15 per book = \$750</li> </ul> <b>Manipulatives for mathematics instruction, journal notebooks, chart paper, printing paper, printer toner, markers, transparencies, and other miscellaneous supplies = \$10,009</b> |

|   |                    |   |
|---|--------------------|---|
|   |                    |   |
| <b>Educational Software (Object Code 199)</b> |                    | <b>No cost to the program</b>   |
| <b>Travel</b>                                 |                    | <b>No cost to the program</b>   |
| <b>Parent Involvement</b>                     | \$5,500            | <ul style="list-style-type: none"> <li>- Translation/Interpretation services = \$3,000</li> <li>- snacks for college seminars = \$1,000</li> <li>- books for college preparation/admission for parents: 50 copies x \$30 = \$1,500</li> </ul> |
| <b>TOTAL</b>                                  | <b>\$56,160.00</b> |   |

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

Our school is made up 100% of English Language Learners (or students who have recently transitioned out of ELL status) whose parents, for the most part, do not speak English. We send all notifications in all languages that the Translation Unit will provide for us. Our parent coordinator is in charge of engaging with the translation office to request that letters/notices be translated. Items such as our report card rubric, which is used as a basis for grading our students, are translated via a DOE-approved vendor. We use our translation/interpretation funds for this purpose. Notices for PTA meetings are usually translated in-house. Once notices are returned, they are mailed in English as well as native language.

Twice a year, for parent teacher conferences, we hire interpreters (DOE-approved vendors). When we can (depending on the time of day), we take advantage of the Translation Unit's services for over the phone translation. Since 95% of our staff is bilingual, when a parent comes in unannounced, it is relatively simple to find a staff member who can help with interpretation. Our staff speaks: Spanish, Haitian Creole, Arabic, French, Mandarin, Fujianese, Cantonese, Tagalog, and Russian. These are all languages represented in our school.

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.

See above.

#### **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.

See above.

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.

See above.

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>.

See above.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

|  | Title I   | Title I ARRA | Total     |
|--|-----------|--------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10:   | \$452,890 | \$91,171     | \$544,061 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | \$4,529   |              |           |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):                                     |           | \$912        |           |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:            | \$22,645  |              |           |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):                     |           | \$4,559      |           |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | \$45,289  |              |           |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): |           | \$9,117      |           |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The one teacher who had been teaching out of his license area (ESL certification) in 2008-2009 is currently teaching within his license area. In his case, the lack of HQ status has been corrected.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

***Explanation:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



## School Parental Involvement Policy—17K524

### I. General Expectations

The International High School @ Prospect Heights agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The International High School @ Prospect Heights will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. send a special flyer advertising the Parents' Association meeting where the CEP is to be discussed;
  - b. explain the importance of the CEP during the SLT and Parents' Association meeting;
  - c. request that parents become involved in the process of writing the CEP;
  - d. involve all parent volunteers in the writing process;
  - e. reach out to translators from the NYC DOE and from within the community to help out both during the meeting and during the writing process.
  
2. The International High School @ Prospect Heights will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. The principal will share on a quarterly basis information related to our school's progress toward meeting our yearly targets in course pass rates, end-of-year promotion, and exam results, and attendance. When the school's numbers are not aligned with the targets, the parents will be engaged in a discussion about how we can make sure the targets are met.
  - b. Parents will take part in a focused school walkthrough that will take place once a year (midyear);
  - c. During the debrief period, parents will discuss their observations and make suggestions for improvement;
  - d. All suggestions will be given due consideration by the SLT and will be implemented wherever possible if they are believed to result in a benefit to the school.
  
3. The International High School @ Prospect Heights will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. The school will hire a parent coordinator who will be responsible for assisting parents in the development of a Parents' Association (PA) and will act as the liaison between the PA and the principal.
  - b. The school will hire translators whenever possible in all major languages represented at our PA meetings.
  - c. The school will provide monetary resources (Title I and others) to assist parents in developing activities that will strengthen their involvement in school.

