



THE BROOKLYN INTERNATIONAL HIGH SCHOOL
@ WATER'S EDGE

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K439
ADDRESS: 49 FLATBUSH AVE. EXTENSION, BROOKLYN, NY 11201
TELEPHONE: (718) 643-9315
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13k439 **SCHOOL NAME:** The Brooklyn International High School

SCHOOL ADDRESS: 49 Flatbush Avenue Extension

SCHOOL TELEPHONE: 718-643-9315 **FAX:** 718-643-9516

SCHOOL CONTACT PERSON: Pamela Taranto **EMAIL ADDRESS:** ptarant@schools.nyc.gov

POSITION/TITLE:

PRINT/TYPE NAME:

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ghada Noayhed

PRINCIPAL Pamela Taranto

UFT CHAPTER LEADER: LINDA ANN PELOQUIN

PARENTS' ASSOCIATION PRESIDENT: Ghada Noayhed

STUDENT REPRESENTATIVE:
(Required for high schools) Gradgola Hazizaj

DISTRICT AND CFN INFORMATION

DISTRICT: 13 **CFN NAME:** Children's First Network #106

SSO NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Pamela Taranto	*Principal or Designee	
Linda Arezzo	*UFT Chapter Chairperson or Designee	
Ghada Noayhed	*PA/PTA President or Designated Co-President	
Ghada Noayhed	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Margarita Crespo	DC 37 Representative, if applicable	
Gradgola Hazizaj	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elizabeth Demchak	CBO Representative, if applicable	
	Member/Secretary, PTA	
	Member/ Treasurer, PTA	
	Member/Student	
Patricia Doherty	Member/ Teacher	
Kathleen Rucker	Member/Assistant Principal	
	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 Brooklyn International High School (BIHS) is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve approximately 400 students who come from over 40 different countries and speak 30 different 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 school development organization.

All of the International High Schools in New York 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. Our students speak 30 different languages and represent almost 40 nations. Students from the same countries come from a wide range of urban and rural areas where schooling may be limited. Some are refugees or asylum-seekers.

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.

BIHS has a comprehensive career internship program. 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. Students become aware of future possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, community-based organizations (CBOs), non-profits, and private enterprise. We have found that the experience is so profound as to influence students' choices of college majors during the college application process.

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

Students at BIHS come to us with a wide range of academic and linguistic needs. We believe that language development is achieved through interdisciplinary content area instruction while working in heterogeneous groups. Learning and language are social constructs and in order to develop language proficiency, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning. Interdisciplinary student-centered project-based instruction provides scaffold accessibility for students at different levels of proficiency (including newcomers and students reading proficiently, SIFE students, long term ELLs, and as an alternative placement to Special Education), while making similar language and content area connections across disciplines. These projects culminate in written and/or oral presentations in order to provide numerous opportunities for our English language learners to use language in various settings. A wide range of technology is integrated into all classes thus allowing students to use different modalities to demonstrate what they know and can do.

In addition to developing students' English language skills, we promote native language acquisition and literacy. We have an aging collection of native language books that range from illustrated children's books to novels and textbooks on a variety of levels. Students complete native language projects in all grades, such as writing native language/English children's books and bilingual brochures about human rights violations in native countries, or about U.S. citizens' rights. The school supports after-school native culture clubs and cultural festivals. The clubs and festivals affirm our students' cultural identity which has proven to support academic development by providing a safe haven for students and a welcoming and orienting community for newcomers.

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

Recognizing that everyone in our learning community is continually growing and acquiring new knowledge and skills, our faculty adhere to the same principles that guide our classroom model of instruction. Teachers work collaboratively in teams to plan, differentiate, and scaffold curriculum for all students. At weekly meetings, teachers discuss the progress of their students and analyze data around teaching and learning to better meet the needs of their students.

As part of our ongoing professional development, time is scheduled for teachers to visit one another's classrooms to learn from each another and reflect on practice. These targeted intervisitations optimize growth and development among staff members. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both incorporating feedback into their projects and providing meaningful feedback to one another.

