



THE INTERNATIONAL HIGH SCHOOL AT LAFAYETTE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 21K337
ADDRESS: 2630 BENSON AVENUE, BROOKLYN, NY 11214
TELEPHONE: 718-333-7860
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K337 **SCHOOL NAME:** The International High School at Lafayette

SCHOOL ADDRESS: 2630 Benson Avenue – Brooklyn, NY 11214

SCHOOL TELEPHONE: 718-333-7860 **FAX:** 718-333-7861

SCHOOL CONTACT PERSON: Michael Soet **EMAIL ADDRESS:** MSoet@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sherien Sultan

PRINCIPAL: Michael Soet

UFT CHAPTER LEADER: Joel Troge

PARENTS' ASSOCIATION PRESIDENT: Pilar Cuello

STUDENT REPRESENTATIVE:
(Required for high schools) Benedicte Jolimeau

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** CFN 106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Aimee Horowitz

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Michael F. Soet	*Principal or Designee	
Joel Troge	*UFT Chapter Chairperson or Designee	
Pilar Cuello	*PA/PTA President or Designated Co-President	
Nonna Zaitseva	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lurick Calixte	DC 37 Representative, if applicable	
Benedicte Jolimeau Jak Kutlukov	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Cordero	CBO Representative, if applicable	
Sherien Sultan	Member/ Teacher	
Candida Baez	Member/ Parent	
Nara Depaula	Member/ Parent	
	Member/	

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

* Core (mandatory) SLT members.

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.

The International High School at Lafayette is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 325 students who immigrated from over 50 countries and collectively speak 26 languages. We are one of eleven International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the "Internationals Approach". This approach is built upon five core principles which influence all aspects of our structure, pedagogy and operations, and include:

Heterogeneity and Collaboration

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school's four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work. Experiential learning also means "hands-on" activities, role-plays, and simulations, which occur in all content area classes as a result of our teacher-designed, project-based curricula.

Language and Content Integration

The International High Schools integrate language and content in a "content-based ESL" approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, all teachers provide opportunities for language development within all subject area classes. Students acquire English and content area knowledge hand-in-hand throughout each school day.

Localized Autonomy

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

One Learning Model for All

The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another). Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The International High School at Lafayette				
District:	21	DBN #:	21K337	School BEDS Code:	332100011337

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.6	89.7			
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		84.6	86.6			
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		94.8	92.4	85.0		
Grade 8	0	0	0						
Grade 9	70	69	77	Students in Temporary Housing: Total Number					
Grade 10	79	86	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	78	74	69		2	28			
Grade 12	0	78	82						
Ungraded	0	0	0	Recent Immigrants: Total Number					
	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	227	307	326		50	94	62		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	42				
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1				
Number all others	0	0	2						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	190	252	294	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals			
	2007-08	2008-09	2009-10		3	5	
	20	25		Number of Educational Paraprofessionals			
					0	0	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school	100.0	88.0	
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	6.3	16.0	
Black or African American	37.4	32.2	28.5	Percent more than five years teaching anywhere	18.8	16.0	
Hispanic or Latino	35.7	35.5	33.1				
Asian or Native Hawaiian/Other Pacific Isl.	14.1	16.3	23.0	Percent Masters Degree or higher	75.0	64.0	
White	12.8	16.0	14.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	
Multi-racial	0.0	0.0	0.0				
Male	57.3	58.3	55.5				
Female	42.7	41.7	45.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

We are proud of our accomplishments since our opening in September 2005. In a relatively short amount of time, we have established a school culture where all stakeholders, whether students or adults, respect one another, collaborate with their peers, and reflect on their own growth. This environment has fostered great student achievement, as reflected in our performance data:

“Well-Developed” QR Rating for the second year in a row – IHSL was once again deemed to be a “well-developed” school on its most recent QR in May 2009. The reviewer lauded us for our leadership, challenging curricula, high expectations, use of data, sense of community, and collaborative processes throughout the school's structure.

Five-Year Graduation Rate of over 85% - As predicted in last year's CEP, our five-year graduation rate has exceeded 85%. While we did experience a decline in the four-year graduation rate in 2010, we are expecting to improve on this figure in 2011 and that our five-year graduation rate for the 2010 cohort will also exceed 80%. The decline in the four-year graduation rate this past June was due to many factors, including: the number of new immigrants in this cohort's 9th grade class, the Haitian earthquake, the economic crisis, and the raising of the Regents examinations passing score.

High Attendance Rate – although we have faced difficulties in the recent past with attendance rates, we are still hovering in the 90% range. We have had attendance issues associated with long commutes for our students, but are expecting this rate to increase this year.

We have also achieved great successes in other areas throughout our short history, which include:

- **Emphasis on the Arts** – All students at IHS study one of the arts (drama, visual art, or music) each year intensively, meaning that they have as much class time in an arts class as they do in each of the other disciplines. Since the arts are a crucial way for expressing creativity and self in ways that don't exclusively rely on language, all students -- even our newest ELLs -- have the opportunity to have their voices heard. These opportunities extend into before-/after-school and Saturday programs as well, and include classes, cultural performances and museum visits.
- **Career Internship Program** – All members of our junior class participate in off-site internships around the city for an intensive 12-week (144 hours total) experiential learning opportunity to

explore career interests, learn new skills, and further develop language in an authentic way. Students intern at such organizations as NYU Medical Center, Amnesty International, Teachers College Press, NY Methodist Hospital, and City Year.

- **College Now Program** – Through a partnership with Kingsborough Community College (KCC), we have offered 8 different college-level courses to 11th and 12th graders here free of charge in this, our fourth year of participation in the *College Now* program. Additionally, our students can extend this opportunity by attending Saturday and summer college courses on KCC’s campus. More than 60% of the Class of 2011 has taken advantage of this opportunity to gain college credits while still in high school. Since most of our students will be the first in their families to attend college, exposing them to these opportunities will be crucial to their future success.
- **Consistent Use of Performance-Based Assessments** – Enacting the belief that students learn best by doing, all of our teachers use performance-based assessments – evaluating student performance through, for example, oral presentations, hands-on projects, role-plays, service projects, and portfolios of work – to give students an opportunity to demonstrate what they have learned. While tests and quizzes are also employed, these are by no means the sole venues for determining students’ acquisition of new knowledge and skills.
- **Strong Professional Development** – Our staff is dedicated to improving their craft through self-reflection, experimentation, research, and the acquisition of new skills and techniques. In addition to attending numerous conferences, off-site workshops, and inter-visitations (both internal and external), our staff also engages in small group action research projects. Virtually all of our in-house professional development is organized and executed by our own faculty, thus enacting our core principle of collaboration – staff members learning from one another.
- **Retention of Teaching Staff** – While there has been some turnover in the staff since we began, no one has left our school to work at another NYCDOE public school. Of the seven faculty members who have chosen to leave our school: four moved out of state and three left teaching to pursue medical school.
- **Integration of Technology in Curriculum** – Virtually all faculty members have integrated various technological applications (PowerPoint, iMovie, iPhoto, and Garageband, among others) into their curricula, which has not only engaged students deeper into collaborative, project-based learning, but given them the skills necessary to succeed in a world where technology plays an ever more dominant role.
- **Highly Motivated and Professional Staff** – At IHS there is an outstanding level of collegial interaction and mutual support. All of our teachers are fully-credentialed and highly active in a wide range of professional activities. Moreover, all staff write and develop their own curricula with embedded opportunities for language development. Each summer we hold an intensive week-long summer professional development institute where staff learn or further develop their knowledge of the fundamentals of such ESL methodologies as scaffolding, language development, and differentiating curricula.
- **Teaching Team Structure** – Our teaching team structure, whereby small groups of teachers are responsible for small groups of students, promotes success. First, it allows teachers to create interdisciplinary curricula that reinforce big themes in different ways. Secondly, weekly team meetings and daily online communications allow team members to share common concerns about students’ progress quickly and efficiently – no one “slips through the cracks.” Thirdly, by sharing methodologies with their peers, all teachers on a team can reinforce the

same academic skills with their shared students. Each team's leader meets with administration weekly to discuss team issues.