- d. The principal, the parent coordinator, and the advisors will provide parents with phone numbers (beyond the school's) at which parents can reach them whenever they need to speak to one of them.
4. The International High School @ Prospect Heights will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: N/A
5. The International High School @ Prospect Heights will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. Our parents will receive a survey asking them to rate our parent involvement program specifically regarding accessibility of school staff, clarity of communications and frequency, and number and type of activities per year during which parents participate. The PA, with the assistance of the parent coordinator, will be in charge of preparing and distributing this survey. Once the survey returns, members of the PA will be the only people allowed to handle the returns.
  - b. We will log the rates of attendance at different parent events for the purposes of measuring parent participation.
  - c. Administrators and teachers will keep a log of all phone conversations with parents for the purposes of measuring parental involvement that does not include parent presence at school.
  - d. All data will be disaggregated and analyzed by ethnic and language group (as well as by student grade level). Our goals for our parent involvement program for the following school year will be directly connected to this data. The parent coordinator, the PA officers, and the principal will be involved in this evaluation.
6. The International High School @ Prospect Heights will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards

1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of subject-specific standards.
  2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.
  - ii. the State's student academic achievement standards
    1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of student academic standards.
    2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    1. Through curriculum night and subsequent PA meetings, parents will learn about our school and how students are assessed. In addition to these, the school will provide ESL and technology education for parents using grant funding (pending). This is particularly important given the need for parents to access ARIS-link.
    2. Our parents, particularly the parents of SIFE students, will also be provided with a series of literacy workshops in order to learn literacy techniques that could be worked on at home.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- i. Providing professional development to staff members before the school year starts in how to talk to parents regarding their children's progress.
  - ii. Disseminating information regarding the Department of Education's Translation Unit and making phones with conferencing capability accessible to staff.
  - iii. Designating a private area of the school as a parent lounge so that teachers and other staff and parents may engage in conversations about school.
  - iv. Supporting home visits as staff deems appropriate and necessary.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start,

Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- i. Designating a space in the school specifically for parent use.
  - ii. Providing a library of titles for parents to read for their own enjoyment as well as for information regarding instructional matters.
  - iii. Provide a monthly space for informal conversation with the school administration (for example, tea with the principal)
  - iv. Help coordinate and support a health fair
  - v. Plan a family picnic at the beginning of the year.
  - vi. Plan an end-of-year gathering (for example, food festival).
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- i. All written communications will be translated into any languages spoken at school that are supported by the Department of Education's Translation Unit.
  - ii. Every notice will include a contact number that parents can reach should they have any questions about the written communications.
  - iii. Parents will receive a handbook upon enrollment of their children to our school.

### **III. Discretionary School Parental Involvement Policy Components**

None.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the The International High School @ Prospect Heights on October 22, 2009, and will be in effect for the period of a school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of November 2009.

An annual review of this policy will take place during the February 10, 2010, Parent Association meeting.

Filename: 17K524 PIP 2009-10\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K524\_Over  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: Part A: School Parental Involvement Policy  
Subject:  
Author: DOE  
Keywords:  
Comments:  
Creation Date: 11/3/2009 12:24:00 PM  
Change Number: 6  
Last Saved On: 3/8/2010 5:33:00 PM  
Last Saved By: partha  
Total Editing Time: 8 Minutes  
Last Printed On: 3/8/2010 5:41:00 PM  
As of Last Complete Printing  
Number of Pages: 5  
Number of Words: 1,859 (approx.)  
Number of Characters: 10,597 (approx.)

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## School-Parent Compact

The International High School @ Prospect Heights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

### School Responsibilities

The International High School @ Prospect Heights will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Students at The International High School @ Prospect Heights receive a complete high school curriculum combining interdisciplinary study of all subject matter with intensive study of English. Students attend 60-minute core classes as well as an elective class each day. Faculty integrates English as a second language techniques into their content area courses while providing students with opportunities to further develop their native language skills through peer-mediated instructional activities and instructional materials and books in their native languages. All classes are heterogeneous; that is, students are not grouped according to language level, achievement level, age, or grade level. Our instructional team develops thematically-based courses of study designed to ensure that students have the opportunity to meet or exceed city and state standards in all content areas. Students stay with the same interdisciplinary team of teachers for two school years. As part of their course work, students work on performance-based tasks. While performance assessment is a key component of this program, International @ Prospect uses this work to support students' development towards mastery of state standards.