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:				
District:		DBN #:		School BEDS Code:

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	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					

DEMOGRAPHICS							
# in Dual Lang. Programs							
# receiving ESL services only					Number of Staff: <i>Includes all full-time staff</i>		
# ELLs with IEPs				(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				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	

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	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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 Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

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

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

The Brooklyn International High School has established a school culture where all stakeholders, whether students or adults, respect one another, collaborate with their peers, and reflect on their own growth. Our environment has fostered great student achievement, strong staff professional development, and a model school which attracts notable interest nationally and internationally. Our performance data shows:

Well Developed Quality Review (May 2008) / A on New York City Progress Report (2007-2008, 2008-2009, most recent) - We are proud to say that over the past five years our school has become increasingly well-known and increasingly successful. In May 2008 we earned a *well-developed* on our School Quality Review and in November 2009, we found that The Brooklyn International High School had earned a grade of A on the New York City Progress Report (this combination of results exempted us from School Quality Reviews for 2 years, provided we continue with our exemplary results). Presently, we are awaiting the results of the 2009-2010 New York City Progress Report.

Graduation Rate of over 84% - Our four-year graduation rate is high; in June 2010, 84.3% of the graduation cohort earned a diploma. This figure not only exceeds citywide averages, it is almost triple the graduation rate for ELLs across the city.

Outstanding attendance rate - Our attendance rate is 92.9%.

Credit Accumulation - More than 90% of our students accumulated 10 or more credits in the 2009-2010 school year (95.7% for first year students; 94.3% for second year students; 90.3% for third year students).

Learning Environment Survey Results - Eighty-seven percent of parents, 87% of teachers, and 96% of students completed the 2009-10 Learning Environment Survey (citywide responses for all schools were 49% for parents, 76% of teachers, and 82% of students), resulting in overall NYC comparison scores of 95.7% for Academic Expectations, 88% for Communication, 103.6% for Engagement, and 100% for Safety and Respect, thus contributing 14.3 points out of 15 toward of 2009-2010 NYC Progress Report score. This is especially remarkable given the numerous languages our families speak.

College applications: Almost one hundred percent of our students were accepted to two or four year colleges and our 115 seniors won over two million dollars in scholarships. We attribute these results to the comprehensive approach we take towards teaching, learning, professional development, enrichment and academic intervention.

Strong, flexible extended day program - Teachers work intensively with small groups of students for targeted intervention. For example two teachers work with our SIFE (Students with Interrupted Formal Education) students by using song and setting goals with them. Our students achieve success in high school and college despite the fact that many of them arrive at BIHS with a limited or inadequate formal education. Last semester, the passing rate for all classes was above 90%.

Emphasis on arts programs - BIHS employs three full-time arts teachers in drama, studio art, and media arts, and several external arts partners. One of our ESL teachers teaches writing through photography. In addition, we have added part-time teachers in music, theater, dance, and architecture because we believe that programs such as these provide a non-threatening, comfortable venue which further fosters students' language development. Our arts partners provide classes in musical theater, fine arts, and dance for students who have come to us from war-torn countries and have experienced trauma.

Emphasis on technology in the classroom - We have made budget allocations to integrate more technology into classrooms and the hands of our students. We are moving more and more towards having students and teachers create digitized versions of their work, curricula, and projects. Students have engaged in digital storytelling about their immigration experiences, created web pages and developed a school newspaper. As part of our seniors' graduation portfolio, students create a digitized self-evaluation reflecting on their years spent at BIHS. There is a high level of engagement among students around the use of technology which draws them deeper into collaborative, project-based learning and provides them with the skills necessary to succeed in a world where technology plays a vital role.

Emphasis on service learning – BIHS teachers are incorporating more service learning projects into their curricula; for example, our 12th grade students attend programs at the Action Center and the

Tolerance Center. Then by researching and identifying a need in their community, students will create a plan to take action. Students will present their work at an outside venue, such as Columbia University, New York University, or the Tolerance Center.

- Our 12 grade students have created Power Point presentations after doing research about cyber-bullying and presented their findings to stakeholders in the NYCDOE's Office of Youth Development, politicians, and representatives from various community based organizations, such as the Anti-Defamation League.
- Our 9th/10th graders have created web-pages and pod-casts based on social justice issues. They are encouraging their parents to become a member of their site and participate in blogging.