- **Use of Data to Inform Instruction** – Our success in meeting the unique needs of our ELL students comes in large part from the use of data to inform instruction. Upon entry to our school, intake interviews are conducted as a diagnostic tool to understand students' educational past. Formative assessments, progress reports, Regents scores, NYSESLAT scores, projects and other classroom assessments are consistently analyzed to determine how best to tailor differentiated curriculum to students' academic and linguistic needs. Weekly team meetings and communication via school list-serve allow teachers to share information on students, which in turn informs curricular decisions.
- **Support from The Internationals Network for Public Schools (INPS)** - As part of INPS, we participate in many joint activities with the nine other IHSs in the city in order to support each other in our work with ELLs. Principals meet monthly to share best practices, discuss policy affecting our schools, and to collaboratively troubleshoot school issues. Teachers across schools meet throughout the year through joint professional development days (3-4 annually), online discussion forums, school inter-visitations, development of interdisciplinary projects and informal social events. Guidance personnel meet to discuss shared issues and plan joint college fairs and visits.
- **Membership in the Children First Network #106** – As a founding member of the Children First Network, we are a part of an Empowerment School initiative that gives greater support and autonomy to principals in order to run their instructional programs according to student needs as determined by the school community, not external bureaucratic or legislative bodies. While we are held accountable for student outcomes, we are not told how to achieve them. Many key decisions about curriculum, budget, and professional development are left to our discretion. This leeway allows us to respond to conditions in the classroom, staff room, and main office according to our own needs, as determined by analyses of our operations and results.

Despite our successes, several factors also continue to challenge our growth:

- **Stigma of Lafayette Education Complex** – We reside in the former Lafayette High School, which was completely phased out in June 2010. The reason LHS was shut down initially was due to a lawsuit filed by the Asian American Legal Defense and Education Fund against LHS concerning discrimination against its recent immigrant ELL students. As a result, the "Lafayette" name (attached to both the building and our school) does not necessarily carry positive connotations in the neighborhood for recent immigrants. As a result, recruitment has been difficult. For the 2010-11 school year, we were able to fill only 56 out of 108 available seats with students attending 8th grade in the NYC Public School system. We are hoping that with time and better publicity of our successes, this challenge will be overcome.
- **Lack of Significant Parent Involvement** – While we received high scores from parents on our 2009-10 Learning Environment Surveys, we constantly struggle to get parents more actively involved in the life of our school. We attribute the positive feedback to several initiatives we have made in the last several years: mailings and recorded phone messages are sent to homes in the families' native languages, hiring of bi- or trilingual staff members, and having translators on hand at all school events. Although the data show parents are pleased with our efforts, attendance at school events remains low. More than 90% of our students receive free lunch, which indicates that the vast majority of our students' families are poor. As a result, many students' family members work several jobs, both day and night, rendering them unavailable to attend events. We have had some success through repeated outreach and incentives like food, free metro-cards, babysitting services, and showcases of student

work (concerts, plays, student-produced films) coupled with Family Association meetings. Despite attendance problems at school events, families do come when asked in order to address behavior and/or academic issues concerning their child. We are hoping as our student base is increasingly recruited from the immediate vicinity of the school (we have only been here two years thus far), participation in the Family Association will increase.

- **Lack of Accommodations in Accountability for English Language Development –** Research on language acquisition has demonstrated that it takes 5-7 years for ELLs to acquire academic language proficiency (assuming that a student arrives with the appropriate grade-level education in their native language). Given that students are expected to graduate in four years, and must learn English and content simultaneously during that time, we are asking our students to accomplish a great deal in a period of time shown to be inadequate for such a task. Evidence collected over the past 25 years indicates that our instructional model provides students with the greatest opportunity to meet these challenges and successfully graduate from high school. Nonetheless, our students are required to meet the same graduation requirements as their monolingual, native-English speaking peers. Similarly, we are required to produce graduates on the same time frame as all other schools, without accommodation for the fact that our students, according to research, simply need more time to succeed and be able to compete on a level playing field in college and beyond with their native-born peers.
- **Student Goal Setting –** One area pinpointed for improvement on our QR in May of 2009 was student goal setting. Although our reviewer cited our efforts thus far as a “good foundation of goal setting,” she urged us to deepen this work so as to “empower more student ownership over the incremental steps to academic and personal success.” As a result, we are focusing more on goal setting and achieving through our reinvigorated advisory program. Through this program, students and teachers more frequently check in on progress toward meeting their goals. We began this work already last year, but need to strengthen it for the 2010-11 school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

- The International High School at Lafayette (IHSL) has struggled with parent/family involvement in the life of the school but will be able to improve as newer student cohorts are recruited directly from the neighborhood. Connecting students' families with the school staff and faculty is an essential component to student academic, linguistic, and social-emotional growth and success. **Average attendance at IHSL Family Association Meetings will increase by 15%.**
- IHSL exclusively serves English Language Learners, and therefore language development is always our top priority. ELLs at IHSL will show significant progress in English language development as a result of our implementation of the Internationals Approach, where language development and acquisition of content area knowledge are meshed in every classroom. **80% of ELL students will make gains of at least 10% on one or more sub subsections of the 2011 NYSESLAT test (given in May 2011)**
- IHSL, as part of the CFN106 Network, is participating in the NYCDOE Literacy Pilot linked to the new Common Core Standards. Involvement in this program will bring professional development to faculty surrounding the promotion of literacy across all core subject area classes. As a result, **35% of core subject area teachers will develop exemplary project units that incorporate literacy development.**
- IHSL will strengthen its system for student academic, linguistic, and personal goal setting. This, in turn will lead to increased student achievement as students and their families will be kept better informed of their progress. **80% of students (who were on register on or before October 31, 2010) will receive 10 or more credits by the end of the 2010-11 school year in June 2011.**
- IHSL will strengthen its portfolio process in order to support teacher development in assessment and student achievement. **80% of all students will pass their portfolio presentations (consisting of an oral defense and written components tied to "best of" course work in the content areas – English, social studies, mathematics, science, and art) by the end of the 2010-11 school year in June 2011.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Language Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of ELL students will make gains of at least 10% on one or more sub subsections of the 2011 NYSESLAT test (given in May 2011)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Faculty in all subject areas will receive high quality professional development in embedding opportunities for language development within their project-based, content area curricula • Our Literacy Coach will work intensively with individual teachers to implement techniques for language development introduced during professional development sessions, as well as work with each teaching team to analyze student work (with a focus on language development) and provide peer feedback on curriculum. • Our newest ELLs will be mandated to attend the following programs to ensure their language development: literacy/ESL “selective” classes, tutoring, Writing Center, and Saturday Academy • Per session from SIFE Grant to pay for faculty to run drop-in Writing Center as well as Saturday Academy
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • SIFE Grant and or TL monies will fund per session for Saturday Academy, Writing Center, and curriculum development for the literacy selectives • Title I and Title III funds used for professional development • Title I (Conceptual Consolidation) used to purchase educational supplies