The goal of our professional development program is to ensure that every faculty member is fully equipped to support all students in meeting graduation requirements. To meet this goal, our teachers are engaged in ongoing efforts to align curriculum and classroom assessments to graduation standards. The weekly team meeting is the cornerstone of our professional development program. During team meeting, our staff hones in their proficiency in the following techniques:

- ⊙ Managing a student-centered classroom by facilitating cooperative learning within small groups of students;
- ⊙ Accommodating heterogeneity by designing and differentiating curriculum so that it is accessible but challenging for students with different degrees of academic experience and levels of native language literacy and English language proficiency;
- ⊙ Integrating both native and English language development with content areas in classrooms where students may speak many different languages and have widely varied levels of proficiency in English;

- © Constructing an interdisciplinary course of study that permits students to make connections, solve meaningful problems and apply learning to new areas without sacrificing the rigor of the individual disciplines.

We strongly believe that teacher learning should parallel student learning, and all our staff development initiatives reflect this belief.

Our advisory program is a good source of academic and affective support for our students. During advisory teachers conference with students and develop a cohesive school community through team building activities. The advisor is the person responsible for maintaining contact with a student's parents. In fact, it is the advisor who interfaces with the parent during parent/teacher conferences. In addition to advisory planning meetings every other week, teachers also attend guidance meetings, during which the progress of individual students is discussed.

In summary, The International High School @ Prospect Heights is a place that holds students' social, emotional, and academic needs at the fore. We are a learning institution, and as such, believe that all members of our community—students, parents, staff, and administrators—are constantly involved in learning and growing.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences to discuss a child's individual achievement take place by appointment twice a year. Parents are contacted by the child's advisor, who is responsible for giving parents their child's report card and communicating the child's strengths and areas of growth. Parents can speak to individual subject teachers at any time by appointment. However, the child's advisor is able to provide parents with all of the information needed to help the child grow as a learner.

We require two things: 1) Children must be present during the conference. Should the child not attend the conference, the conference needs to be rescheduled. 2) Parents should make every effort to attend on the scheduled day. However, if parents are not able to attend, the child's advisor will make every effort to schedule the meeting at a time that is more convenient for the parent.

Our school was created in order to serve the very specific needs of immigrant students whose first language is not English. In order for our students to learn and grow, we do all we can to enlist the help of their families.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents receive six reports each year. There is one narrative report card (with letter grades) in the fall, followed by a progress report midway, and a final report card at the end of the semester. The spring schedule is similar. Parents have the opportunity to review each report with the child's advisor upon request.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

There are two opportunities for all parents to come in, once in the fall and once in the spring, to sit with the child's advisor for half an hour to review the student's progress. This is the formal process. However, advisors are very accessible, via phone, home visits, and school visits by appointment to meet with parents at any time that is convenient to both parties.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Our school has an open door policy for parents. We prefer that they notify us in advance if they want to visit. However, we welcome them whenever they come in. For the next academic year, we hope to create a new school tradition, the monthly parental visit and classroom sharing. This goal of this new structure is to institutionalize parental involvement in the classroom and make parents a permanent presence in the school.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

PA and SLT meetings take place once a month. During these meetings, which are well publicized, parents are invited to be part of the decision making process where school improvement policies are concerned.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

PA and SLT meetings take place once a month. During these meetings, which are well publicized, parents are invited to be part of the decision making process where school improvement policies are concerned.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

PA and SLT meetings take place once a month, with special meetings taking place as needed. During these meetings, which are well publicized, parents are invited to be part of the decision making process where school improvement policies are concerned.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

All school communications are sent to the DOE's Translation Unit for translation into Spanish, French, Chinese, Bengali and Arabic.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Through curriculum night, other informational sessions, and the parent handbook, parents are kept informed of our school's program and goals.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

As a small school, it is easier for us to work with parents as requests come up. We always accommodate parental requests for meetings, whether with individual teachers/advisors or with school administration.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Parents receive six progress reports a year, including four narrative report cards. Final report cards for every semester are mailed home.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

We have never been in this situation, but if this should occur, we will notify parents in the six languages mentioned above in a timely manner.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- ⊙ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - interfacing with my child's advisor regularly to keep track of my child's progress in school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⊙ volunteering in my child's classroom;
- ⊙ participating, as appropriate, in decisions relating to my children's education;

- ⊙ participating in school activities on a regular basis;
- ⊙ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⊙ reading together with my child every day;
- ⊙ allowing my child to attend school trips;
- ⊙ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⊙ respecting the cultural differences of others;
- ⊙ helping my child accept consequences for negative behavior;
- ⊙ being aware of and following the rules and regulations of the school and district;
- ⊙ supporting the school's discipline policy;
- ⊙ expressing high expectation and offering praise and encouragement for achievement

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ⊙ Come to school every day.
- ⊙ Do my homework every day and ask for help when I need to.
- ⊙ Attend after school, before school, or Saturday sessions when it is recommended by teachers.
- ⊙ Read at least 30 minutes every day outside of school time.
- ⊙ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- ⊙ Participate in all school projects and demonstrate leadership and cooperation when working with others.
- ⊙ Speaking English in school as the main language of communication.
- ⊙ Respecting school rules and building-wide policies.