Emphasis on Performance-Based Assessments - Believing that students learn best by doing, all of our teachers use performance-based authentic assessments – evaluating student performance through oral presentations, hands-on projects, digital media projects, role-plays, service projects, and portfolios of work – giving students an opportunity to demonstrate what they know and can do. While tests and quizzes are also utilized, these are by no means the sole venues for determining students' acquisition of new knowledge and skills.

Emphasis on Interdisciplinary Curriculum Development - Teachers work in small instructional teams to develop challenging, engaging, interdisciplinary project-based curricula which align with state standards while maintaining The Brooklyn International High School vision and mission. Student group presentations of an interdisciplinary project are scheduled at least once per year. Within teams, teachers have worked to make the interdisciplinary connections conceptually deeper. Across teams, teachers have developed some standardization in presentation and exhibition so that as seniors, our students are well-prepared to speak about their work and make connections across content areas. There is a school-wide focus on transparency for teachers and students as presentations are attended across grades and teams; presentations are attended by outside evaluators, including teachers and students from other Internationals, staff of the Internationals Network, and other BIHS partners.

Use of Data to Inform Instruction - Our success in meeting the needs of our ELL students comes from the use of data to inform instruction. Intake interviews, progress reports, formal and informal assessments, the use of rubrics and anecdotal data, NYSESLAT scores, Regents scores, projects, and other classroom assessments are consistently analyzed to determine how best to develop and adjust differentiated curriculum to meet our students' diverse academic and linguistic needs. Weekly team meetings and communication via school listserv allows teachers to share information on students, which in turn informs curricular decisions. To address one of the professional development concerns cited by teachers, we have budgeted to provide more meeting time for teachers while providing additional programs for our students, such as Global Village class developed with the International Rescue Committee, as well as dance, robotics, wikis, and theater games.

Support from The Internationals Network for Public Schools (INPS) - As part of INPS, we participate in many joint activities with the nine other international high schools 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 intervisitations, 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 (CFN #106) - We are a part of a new 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 analyses.

Support for the iStart Program - We have strategically budgeted to support a new initiative to develop and train teachers in the Internationals Approach. The Internationals Network for Public Schools is collaborating with Long Island University to tailor a TESOL program to meet the demand for teachers skilled in the Internationals Approach. Apprentice teachers are paired with mentor teachers in several International high schools, in order to increase the candidate pool and better prepare future teachers for the expanding number of International High Schools.

Strengthening of outside partnerships - BIHS has partnered with Big Brothers/Big Sisters and Barclays Bank, and other outside partners. We work closely with the International Rescue Committee, which provides additional services and programs to some of our students. Our long-established relationship with iMentor is continuing. We believe that a high level of interaction with outside mentors fosters language development in our students and establishes important networking opportunities that can help them in the future.

Grab 'n Go Breakfast Program - We have successfully integrated a *Grab and Go* breakfast program, a new initiative of the New York City Department of Education, resulting in a 50% increase in the number of students eating breakfast.

While we are extremely proud of our achievements, we continue to be concerned about:

Providing adequate time for English language acquisition: Research on language acquisition has demonstrated that it takes 5-7 years 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 from high school 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. Many of our students arrive in the United States in eighth or ninth grade and have a very short period of time in which to learn English and meet all of the mandated graduation requirements. It is a great challenge for students to learn the required content-area knowledge and skills while they are simultaneously learning English. 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 complete on a level playing field in college and beyond with their native-born peers.

We focus our professional development on providing support for English language development across the curriculum. At BIHS, we say that everyone is an English teacher. We strongly believe that our instructional model provides students with the greatest opportunity to meet these challenges and successfully graduate from high school. While we know that our students can meet these challenges, research and our daily experience in the classroom tell us that the barriers are significant and we must work extremely hard to overcome them.

College Readiness: We would like to increase college and career awareness/readiness for our students. Presently, our 11th and 12th grade students have a seminar class around college readiness; we would like to bring our program into the 9th and 10th grade. We believe that this will help engage our most challenging students by having them see what is possible.