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Faculty will monitor students' progress in reading and writing through analysis of scores on the ELL formative assessment in ELA; a comparison in the two annual scores will show an increase of at least .25 (on 6 point scale) for 80% of all students. • Anecdotal evidence of student language development through observation of student oral presentations and collaborative learning in the classroom • Analysis of course pass rates for ELLs at midyear will reveal which students need additional support in language development, to be provided through literacy/ESL "selectives," tutoring, Saturday Academy, and Writing Center. 80% of students should have earned 3.3 credits or more by end of first trimester, as well as a total of 6.7 by the end of the second trimester.
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Subject/Area (where relevant): Goal-Setting

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>80% of students (who were on register on or before October 31, 2010) will receive 10 or more credits by the end of the 2010-11 school year in August 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All students will set academic goals for themselves through our advisory program (professional development for staff to facilitate advisory program) • Students will analyze their progress reports and report cards with peers four times each year to determine the degree to which they have met their goals as well as devising action steps for achieving them when they are not "on track." • Students in need of additional academic support will be referred to: our drop-in Writing and Math Centers after school; tutoring; and special academic "selectives" during our elective period; • Progress Reports and report cards are sent to parents and discussed at Open School Night/Afternoon as well as at Family Association Meetings.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • SIFE Grant and/or TL monies for per session will fund Saturday Academy, Writing Center, and curriculum development for the literacy selectives • Title I and Title III for professional development, supplies, and parent involvement

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of course pass rate at end of first trimester in December – 80% of students should have earned at least 3.3 credits by this point. • Analysis of course pass rate at end of second trimester in April – 80% of students should have earned at least 6.7 credits by this point. • Analysis of support program (tutoring, Writing Center, Math Center, etc.) attendance • Monitoring of overall school attendance; past analysis has shown a direct correlation between attendance and course pass rates
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Subject/Area (where relevant): Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>80% of all students will pass their portfolio presentations (consisting of an oral defense and written components tied to “best of” course work in the content areas – English, social studies, mathematics, science, and art) by the end of the 2010-11 school year in June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Interdisciplinary (i.e. grade-level) teaching teams will meet to reflect on and revise the process of collecting and presenting the portfolio and align rubrics with those of the Performance Standards Consortium (we have joined their DYO for formative assessment). • Discipline teams will meet monthly to establish common language and formats for portfolio projects, including: lab reports, literary essays, research papers, artists’ statements and math projects. • All students will present portfolios in April, at the end of the second trimester • Teams will meet after the process to debrief their experiences and further revise.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I per session funds for professional development (discipline meetings and teaching team meetings) • TL funding for supplies (student portfolio folders)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of semester portfolio pass rate for all students in April 2011; (portfolio pass/fail grade included on second trimester report cards); at least 70% should pass their April portfolios in order to meet school-wide goal for June (students not passing will have May to complete make-up portfolio presentations). • Agendas and minutes from discipline, team, and professional development meetings • Samples of the Student Portfolio Template and portfolios themselves
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Subject/Area (where relevant): Parent/Family Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Average attendance at IHSL Family Association Meetings will increase by 15%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Each Family Association meeting will be paired with a student work showcase or workshop that will address a need families have pre-identified (through a survey conducted in September) in order to increase participation (with aid of faculty) • Mailings and phone messages about FA meetings will go out 3 (v. 2 previously) weeks in advance in order to remind families (with aid of Parent Coordinator) • Family ESL Classes will begin in autumn (did not start until spring last year) and taught by ESL-certified faculty member
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I 1% Parent Involvement to fund food, postage, and metrocards for FA meetings • TL monies to supplement Title I funds • Title III and TL Translation funding to support translation at FA meetings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of attendance rates after first two monthly meetings in order to determine effectiveness of communication with families and every two months thereafter

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>35% of core subject area teachers will develop exemplary project units that incorporate literacy development.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Participation by Faculty Team Leaders and administrative team in professional development workshops and seminars provided by CFN1 Network as part of literacy in the content areas pilot program • Turnkey of knowledge, skills, and strategies by Team Leaders to all faculty • Implementation of literacy development across all content areas by all content area teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Per session for the after-school professional development trainings to be provided by CFN1 network (per session funding comes attached to membership in pilot program) • Turnkey activities to happen during regularly scheduled school professional development sessions (each Wednesday, 90 minutes)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analysis of teacher-generated curricula throughout the year, both by administrative team and teaching teams, will yield exemplary strategies for incorporating literacy development within content area curricula; these exemplars to be shared with all faculty during school professional development meetings • Teacher peer observations of exemplary literacy integration

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	19	19	19	19			1	
10	36	36	36	36			14	
11	23	23	23	23			22	
12	15	15	15	15	3		11	

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Literacy Selective: small literacy classes with 12:1 student/teacher ratios which meet twice weekly during the school day for 65 minutes each meeting.</p> <p>Literacy Pull-Out Class: our newest SIFE students in 9th/10th grade get special English instruction in a small group setting – 8:1 student/teacher ratio – during the school day, 65 minutes/class, 4 class periods per week</p> <p>Explorer’s Club: experiential learning trips with literacy components for small groups of students each Saturday for four hours</p> <p>Peer Read Aloud: faculty and student peers read aloud one-to-one to literacy students during after-school class, 60 minutes per week</p> <p>Writing Center: four times weekly, any student in school has the option to utilize this “drop-in” center where teachers and other students assist kids who struggle with their writing, 60 minutes before school day begins</p> <p>Enrichment Classes: four times weekly during the academic school day, 12th grade students in danger of not graduating receive Regents preparation courses in the exam areas that they have not yet passed.</p>
Mathematics:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or</p>

	<p>after school, 60 minutes each meeting</p> <p>Additional Math Tutoring: students have the opportunity to attend two additional math tutoring sessions each week, 60 minutes per session</p> <p>Enrichment Classes: four times weekly during the academic school day, 12th grade students in danger of not graduating receive Regents preparation courses in the exam areas that they have not yet passed.</p>
Science:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Science Selectives: Older students who have not passed a science Regents receive specialized instruction geared towards preparing them to pass the Living Environment Regents</p> <p>Enrichment Classes: four times weekly during the academic school day, 12th grade students in danger of not graduating receive Regents preparation courses in the exam areas that they have not yet passed.</p>
Social Studies:	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Social Studies Regents Selectives: 12th grade students who have not yet passed the Global Studies and/or US History Regents exams take an “Enrichment” preparation course, 4 classes per week, 65 minutes each class</p> <p>Enrichment Classes: four times weekly during the academic school day, 12th grade students in danger of not graduating receive Regents preparation courses in the exam areas that they have not yet passed.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Counseling: guidance counselor provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. Guidance counselor also runs a weekly College Preparation class for all seniors in order to support them in the college application process as well as in transitioning out of high school</p>

At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	Counseling: social worker provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. Students who feel more comfortable talking to a counselor in their native language or attending therapy closer to home are referred to various community organizations that specialize in service to a particular ethnic or cultural group. The building social worker also runs small student counseling groups: Adjusting to the US, Boys' Group, Hispanic Boys' Group, Girls' Group, Depression Group, Anger Management Group
At-risk Health-related Services:	Provided by guidance counselor and school health aide, including condom requests, and individual counseling on health-related issues

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 (2010-2011) Language Allocation Policy to this CEP.