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

Filename: 17K524 Parent Compact 2009-10\_Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K524\_Over  
Template: C:\Documents and Settings\partha\Application  
Data\Microsoft\Templates\Normal.dot  
Title: Part B: School-Parent Compact  
Subject:  
Author: DOE  
Keywords:  
Comments:  
Creation Date: 11/3/2009 12:23:00 PM  
Change Number: 2  
Last Saved On: 11/3/2009 12:23:00 PM  
Last Saved By: NYCDOE  
Total Editing Time: 0 Minutes  
Last Printed On: 3/8/2010 5:41:00 PM  
As of Last Complete Printing  
Number of Pages: 5  
Number of Words: 1,994 (approx.)  
Number of Characters: 11,372 (approx.)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
See goals and objectives, pages 10 – 17.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

See pages 5, 6, and 14 – 21.

3. Instruction by highly qualified staff.

All of our teachers are state certified in the subject areas in which they teach.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See pages 22 – 23.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our intermediary, the Internationals Network for Public Schools (INPS), advertises teacher vacancies on behalf of all the schools in the network in several websites that cater to individuals who have the personal and professional qualities we seek in all teachers at our school. In addition, the I-START program, sponsored by INPS in collaboration with Long Island University and the NYC Teaching Fellows, creates a yearly pool of teachers certified in ESL and already trained in our model that we can draw from. Our school website is another source for advertising vacancies, as is the Isideschools.org website. Our school has a very strong reputation. Word of mouth is not to be discounted. We receive scores of resumes every spring. Finally, the DOE allows schools to post vacancies in the New Teacher Finder and the NYC Teaching Fellows websites. All of these resources have proved sufficient over time to attract qualified staff to our school.

6. Strategies to increase parental involvement through means such as family literacy services.

We are hoping to have the funding to offer ESL /technology classes for parents for a 10-week cycle.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school is organized into five interdisciplinary teams. The purpose of this is to allow teachers to make decisions about the small number of students they teach (up to 80 as opposed to up 150 in most schools) based on assessments and other data. Teachers meet three times a week during the school day to discuss curriculum, instruction, and individual students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See LAP (attached).

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school, to the best of our ability, offers a comprehensive program for all students. We work very hard to ensure that our students receive all benefits they are entitled to under the law and all benefits they could possibly get outside of what is required. Our school has the highest student participation rate in the Federal school meals program in our building. We require them to go to the student cafeteria every day by not providing any programming that may conflict with lunch. We have a partnership with health providers to help students get immunized at the

school. In addition, students who are parents avail themselves of the LYFE program in our building, which provides child care to students free of cost while they attend school. When students and families are in need of additional supports that we cannot provide in-house, we refer them to social welfare and health care agencies outside of school that may be able to provide those supports. Our Assistant Principal of Guidance, our two full-time social workers, and our parent coordinator are knowledgeable about how to access Federal, State and city agencies for help. This starts with our knowing our students and their families well. Our advisory program is the first line of defense in this area.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| <b>Type of Review or Monitoring Visit</b><br>(Include agency & dates of visits) | <b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | <b>Actions the school has taken, or plans to take, to address review team recommendations</b> |
|---|---|---|
|   |   |   |