Challenge of meaningful parent involvement: While 87% of our families responded to the Learning Environment Survey quite favorably (Parent Engagement: 98% satisfied or very satisfied; Parent Communication: 94% satisfied or very satisfied; Parent Academic Expectations: 92% satisfied or very satisfied), we continue to struggle with getting our parents more actively involved in the life of our school, particularly around college readiness. A particularly challenging aspect of both engaging and communicating with our parents is the fact that they are very recent immigrants to the United States and very few speak English.

A related difficulty factor is that most of our families are poor (all of our students receive free lunch) and must work for many hours to support themselves; consequently, they cannot attend Family Association Meetings. We should note, however, that our families care deeply about their children's education and will always come to school for individual meetings if we ask them.

Because we take this challenge quite seriously, we have taken several steps to work to increase parent engagement and communication. Our parent coordinator is in frequent communication with our parent leadership in order to more deeply understand their needs and provide support. Letters are translated into multiple languages to be sent home; an automated telephone calling system which can make telephone calls in multiple languages is also utilized. Each of the parent workshops provided this year have been the direct result of this increased collaboration. In addition to offering workshops of specific interest to our parents, we have invited our parents to attend student interdisciplinary presentations, offered Adult ESL classes, offered ARIS training, and assisted parents in learning how to log on to some of our student-created websites. Some of the community-based organizations that we work with also sponsor classes for immigrant families on issues relevant to them, offer employment assistance, and ESL classes.

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.

1. In order to improve literacy, language development, and critical thinking skills of students, 25% of core subject teachers will develop at least two exemplary differentiated curriculum units that align with the Common Core Standards integrated with the Internationals Network for Public Schools (INPS) core principles and layered curriculum by June 2011.

2. Increase the number of students successfully completing coursework through early intervention, credit recovery, and college readiness by 10% by June 2011,

3. Seventy-five percent of our ELL students will make gains of at least 5% on one or more subtests (reading, writing, speaking, listening) of the NYSESLAT as administered between May 2010 and May 2011.

4. Increase the number of parents using Aris Parent Link by 10% by June, 2011.

5. Ninety percent of students will complete a project using technology between September 2010 and June 2011. Students will effectively use technology resources, such as web-based applications, to create and publish meaningful projects.

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): Professional Development

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to improve literacy, language development, and critical thinking skills of students, 25% of core subject teachers will develop at least two exemplary differentiated curriculum units. These units will incorporate strategies gleaned from our professional development around Layered Curriculum and will be linked to the Common Core Standards while integrating the Internationals Network for Public Schools (INPS) core principles by June 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"> • Core subject area teachers and the literacy coach will participate in professional development activities with Kathie Nunley and her Layered Curriculum program. During weekly interdisciplinary team meetings and monthly instructional team meetings, teachers will continue to refine and develop differentiated curriculum units that incorporate INPS core principles. • 100% of faculty will participate in professional development provided by the Internationals Network for Public Schools. • 100% of faculty will participate in professional development provided by Kathie Nunley on Layered Curriculum by February 1, 2011. • Literacy coach and Assistant Principal will act as resource for teachers' curriculum writing. • Teachers will engage in intervisitations to observe and provide feedback on activities and look at student work in order to assess curriculum effectiveness in improving literacy, language development, and critical thinking skills of students.
<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"> • C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding and Title III • Principal, Assistant Principal, Literacy Coach, Teachers • Designated PD days, weekly interdisciplinary team meetings, monthly instructional team meetings • Extended day to better support for students in meeting the academic demands of Common Core Standards and Layered Curriculum.
<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"> • By January 2011, at least one curriculum unit and accompanying student work in each of the core subject areas will have been reviewed by teachers, the literacy coach, the assistant principal and principal. • Minutes of weekly and monthly meetings • Peer teacher intervisitation write-ups • Student report cards, course pass rate, credit accumulation, student work, formative

	assessments, and Regents ELA pass rate will provide data on effectiveness of literacy, language development and critical thinking focus.
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Subject/Area (where relevant): Student Achievement

Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Increase the number of under credited students successfully completing coursework through early intervention, credit recovery, and college readiness by 10% by June 2011,
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>	<ul style="list-style-type: none"> • Students who are in danger of failing will be identified by early November 2010. • Intervention strategies will be developed by each instructional team by the end of November 2010. • Increase focus on college and career readiness by contracting with outside support organizations. • Student progress will be monitored every other week by teachers and the grade guidance counselor. The plan will be reviewed and modified as appropriate in team meetings. • Instructional teams will provide support for the identified students during before and after school extended day programs.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i>	<ul style="list-style-type: none"> • C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding and Title III • Principal, Assistant Principal, Literacy Coach, Guidance Counselors, Teachers • Support for the targeted students will be provided during before and after school extended day programs. • ReServe Ready will provide support for college preparation with students. • College for Every Student will provide support for college readiness with students.

<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"> • Student report cards, course pass rate, credit accumulation, student work, formative assessments, Regents ELA pass rate will provide data.
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Subject/Area (where relevant): Language Development

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Seventy-five percent of our ELL students will make gains of at least 5% on one or more subtests (reading, writing, speaking, listening) of the NYSESLAT as administered between May 2010 and May 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"> • To support the maintenance of native language literacy in our students, each team will complete one native language project with their students. Research shows that supporting native language literacy improves English language development. • Literacy and science coaches will work with teaching teams to develop curriculum around native language literacy projects. • Strategically budget a minimum of \$7,000 for native language library books in a variety of languages and at different levels. • Literacy coach will work extensively with teaching teams to develop a program to generate excitement around reading for pleasure • Acquire native language books for students to read during sustained silent reading. • Certificates and incentives will be provided to students. • Extended day programs will include a book club for students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding and Title III • Principal, Assistant Principal, Literacy Coach, Teachers, Community Associate

<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 progress reports and report card grades of students participating in library program. • Circulation statistics will be analyzed periodically. • ELL periodic assessments will be analyzed.
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Subject/Area (where relevant): Parent Involvement

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the number of parents using Aris Parent Link by 10% by 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"> • Parent coordinator will work with parents to improve their facility in using ARIS Parent Link. Our Learning Environment Survey has shown that a very small percentage (less than 10% of our parents) use ARIS. • Parent Coordinator will do a parent needs assessment to determine which CBOs to invite and which topics to cover at parent meetings. • ARIS Parent Grant will provide a desktop and several laptop computers for parent use. We will set up a Parent Room for parents to use. • Increase attendance at Family Association meetings by 5%. • Invite parents to school events, college visits, and other trips using School Messenger. • Provide ESL and Computer Classes for parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding and Title III • Principal, Assistant Principal, Parent Coordinator, Teachers, Guidance Counselors, Community Associate

<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"> • Monitor attendance at parent meetings and events. • Work with grant administrators to determine increase in use of ARIS Parent Link.
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Subject/Area (where relevant): Technology

<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ninety percent of students will complete a project using technology between September 2010 and June 2011. Students will effectively use technology resources, such as web-based applications, to create and publish meaningful projects.</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"> • Maintain a liaison between tech support and teachers to facilitate better communication of technology needs, availability, training, and upgrades. • Teachers provide turnkey training for each other on use of technology in different areas. • Comparative data on improved student achievement with the use of technology will be collected and analyzed by the literacy coach and faculty members. • Extended day and tutoring to support students in their endeavors will be ongoing. • Intervisitations to learn how other Internationals are using technology to enhance student learning. • Teachers will attend conferences and professional development workshops to learn more about educational technology.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • C4E, Title 1 SWP, Title 1 ARRA, Fair Student Funding and Title III • Principal, Assistant Principal, Literacy Coach, Teachers, Community Associate, Computer Tech

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Principal and coaches will review curriculum maps submitted monthly. Fifty percent of students will have completed a project using technology by January 2011.