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

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

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

X Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** LEP 268 Non-LEP 67

Number of Teachers 21 **Other Staff (Specify)** 1 APO, 1 AP Intern, 1 Coach, 3 paraprofessionals, 2 teacher apprentices, 1 Guidance Counselor, 2 Social Workers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. In this, our fourth year of existence, we will serve 300-310 recent immigrant students in 9th, 10th, 11th, and 12th grade.

Our recent immigrant ELL students in grades 9-12 who are struggling both academically and linguistically have been mandated for the following extra-curricular programs:

- **Writing Center** (one hour on Mondays, Tuesdays, Thursdays and Fridays before school, 20 weeks) – An ESL-certified teacher and trained peer tutors work with 60 9th and 10th grade new ELLs (teacher/student ratio is 1:15; 15 students for each of the four, one-hour sessions) in a direct instruction model whereby students receive additional support in their academic writing skills across subject areas, specifically with literary essays in English class. Students work in small groups and are further supported by peer mentors (former ELLs or stronger ELLs) who work with each small group. This program, conducted in English only, runs each week for 30 weeks throughout the school year except during Regents weeks and holiday/vacation weeks, October through June. This program was created to address the literacy needs of our newest ELLs entering the US educational system for the first time and in need of literacy support based on low LAB-R scores and teacher recommendation (based on formal and informal classroom assessments).
- **Saturday Explorer's Program** (runs every Saturday from 10:00am-3:00pm, September through May, except during school holidays and vacations, 16 weeks) – A certified ESL instructor and other school chaperones lead our SIFE/LTE students on educational excursions to cultural venues throughout the city each Saturday as an extension of the Literacy Pull-Out Class (not funded by Title III - meets four times weekly for 65 minutes/session for 9th/10th grade SIFE students) and the Literacy Selective Class (not funded by Title III – meets twice weekly for 65 minutes/session for our older SIFE/LTE students). Students receive direct literacy instruction connected to the destination so that content is “hands-on” and easier to construct meaning from. Student/teacher ratio is 10:1 or less. This program began as a way to encourage SIFE students to gain literacy instruction on the weekend outside of regular school time, so that they receive the additional linguistic support they need. Destinations for the Saturday Explorer's Program include the American Museum of Natural History, The New York Historical Society, and the Metropolitan Museum of Art. Admission to cultural institutions is also covered by Title III funds. Twenty students are mandated for this program, which is conducted entirely in English. Students will also be creating a video documentary of their visits to these institutions, including creating and recording their own voice-over accompaniment to further augment their language development.

- **Peer Read Aloud Program** (runs Tuesdays after school for one hour, 10 weeks) – Through direct instruction, a certified ESL instructor leads a small group of 20 SIFE/LTE students and 20 of their non-SIFE peer buddies (1:20 teacher/student ratio maximum) in a program whereby students read aloud to each other to increase fluency in reading and pronunciation skills, using texts both in English and the native language (though the teacher instructs only in English). 20 SIFE/LTE students are mandated for this program. Texts for this program include English and foreign (Urdu, Arabic, French, Spanish, Russian, and Chinese) versions of popular literature. This program was launched in response to low LAB-R and NYSESLAT reading scores.
- **Regents Preparation** (runs Tuesdays and Thursdays after school, 8 weeks, November-January and April-June) – Three ESL-certified pedagogues provide direct instruction to a small class (1:15 teacher/student ratio) of of ELLs who have not yet passed their Regents examinations. This class covers both content and test-taking strategies. An internal analysis of Regents scores shows that in addition to language instruction, students often fail because of a lack of test-taking skills. These classes are taught exclusively in English.
- **Adult ESL Classes for Students’ Families** (will run Wednesday evenings, 5:00-7:00pm for 12 weeks, February through May) – one ESL-certified teacher will teach an evening ESL class for the parents and family members of our ELL students. Projected enrollment for this direct instruction class taught exclusively in English will be 25. Title III funds will also be used to purchase texts for this class as well as snacks and metrocards for participants. Texts will be determined once participants’ levels have been assessed. This class is being offered as a result of a general survey of students’ families and also research showing that when students’ families become more engaged in the life of the school, their children do as well.
- **SIFE Literacy Pull-Out Class** (5-8 students per class, 3 classes of students for four periods/week for each class, 65 minute periods) – one ESL-certified teacher will be teaching a literacy pull-out class for our neediest SIFE students in the 9th and 10th grades. The teacher will work with students on basic English literacy in a small group setting, where the teacher /student ratio is no more than 1:8.

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.

Section III. Title III Budget

School: 21K337 – The International High School at Lafayette

BEDS Code: 332100011337

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$11,973.60	<ul style="list-style-type: none"> • Saturday Explorer’s Program (3 teachers x 5 hrs/wk x 16

account for fringe benefits) - Per session - Per diem	\$3,991.20 \$1,995.60 \$498.90 \$997.80	wks x \$49.89/hr) • Writing Center (1 teacher x 4 hrs/wk x 20 wks x \$49.89/hr) • Regents Preparation Classes (2 teachers x 2hrs/wk x 10 wks x \$49.89/hr) • Peer Read Aloud (1 teacher x 1/wk x 10 wks x \$49.89/hr) • Adult ESL Classes for Students' Families (1 teacher x 1/wk x 20 wks x \$49.89/hr)
Purchased services - High quality staff and curriculum development contracts.	\$16,250	• The Internationals Network for Public Schools provides on-site workshops on ESL topics, facilitates intervisitations among IHSs and their faculties, online resources for exemplary ELL-focused curricula in all content areas.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$898.97 \$2000 \$500 \$2,113.93	• Admission to cultural institutions for Saturday Explorer's Club • Books in English ("high interest") for SIFE Literacy Pull-Out Class • Books for Adult ESL Class • 13 Flip-up video cameras for Saturday Explorer's Program video documentation project (13 cameras x \$162.61/camera)
Educational Software (Object Code 199)	\$1500	• Rosetta Stone (English version) for use with students and families (licenses for 10 users)
Travel		
Other		
TOTAL	\$42,720	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As our students are all recent immigrant English Language Learners, almost all of their parents are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication. We also surveyed our students and parents to find out in which language they would like all written and oral communication from the 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.

Survey results, both formal and informal, show that all families require oral and written communication in languages other than English. These results were shared with both staff and the families of our students.