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to prepare for the quality review, our staff met in large and small groups—interdisciplinary, discipline based, and committees, in order to review our systems and curriculum. The review started with a mock learning environment survey, where teachers matched systems in place at school to survey questions. The same was done for all quality statements. Once that process was completed, two binders were prepared to provide evidence of our accomplishments. These binders included curriculum maps and curriculum binders for all subjects. The self-assessment was thorough and led to a comprehensive written self-assessment report. This process allowed our staff to get a solid idea of where we are strong and where we need to improve.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers align curriculum with state standards, always keeping students' learning needs in mind. They differentiate and scaffold instruction and make sure all students are involved in the learning process. Differentiating through project-based learning provides various points of entry for students. Our class size allows teachers to focus on student progress in the classroom and pull back those scaffolds accordingly. In addition, teachers create binders of interdisciplinary project-based curriculum that serve as a resource for themselves and others, which are supplemented on an ongoing basis. Our formative assessment rubrics are closely aligned to Regents standards. As a result, it is easy to tailor instruction to different levels of need based on the results of these assessments. Our ELA Regents pass rates increase at high rates over time, with huge leaps in the 12<sup>th</sup> grade, which matches what research on second language development tells us: that learning academic language in a second language is a developmental process that takes three to seven years to master.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See page 36, 1A.1 (above)

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers align curriculum with state standards, always keeping students' learning needs in mind. They differentiate and scaffold instruction and make sure all students are involved in the learning process. Differentiating through project-based learning provides various points of entry for students and provides the context for a level of depth in problem solving situations that are not available through a more traditional curriculum. Our class size allows teachers to focus on student progress in the classroom and pull back those scaffolds accordingly. In addition, teachers create binders of interdisciplinary project-based curriculum that serve as a resource for themselves and others, which are supplemented on an ongoing basis. Our formative assessment rubrics are closely aligned to Regents standards. As a result, it is easy to tailor instruction to different levels of need based on the results of these assessments. Our math Regents have been the highest of any exam on the first try for our students for both all cohorts. A change in curriculum mid sequence created a drop in pass rates for the Cohort of 2010. However, the lag is being addressed currently. Results of formative assessments in math for these students indicate that this cohort is on track to experience pass rates that meet or exceed the benchmark established by their peers in previous classes.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See 1A.1, page 36, above.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our philosophy states that language and content go hand in hand and are mutually reinforcing. All teachers at The International High School @ Prospect Heights are teachers of language as well as teachers of content. We expect our students to be able to speak, write, read, and listen in English. Thus our curriculum, instruction, and professional development centers on those expectations. We strive to provide professional development on an ongoing basis that sharpens our teachers' abilities to blend content and language development in the classroom. As such, our team structure and team meetings work to both inform practice and provide professional development that is focused on meeting the needs of students. Our school professional development program begins in the summer, before school starts, when teachers return to work up to two weeks early in order to begin meeting with one another, plan curriculum and group students. During this time, curriculum maps for the semester are created, advisory plans are solidified, and teachers set goals for the year. During the year, every conversation teachers have with one another serve as an opportunity for professional development. In this sense, professional development is happening all the time. However, workshops and more traditional types of professional development take place as well. Our schedule supports three 65-minute meetings a week (common planning time) for teachers to meet in disciplinary and interdisciplinary teams.

Our mentoring and coaching program, developed by our math and language development coaches is differentiated, matching teachers across disciplines and grades. All teachers who are mentored or coached gain additional curriculum writing expertise and enhance their teaching strategies. In addition, team teaching helps all teachers on a team learn to scaffold instruction further for students who struggle

with literacy and math. It provides a pathway for teachers to share strategies with one another that they have learned both at school and outside of school. This creates a strong professional development opportunity for the paired teachers.

The inquiry project allows teachers to focus on individual student needs across all subject areas. Teachers are also take advantage of outside professional development opportunities, such as those offered by the Internationals Network for Public Schools (INPS), The New York City Department of Education, various museums, professional organizations, and other institutions of higher learning. Many of our teachers have completed Quality Teaching for English Language Learners (QTEL) training offered through the Department of Education.

At least two times a year, teachers visit one another within their disciplines and interdisciplinary teams. During these visits, teachers focus on an area of their colleagues' choosing that is related to student learning. The visit is followed by a post-observation conference, where suggestions and recommendations are made. Furthermore, teachers visit other Internationals Network schools to observe experienced teachers utilizing project-based instructional strategies.

If internal expertise does not exist, the principal provides content area support (scope and sequence, project-based instruction, Regents exam infusion, etc.) by finding external facilitators who can provide content expertise within the context of the International model. INPS has been instrumental in locating these facilitators.