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	53	53	53	53	90	NA	As Needed	As Needed
10	45	45	45	45	102	NA	As Needed	As Needed
11	40	40	40	40	95	NA	As Needed	As Needed
12	30	30	30	30	92	NA	As Needed	As Needed

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> <ul style="list-style-type: none"> • Small literacy support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting. • Writing Center: Any student in school has the option to utilize a “drop-in” center in the library where the librarian and other students assist students who struggle with their writing three times per week, 60 minutes in duration after school. • 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. • Extended Day Program: Students’ language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Access, Theatre Arts Club, Guitar, Science Research, Journalism, Model UN, Art, Yearbook, Photography, Math Club, Chess Club, Literary Book Club, Regents Prep, SAT Prep, ADL-Peer Training, Tech Squad, UNICEF Club, and various culture clubs. • Saturday Program: Small groups of students participate in a Saturday Program with literacy components for four hours each Saturday. • Performing Arts Workshop: Students who have difficulty expressing themselves can attend our after-school Performing Arts Workshops and learn new ways of self-expression. As the Workshop develops during the school year students begin writing short scenes which they perform during the school’s International Festival. Workshops include musical theater, hip hop, and drama, each meeting for 60 minutes, once per week. <p>Every junior and senior who has not yet passed the ELA Regents exam receives extra tutoring before and after school, and once per week during the school day for 60 minutes.</p>

<p>Mathematics:</p>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (17-25 students per class);</p> <p>Small math support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • 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. • Saturday Program: Small groups of students participate in a Saturday Program with literacy components for four hours each Saturday. <p>Extended Day Program: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include Math Club, Chess Club, Ecology, Envirothon, and Tech Squad.</p>
<p>Science:</p>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (17-25 students per class);</p> <p>Small science content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • 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>Extended Day Program: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include Science Research, Science Club, Ecology, Envirothon, and Tech Squad.</p>
<p>Social Studies:</p>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (17-25 students per class);</p> <p>Small social studies content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • 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>Extended Day Program: Students' language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. Language and literacy skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include Model U.N., UNICEF Club, ADL-Peer Trainers, participation in the U.N. Rights of the Child Conference, and various culture clubs.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school • Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success (before and after school and during lunch).
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small group and individual counseling available as needed.</p>
<p>At-risk Health-related Services:</p>	<p>Provided by guidance counselor and school health aide, including healthy eating, condom distribution, attaining medical insurance, and individual counseling on health-related issues.</p>

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.
- 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: 347 LEP 50 Non-LEP

Number of Teachers 24 Other Staff (Specify) 2 Administrators, 2 Guidance Counselors, 1 Parent Coordinator; 1 Community Associate

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.

At The Brooklyn International High School we utilize 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 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. All of our ESL teachers are fully licensed and all of our content area teachers receive more than 10 hours of ESL training annually. 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. Native language projects in various content areas are also a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. We serve approximately 387 recent immigrant 9th, 10th, 11th, and 12th grade students.

All of our recent immigrant ELL students have the opportunity to enhance their English further through participation in language-rich after school programs designed to meet their unique linguistic needs, including: music, service learning, drama, student government, French club, dance, math club, chess club and technology. Our newest ELLs gain further support through before- and after- school tutoring, our Saturday Program, special literacy and math electives.

The Title III program provides English Language Learners with supplemental instruction in an Extended Day Program and a Saturday Math Program. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers will be paid per session rate:

Extended Day Math Program: Twenty students will be served. Group size will be maintained at 6-7 students per teacher. A certified ESL teacher will assist one math teacher in this program. Instruction will focus on developing skills in both English and Math Literacy, using English acquisition through new vocabulary learning, oral practice through discussion, and mathematical problem solving through games and puzzles. **Classes will meet a two hours per week for 30 weeks.**

Book Club: Classes will meet 1 day per week for 2 hours for 24 weeks. One ESL teacher will lead a small group of 10 SIFE students and 10 of their non-SIFE peers in a program where students read aloud to each other to increase fluency in reading and pronunciation skills, using texts both in English and their native language. Texts (through Title III funds) for this program include English and foreign (Urdu, Arabic, French, Spanish, Chinese, Tibetan, Nepali, Haitian-Creole) versions of the Twilight Series, The Picture of Dorian Gray, Dr. Jeckyll and Mr. Hyde. Students will produce their own videos and animated slides (using animoto.com) to enhance language development and technology skills.