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean), including templates that we can adapt for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior

- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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.

Because we have identified the need to have interpretation services for some students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

Our guidance department and faculty also use the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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 strategies, all of which meet Chancellor's Regulations

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$267,037	\$93,376	\$360,413
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,670	\$938	\$3,108
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,352	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,707	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

International High School Parent Involvement Policy

Annual Review Date: May 21, 2009

1. The *International High School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - a. Collaborate with the officers and members of the International High School (IHS) Family Association and Parent Coordinator to conduct a needs analysis of parents/guardians of IHS students.
 - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
 - c. Involve parents/guardians in the decision about how the Title I, Part a funds reserved for parental involvement are spent.

2. The *International High School* will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Hold regular meetings of the IHS Family Association to jointly address areas of concern regarding student achievement at the IHS.
 - b. Involve parents/guardians of IHS students in the creation and review of the annual Comprehensive Educational Plan (CEP).

3. *The International High School* 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 the quality of its Title I Part A program. 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 of 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. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the IHS Family Association.
 - b. The evaluation of parental involvement will be coordinated by the IHS Parent Coordinator, President of the IHS Family Association, and the IHS Principal.
 - c. Parents will be asked to provide feedback on the school's parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Family Association and volunteer opportunities at the school.
4. *The International High School* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:
 - a. Each year, IHS will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school's academic program and how it meets or exceeds the State's academic content standards as well as State's student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the IHS Family Association will provide workshops on understanding students' quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with IHS teachers and staff. These teams will work with the IHS Parent Coordinator to provide this orientation to parents/guardians.
5. *The International High 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:
 - a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
6. *The International High School* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:

- a. Working closely with the IHS Parent Coordinator to design and implement the parent involvement policy
- b. Working closely with the IHS Family Association officers and members
- c. Conducting regularly scheduled meetings of the IHS Family Association
- d. Providing parent orientation sessions for all families each year
- e. Providing forums for discussion between teacher and parents/guardians
- f. Regularly scheduled parent-teacher conferences to discuss students' academic progress

7. *The International High School* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:
 - a. IHS will provide all major notices to parents/guardians in the major native languages spoke in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
 - b. IHS will utilize internal staff resources for translation/interpretation services in as many languages as possible. IHS will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A.

This policy is adopted by *The International High School* on will be in effect for the 2005-06 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 1, 2005.

Principal's Signature: Michael F. Soet

Date: September 25, 2009

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Since we only accept recent immigrant English Language Learners, our needs assessment is not usually based on the past performance of students as few have records of prior schooling, and few have had experience studying the content areas in English. As a result, our entire program is based on integrating language development within the content areas so that students' academic and linguistic needs are met simultaneously throughout each school day, in every class and during before/after-school activities and tutoring sessions. For more information concerning our philosophical approach refer to the answer to the question below.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement.

The International High School at Lafayette is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 300 students who hail from over 50 countries and collectively speak 26 languages. We are one of ten such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the "Internationals Approach." This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

Heterogeneity and Collaboration

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

Experiential Learning

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school's four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

Language and Content Integration

The International High Schools integrate language and content in a "content-based ESL" approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, ESL is embedded within all subject area classes and all teachers provide opportunities for language development. Students acquire English and content area knowledge hand-in-hand throughout each school day.

Localized Autonomy

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

One Learning Model for All

The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another). Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our students. Teachers work collaboratively in teams much like students in their classrooms. Teachers sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

3. Instruction by highly qualified staff.

Our staff is highly qualified according to definitions and standards of NCLB.

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.

As an Empowerment School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities include:

- Weekly professional development meetings, which will include the following topics:
 - Differentiation of instruction
 - Language development
 - Analysis of student work in order to improve instruction/design interventions

- Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
 - Scaffolding instruction
 - Incorporating technology in the curriculum
 - Peer critiques of teacher-generated curricula
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will 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 to visit our sister IHSs across the city and learn from them.
 - 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.
 - Inquiry Team work – all of our interdisciplinary teaching teams collaborate in conducting inquiry work with their shared student population. Teachers select a small cohort of struggling students, analyze areas of academic weakness, experiment with new strategies, document results, reflect on successes and failures, share out with their peers, and adjust curriculum accordingly.

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

We advertise through the NYC Department of Education’s Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, Math for America, and Education Weekly. We only interview candidates who are fully certified in their content area.

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

See Appendix 3, Parts A and B

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.

The staff has been intimately involved with the creation and implementation of the new DY0 Formative Assessments. These assessments will be administered periodically throughout the year to students in an effort to gauge their ongoing language and content acquisition and progress. Faculty are involved in the implementation, grading, and joint analysis of the results of these assessments in order to alter curriculum development and instruction accordingly, so that all students' needs are sufficiently met. Weekly meeting time is built into our school schedule in order to facilitate these and other conversations and workshops that will improve instruction and identification of students with specialized needs.

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 Appendix I, Parts A and B

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.

Violence prevention and nutrition programs have been folded into our advisory class. All students are assigned to an advisory group with a small student/teacher ratio (generally 1:15). Topics like nutrition, body image, drugs/alcohol, dating/relationships, tolerance/violence prevention are explored and discussed in this bi-weekly class. Further, all students in their junior year participate in a 12-week career internship program whereby they receive training and skills in the world of work. Prior to the internship, students pass an internship seminar class, whereby topics connected to careers and job training are explored in-depth. Students are also paired with adult mentors who advise them on college and career planning through the iMentor program.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$267,037		
Title I, Part A (ARRA)	Federal	✓			\$93,376		
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			TBA		
Title IV	Federal			✓			
IDEA	Federal	✓			\$1,952		
Tax Levy	Local	✓			\$2,167,721		

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: 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, the International High School at Lafayette has 61 students in temporary housing, including 5 in shelters and 55 who are living with other friends or on their own.

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

We have set aside Title I funds for the purchase of clothing and basic school supplies (backpacks, folders, pens, etc.) for our students in temporary housing situations. Further, all of our support services are open to them, which include:

Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting

Literacy Selective: small literacy classes with 12:1 student/teacher ratios which meet twice weekly during the school day for 65 minutes each meeting.

Literacy Pull-Out Class: our newest SIFE students in 9th/10th grade get special English instruction in a small group setting – 8:1 student/teacher ratio – during the school day, 65 minutes/class, 4 class periods per week

Saturday Explorer's Club: experiential learning trips with literacy components for small groups of students each Saturday for four hours

Peer Read Aloud: faculty and student peers read aloud one-to-one to literacy students during after-school class, 60 minutes per week

Writing Center: four times weekly, any student in school has the option to utilize this “drop-in” center where teachers and other students assist kids who struggle with their writing, 60 minutes before school day begins

Enrichment Classes: four times weekly during the academic school day, 12th grade students in danger of not graduating receive Regents preparation courses in the exam areas that they have not yet passed.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	International High School at Lafayette						
District:	21	DBN:	21K337	School		332100011337	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				89.8
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		77	76				
Grade 10		98	101				
Grade 11		69	89				
Grade 12		82	67				
Ungraded		0	0				
Total		326	333				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			86.8

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		85.0	85.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			48

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			62

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			64
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			7
Number all others		2	4				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			23
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			5
# receiving ESL services only		294	TBD	Number of Educational Paraprofessionals			4
# ELLs with IEPs		3	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			77	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			60.9
				% more than 5 years teaching anywhere			26.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			95.7
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			100.0
Black or African American		28.5	20.7				
Hispanic or Latino		33.1	27.3				
Asian or Native Hawaiian/Other Pacific		23.0	30.6				
White		14.7	21.3				
Male		55.5	52.9				
Female		44.5	47.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	48.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

21K337 – TITLE III 2010-2011

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 (2010-2011) Language Allocation Policy to this CEP.