At the end of the school year, the teaching staff goes on a two-day retreat. This time allows teachers to reflect on their successes for the year, as well on their areas of growth. Reflections and peer review observation reports form the basis for end-of-year teacher portfolios.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See page 36, 1A.1 above

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See 2A.3, pages 39 and 40, above. Project based learning is our main instructional tool. The curriculum is designed to engage students in hands-one projects, even in math. While teachers continue to work on engaging each student at all times, we are well on our way to getting there.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See page 36, 1A.1 above

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The rate of teacher retention at our school is excellent. Ninety-one percent of our teachers in 2008-2009 returned for the 2009-2010 school year. Every year since our inception we have attained a teacher retention rate of 90 percent or above.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See 1A.1, page 36, above. In this instance, our data specialist is also an instrumental part of this process.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school was designed to serve the needs of ELLs. All of our students are current or former ELLs. See attached LAP for a full description of our instructional and professional development programs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See 1A.1 above, page 36.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We received an A in our 2007-2008 progress report and are expecting an A again in 2008-2009 (data not yet available). In terms of state accountability, we are in good standing in all areas. This is partly because The International High School @ Prospect Heights gathers and uses data in various ways to understand and impact student performance:

1. Teachers constantly assess student progress via various modes of assessment, including rubrics, the maintenance of student work folders, and multiple projects.
2. Struggling students, especially Students with Interrupted Formal Education (SIFE) are identified early. We learn students' school and family histories. Along with our accumulated knowledge of various school systems around the world, this information helps us meet the needs of our students and their families.
3. Manageable to small class sizes allow for teacher observation of student performance, which serve as informal evaluations during team and guidance meetings and acts as an early-warning system to identify and support students in need of academic assistance. The social worker and assistant principal for guidance assist teams of teachers/advisors in getting to know their students' academic strengths and needs over the years. This allows for maximum support on a truly individual basis. Our advisory program allows for conferencing with students two times a week regarding student achievement.

4. Inquiry work is used to identify and track specific students in need of support on an ongoing basis. This, in turn, leads to discussions about various teaching methodologies to support these students and, by extension, other students with similar profiles. This has become another professional development tool and data source for our teachers. To help with this initiative, the Professional Development Committee developed a protocol for analyzing student work and a protocol for sharing curriculum during team meetings.
5. Our teachers are aware that we only accept students into International @ Prospect who score at the Beginner or Intermediate level on the NYSESLAT exam. Teachers create content curriculum with beginner, intermediate, and advanced language ability in mind and scaffold projects accordingly.
6. Regents data, cohort data, report card grades, scholarship reports, as well as teacher referrals, are used to identify students in need of additional support. Such students are earmarked for after-school tutoring, Saturday programs, summer intensives, or additional literacy support.
7. Teachers track attendance via their own records and through daily attendance reports issued by the attendance coordinator. Our social workers and assistant principal for guidance also follow-up on attendance issues.
8. The language development strand of the formative assessments rubric is a useful tool in the preparation of curriculum and in the analysis of student work, which is done during team and/or guidance meetings.
9. Teams prepare descriptive reviews of students who are struggling or not being engaged. Students discussed may also have received multiple academic referrals from their teachers. Descriptive reviews are non-judgmental observations of student performance and strengths and preferences which lead to discussions of curricular modifications in any or all subjects. The guidance binder keeps a record of the discussions for each student and follow-up.
10. Our school created report card rubric is broken down into grading ranges based on student performance over the four years in our school, with grading favoring mastery of content over language development as students advance. In addition to conferencing with students and their families regarding their achievement in each area of the rubric—what teachers call the “minigrades”—teachers write narratives regarding student performance. Narratives detail specific areas for improvement.
11. Every semester, our students prepare and defend a portfolio. The portfolio serves as a summative assessment of students’ learning.
12. ARIS access has been granted to all teachers, and ongoing training is provided to ensure 100 percent access and use, as well as integration of ARIS into other established data analysis areas of our school.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See page 36, 1A.1 above.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We do not have any students in need of behavioral support plans currently enrolled. However, we have structures and systems in place that can mobilize the special education teacher, the guidance team, and the interdisciplinary team to meet and create a plan that addresses the needs of the student in question should the need arise.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See page 36, 1A.1 above.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have 14 special education students, all fully integrated into our general education program. Teachers have full access to and are supported in implementing the IEPs. As our knowledge in this area grows, the administration continues to develop systems that allow for stronger communication between the special education teacher and the instructional team.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, we have three students in temporary housing.

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

STH's are provided all services created for populations who need academic intervention, especially small advisory groups and open access to the social workers (see pages 20 and 21).

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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