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

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

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

- X Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served: LEP 268 Non-LEP 67**

Number of Teachers 21 Other Staff (Specify) 1 APO, 1 AP Intern, 1 Coach, 3 paraprofessionals, 2 teacher apprentices, 1 Guidance

Counselor, 2 Social Workers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way

Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. In this, our fourth year of existence, we will serve 300-310 recent immigrant students in 9th, 10th, 11th, and 12th grade.

Our recent immigrant ELL students in grades 9-12 who are struggling both academically and linguistically have been mandated for the following extra-curricular programs:

- **Writing Center** (one hour on Mondays, Tuesdays, Thursdays and Fridays before school, 20 weeks) – An ESL-certified teacher and trained peer tutors work with 60 9th and 10th grade new ELLs (teacher/student ratio is 1:15; 15 students for each of the four, one-hour sessions) in a direct instruction model whereby students receive additional support in their academic writing skills across subject areas, specifically with literary essays in English class. Students work in small groups and are further supported by peer mentors (former ELLs or stronger ELLs) who work with each small group. This program, conducted in English only, runs each week for 30 weeks throughout the school year except during Regents weeks and holiday/vacation weeks, October through June. This program was created to address the literacy needs of our newest ELLs entering the US educational system for the first time and in need of literacy support based on low LAB-R scores and teacher recommendation (based on formal and informal classroom assessments).
- **Saturday Explorer's Program** (runs every Saturday from 10:00am-3:00pm, September through May, except during school holidays and vacations, 16 weeks) – A certified ESL instructor and other school chaperones lead our SIFE/LTE students on educational excursions to cultural venues throughout the city each Saturday as an extension of the Literacy Pull-Out Class (not funded by Title III - meets four times weekly for 65 minutes/session for 9th/10th grade SIFE students) and the Literacy Selective Class (not funded by Title III – meets twice weekly for 65 minutes/session for our older SIFE/LTE students). Students receive direct literacy instruction connected to the destination so that content is “hands-on” and easier to construct meaning from. Student/teacher ratio is 10:1 or less. This program began as a way to encourage SIFE students to gain literacy instruction on the weekend outside of regular school time, so that they receive the additional linguistic support they need. Destinations for the Saturday Explorer's Program include the American Museum of Natural History, The New York Historical Society, and the Metropolitan Museum of Art. Admission to cultural institutions is also covered by

Title III funds. Twenty students are mandated for this program, which is conducted entirely in English. Students will also be creating a video documentary of their visits to these institutions, including creating and recording their own voice-over accompaniment to further augment their language development.

- **Peer Read Aloud Program** (runs Tuesdays after school for one hour, 10 weeks) – Through direct instruction, a certified ESL instructor leads a small group of 20 SIFE/LTE students and 20 of their non-SIFE peer buddies (1:20 teacher/student ratio maximum) in a program whereby students read aloud to each other to increase fluency in reading and pronunciation skills, using texts both in English and the native language (though the teacher instructs only in English). 20 SIFE/LTE students are mandated for this program. Texts for this program include English and foreign (Urdu, Arabic, French, Spanish, Russian, and Chinese) versions of popular literature. This program was launched in response to low LAB-R and NYSESLAT reading scores.
- **Regents Preparation** (runs Tuesdays and Thursdays after school, 8 weeks, November-January and April-June) – Three ESL-certified pedagogues provide direct instruction to a small class (1:15 teacher/student ratio) of of ELLs who have not yet passed their Regents examinations. This class covers both content and test-taking strategies. An internal analysis of Regents scores shows that in addition to language instruction, students often fail because of a lack of test-taking skills. These classes are taught exclusively in English.
- **SIFE Literacy Pull-Out Class** (5-8 students per class, 3 classes of students for four periods/week for each class, 65 minute periods) – one ESL-certified teacher will be teaching a literacy pull-out class for our neediest SIFE students in the 9th and 10th grades. The teacher will work with students on basic English literacy in a small group setting, where the teacher /student ratio is no more than 1:8.

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

- **Professional Development by the Internationals Network for Public Schools** (at varied times and dates throughout the school year) – The Internationals Network for Public Schools (INPS), a non-profit organization, was founded in part to coordinate the professional development activities among all eleven of the city’s International High Schools. INPS provides after-school and Saturday workshops for teachers in all subject areas who deal directly with ELL students, focusing on: language development in the content areas, differentiation of instruction, scaffolding, and other ESL techniques. They also facilitate intervisitations among schools, oversee an online database for sharing ELL-friendly curriculum across schools, and provide added guidance and support for faculty members new to the Internationals Approach.

Parent and Community Involvement

- **Adult ESL Classes for Students’ Families** (will run Wednesday evenings, 5:00-7:00pm for 12 weeks, February through May) – one ESL-certified teacher will teach an evening ESL class for the parents and family members of our ELL students. Projected

enrollment for this direct instruction class taught exclusively in English will be 25. Title III funds will also be used to purchase texts for this class as well as snacks and metrocards for participants. Texts will be determined once participants' levels have been assessed. This class is being offered as a result of a general survey of students' families and also research showing that when students' families become more engaged in the life of the school, their children do as well.

Section III. Title III Budget

School: 21K337 – The International High School at Lafayette BEDS Code: 332100011337

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$11,973.60 \$3,991.20 \$1,995.60 \$498.90 \$997.80	<ul style="list-style-type: none"> • Saturday Explorer’s Program (3 teachers x 5 hrs/wk x 16 wks x \$49.89/hr) • Writing Center (1 teacher x 4 hrs/wk x 20 wks x \$49.89/hr) • Regents Preparation Classes (2 teachers x 2hrs/wk x 10 wks x \$49.89/hr) • Peer Read Aloud (1 teacher x 1/wk x 10 wks x \$49.89/hr) • Adult ESL Classes for Students’ Families (1 teacher x 1/wk x 20 wks x \$49.89/hr)
Purchased services - High quality staff and curriculum development contracts.	\$16, 250	<ul style="list-style-type: none"> • The Internationals Network for Public Schools provides on-site workshops on ESL topics, facilitates intervisitations among IHSs and their faculties, online resources for exemplary ELL-focused curricula in all content areas.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$898.97 \$2000 \$500 \$2,113.93	<ul style="list-style-type: none"> • Admission to cultural institutions for Saturday Explorer’s Club • Books in English (“high interest”) for SIFE Literacy Pull-Out Class • Books for Adult ESL Class • 13 Flip-up video cameras for Saturday Explorer’s Program video documentation project (13 cameras x \$162.61/camera)

Educational Software (Object Code 199)	\$1500	<ul style="list-style-type: none">• Rosetta Stone (English version) for use with students and families (licenses for 10 users)
Travel		
Other		
TOTAL	\$42,720	

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106	District 21	School Number 337	School Name Int'l HS - Lafayette
Principal Michael F. Soet		Assistant Principal Jon Harriman	
Coach Aarti Sawhney		Coach Sherien Sultan	
Teacher/Subject Area Amy Gallagher - ESL		Guidance Counselor Heather Binen	
Teacher/Subject Area Matthew Hoffman - ESL		Parent Pilar Cuello	
Teacher/Subject Area Cara Schroeder - ESL		Parent Coordinator Carlos Franco	
Related Service Provider none		Other	
Network Leader Cyndi Kerr		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	335	Total Number of ELLs	268	ELLs as Share of Total Student Population (%)	80.00%
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Part II: ELL Identification Process

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

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

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

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

1. All students admitted to The International High School at Lafayette from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. Upon arrival at our school, prospective students and their families are interviewed by Amy Gallagher or Matthew Hoffman, both of whom are ESL-certified pedagogues. The interview is the first step in the HLIS process. Amy and Matt then administer the HLIS (in their native language if available) to the families, who are given interpreters when necessary (either in person or over-the-phone through the NYCDOE Translation and Interpretation Unit) and interview prospective new students. Amy or Matthew also provide new students and their families with a tour of the school. These students are then given the LAB-R examination that day or within the next two days by Amy Gallagher or Matthew Hoffman. Amy and Matt also work together each spring to ensure that the NYSESLAT is administered to all qualifying ELLs, by analyzing enrollment data, LAB-R scores, and ATS data. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

2. Amy Gallagher and Matthew Hoffman, two ESL-certified pedagogues, conduct the orientation for parents and family members of new students. This orientation occurs on the same day that families register their children as students at our school (we have the power to register students on-site, as opposed to having to send them to a registration center). These pedagogues are assisted by Carlos Franco, our Parent Coordinator. After an introduction to our school and the completion of the HLIS, parents are shown the video highlighting the three program options, in the appropriate native language if available. The teacher(s), with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options and answers any questions families may have regarding each one. After their questions have been satisfactorily answered, parents then complete the Program Choice Forms.

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Amy Gallagher and Matthew Hoffman, two ESL-certified pedagogues, routinely analyze our Parent Choice Forms for such trends.

3. Since the parent orientation occurs on the same day that families come into school to register their children as students, choice forms are filled out on-site and returned to us that day. Amy Gallagher and Matthew Hoffman, two ESL-certified pedagogues, with the assistance of Parent Coordinator Carlos Franco, give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice Forms are placed in the student's cumulative file and copies are kept in the main office. Amy and Matthew, with assistance from Carlos, ensure that continuous entitlement letters are sent home in subsequent years.

4. Students are placed in our ESL program based upon selections made on the Parent Choice Form on the very day that they register. Students are placed in a class and given a schedule (we have block scheduling). Our ESL program and the schedule are explained to students and their families in the native language when necessary - we have many bilingual staff members in a variety of languages; we also use the NYCDOE Translation and Interpretation Unit if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

5. Our schools use a language development model, the Internationals Approach, which is classified as a Self-contained ESL instructional program by the DOE. All parents of new students (100%) have requested Free-Standing ESL since our opening in September 2005. Amy Gallagher and Matthew Hoffman keep copies of all Parent Choice Forms locked in a file cabinet in the main office. They are responsible for all such record-keeping.

6. The program models at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										51	75	79	63	268
Push-In														0
Total	0	0	0	0	0	0	0	0	0	51	75	79	63	268

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	268	Newcomers (ELLs receiving service 0-3 years)	229	Special Education	4
SIFE	91	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	229	73	2	38	17	2	1	1	0	268
Total	229	73	2	38	17	2	1	1	0	268

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	23	27	27	83
Chinese										26	17	10	2	55
Russian										4	6	4	4	18
Bengali											3	2		5
Urdu										5	10	6	3	24
Arabic											1	7	3	11
Haitian										3	6	12	18	39
French										2	1	4	3	10
Korean														0
Punjabi														0
Polish											1	1		2
Albanian										1	1			2
Other										4	6	6	3	19
TOTAL	0	51	75	79	63	268								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 80 students.

1. b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154	to be certain they have the mandated number of minutes of ESL. All ELLs classified as beginners per week (270 minutes in ELA/ESL class, 270 minutes in ESL through Social Studies), those classified as intermediate per week (270 minutes in ELA/ESL class, 90 minutes in Social Studies), and those classified as advanced per week (all 180 minutes in ELA/ESL class). All required ESL minutes are fulfilled in ESL classes with		
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

ESL-certified pedagogues where the content areas are supported.

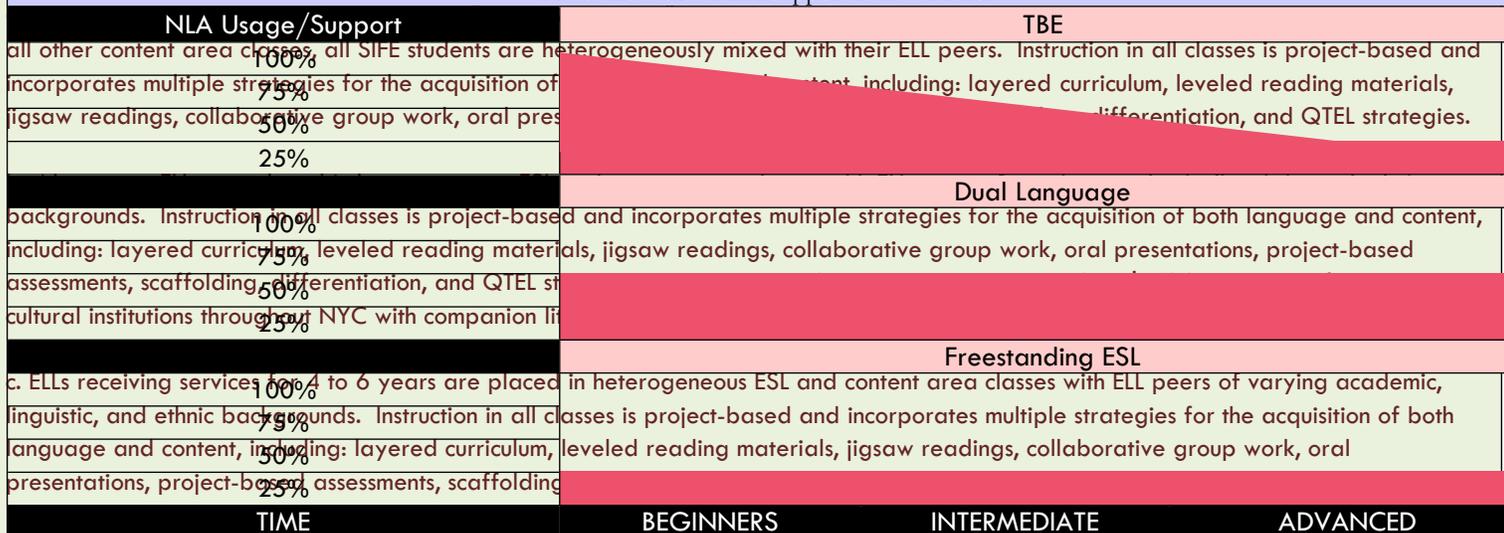
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154	struction for specific projects and on any specific day is collaboratively determined, students use to explore content and the locus of control for language is student-driven by the content the		
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

er to student in our school. Students work in groups to complete collaborative tasks that both e. Teachers use: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

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.



d. Long-Term ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Long-term ELLs receive support in our Enrichment Classes, a class that meets four times per week and is geared towards helping these students make up missing credits or preparing for the specific Regents examinations they have not yet passed.

e. ELLs identified as special needs are accommodated per the mandates of their IEPs, which in most cases involves having an alternative placement paraprofessional who speaks the student's native language. These paras sit with these special needs ELLs in all their classes, providing the necessary support. These students are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

B. Programming and Scheduling Information--Continued

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

5.

a. Targeted intervention programs in ELA include: a before-school Writing Center, small group tutoring after-school, literacy "selective" classes for SIFE students during weekly elective periods, Peer Read Alouds after-school (where more proficient ELLs read along with their less proficient peers), Regents preparation classes after-school, and the Saturday Explorer's Club (literacy-based field trips for SIFE students). All of our targeted intervention programs are given in English.

b. Targeted intervention programs in Social Studies include: a before-school Writing Center, small group tutoring after-school, Peer Read Alouds after-school (where more proficient ELLs read along with their less proficient peers), and Regents preparation classes after-school. All of our targeted intervention programs are given in English.

c. Targeted intervention programs in Math include after-school: small group tutoring, homework help, and Regents preparation classes. All of our targeted intervention programs are given in English.

d. Targeted intervention programs in Science include after-school: small group tutoring, homework help, and Regents preparation courses. All of our targeted intervention programs are given in English.

6. 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, insures 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. Former ELLs also receive the appropriate testing accomodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

7. New programs this year include our Chinese Literature Circle, in which a native Chinese-speaking faculty member facilitates a weekly, two-hour literature circle for Chinese SIFE students where literature is both read and discussed in Mandarin

8. The Haitian-Creole Literature Circle program is being discontinued for two reasons: our Haitian-Creole speaking literacy coach has left our school and our student demographic has drastically changed as a result of our move to the Lafayette Education Complex. Our incoming class is now 50% Chinese and less than 5% Haitian (compared to 50% Haitian demographic in senior class).

9. 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 (junior students paired with adult mentors)
- Drama Club
- Drumming Club
- Dance Club
- Photography Club
- LEC Chorus
- Games Club

10. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- National Foundation for the Teaching of Entrepreneurialism (NFTE) curricula
- History Alive! curricula and projects
- Theater Moves, Inc. drama residencies
- Brain Pop! Videos in multiple content areas
- iMentor Program
- Technology:
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint (school has more than 225 laptops)
 - o Rosetta Stone - English
 - o SMART Board

11. All our 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. Our school possesses libraries with reading materials in these native languages: French, Spanish, Chinese, Russian, Urdu, Bengali, and Arabic.

12. 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. At the end of August we sponsor a New Student Orientation for incoming students and their families. This program includes information about our academic and extra-curricular programming, tours of the school, a short film about our school, and chances to interact with current students and faculty. 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.

14. Our school offers weekly native language programming in French, Chinese and Spanish after school.

C. Schools with Dual Language Programs

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

No dual language programs

D. Professional Development and Support for School Staff

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

1. Professional development for all staff - including faculty, clerical staff, and paraprofessionals - at The International High School at Lafayette is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will 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.

2. Our ELLs receive extensive support in facilitating the transition from high school to college. During the junior year, all students go on two college visit field trips. Further, through the iMentor program, all students (in both 11th and 12th grades) receive one-on-one mentoring about college and career decisions from a trained adult mentor. Students also have the opportunity to work on college application essays in their ELA class in the 12th grade. 12th grade students also go on college visit field trips.

3. 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 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. 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 forty hours of professional development a

year, well beyond the 7.5 hours of professional development mandated by Jose P. 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.

E. Parental Involvement

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

1. Historically, parent involvement has been difficult for us for a number of reasons. First, our former “temporary” location in Canarsie was prohibitive, as almost no families lived in the neighborhood where the school was located – most families were located well over an hour’s travel distance from the school. Further, 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, since our move to our permanent location in Bensonhurst, family involvement has been steadily increasing. We are slowly becoming a “neighborhood school” however and expect family involvement to rise significantly once we have been here another year and all four grades of students are from the neighborhood.

Anywhere from 15-20% of our students’ families regularly attend Open School Night and Open School afternoon. Turnout is much lower for monthly Family Association meetings, though we have seen a marked increase this fall. We pair such events with student work showcases, CBO workshops, and performances. As a school located in the Lafayette Education Complex, we are co-recipients of a 21st Century Grant, and as a result will be receiving a series of free parent workshops, which we will pair with monthly meetings. Topics this year will include: bullying, cyber safety, single parenting, Responding to challenging behaviors, children’s mental health, and managing family finances in a recession.

2. IHSL partners with several different organizations in order to provide workshops and/or services to ELLs and their families:

- International Rescue Committee (IRC)
- iMentor
- The New York Immigration Coalition (NYIC)
- The Asian American Legal Defense and Education Fund
- Upwardly Global
- Assorted attorneys and tax specialists (workshops on legal and financial issues)

3. 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 Family Association meetings.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										29	36	13	4	82
Intermediate(I)										18	34	51	51	154
Advanced (A)										4	5	15	8	32

Total	0	0	0	0	0	0	0	0	0	0	51	75	79	63	268
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										12	22	5	1
	I										18	33	42	31
	A										13	14	22	17
	P										8	6	10	14
READING/ WRITING	B										28	33	12	4
	I										18	36	49	48
	A										5	6	16	11
	P												2	

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	61		21	
Math <u>Inter Algb</u>	147		94	
Math				
Biology				
Chemistry				
Earth Science	31		7	
Living Environment	145		83	
Physics				
Global History and Geography	148		54	
US History and Government	59		17	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. This year we will be using the DOE's ELL Periodic Assessment for all ELLs in the lower grades, as well as QRI and RIGOR to assess the literacy skills of our newest SIFE students. These data, along with that culled from our extensive intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. Since this is the first year we are using the DOE's ELL Periodic Assessment, we have no data at this time.

2. An analysis of the data results of the LAB-R and NYSESLAT 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).
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities and show score increases of 10% or more.

3. The most crucial pattern we see is one of improvement across modalities – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.

4.

a. Although our students are given the opportunity to take the Regents Examinations in their native language (where available), students have chosen to take the test in English exclusively.

b. Previously, our school used a DYO Formative Assessment developed collaboratively by the faculties of the city's various International High Schools. This year we will be using the DOE's ELL Periodic Assessment as well as the DYO developed by the Performance Based Assessment Consortium. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DYO data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services.

c. We have not received data yet from the first administration of the ELL Periodic Assessment. Although students are given the opportunity to take assessments in the native language, they have not chosen to do so.

5. No dual language programs

6. The success of our programs is measured through the analysis of a wide variety of data sources including

- 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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