Peer Training: Fifteen students participate in learning and teaching other students about tolerance, bias, racism, and sexism and other social issues of the day. Two certified ESL teachers work with students on developing language through vocabulary, oral discussion, and written scenes. Students present to other classes within BIHS, other International High Schools and at parent meetings in their native language and in English.

Class meets once per week for 1 hour for 30 sessions from September through June.

Student Government: Fifteen student government participants work with two ESL teachers on school programs and projects. Students participate on school committees and improve language and literacy through dialogue facilitation. **Class meets for 1 hour for 30 weeks from October through June.**

Journalism: Taught by an ESL teacher, this class will improve the language, literacy, technology, and mathematical skills of 12-15 students through English language development through the creation of a student newspaper. Students will select topics, conduct interviews, and write on a series of school wide topics as well as public issues which concern them. Through their interviews and written articles, students greatly enhance their English language development (both oral and written). Students will also become familiar with the latest in computer technology to create their newspaper by using Smart Board technology to look at how newspapers, such as USA Today and the NY Times arrange their layout and display of charts, graphs, photos, and how to publish the newspaper and additional articles on our website. Materials purchased for this program include four digital cameras and three video cameras, computer toner, and printing fees. **Classes will meet 30 weeks, two times per week for two hours from mid- September through early June.**

College Readiness: Two certified ESL teachers and an English teacher help prepare students for college by reviewing reading skills, essay writing, the college application process. **Classes will meet two times per week, 1 hour per class for 20 weeks from mid-September through February.** In addition, a trained bilingual college advisor from ReServe Ready will work with students on the college application process. The organization, College for Every Student, will also work with students and their families on college readiness.

Media Arts: One certified ESL teacher and an English teacher will run a media arts club where students will learn about film and film editing, producing short films on a variety of topics. Materials purchased for this program include four digital cameras and three video cameras, peripherals, computer toner.

Model U.N.: One ESL teacher and one other teacher will participate in the Model U.N. program. Students will also attend several full day Saturday workshops. **Classes will meet once per week, 2 hours per class for 10 weeks and for 4 – 6 Saturdays, 6 hours per Saturday.**

Photography: One ESL teacher and one Art teacher will collaborate with students on photography projects accompanied by short essays. Classes will meet for 2 hours for 20 weeks.

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.

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:

- RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which will include the following topics:

- Layered Curriculum
 - 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.
 - Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.
 - iMentor College Readiness – The iMentor program will train 5 ESL teachers in the use of their College Readiness program for ESL students which includes language develop, resume writing and the college application process. Sessions will meet two times per month for September, October, November for 3 hours and one time per month from December through June for 3 hours.

Section III. Title III Budget

School: 13k439 BEDS Code: 331300011439

Allocation Amount: \$50,140		
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	\$35522 \$5987 \$2395 \$2993 \$2993 \$5987 \$5987 \$3193 \$1996 \$3991	per session hours for instructors (\$49.89/hour per session rate with fringe included) to provide: <ul style="list-style-type: none"> • Math Program (2 teachers x 30 wks x 2 hrs = 120) • Book Club (1 teacher x 1 day x 2 hr x 24 weeks = 48 hrs) • Peer Training (2 teachers x 30 wks x 1 hr = 60) • Student Government (2 teachers x 30 wks x 2 hrs = 120) • Journalism (1 teacher x 30 wks x 4 hrs = 120) • College Readiness (3 teachers x 20 wks x 1 hr = 60) • Model U.N. (2 teachers x 10 hours + 2 x 24 hours = 68) • Media Arts (2 teachers x 2 hours x 10 weeks = 40) • Photography (2 teachers x 2 hours x 20 weeks = 80 hrs)
Purchased services - High quality staff and curriculum development contracts.	\$2500	<ul style="list-style-type: none"> • iMentor training in college readiness for 5 ESL teachers
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3000 \$3118 \$3000 \$3000	<ul style="list-style-type: none"> • Native language versions (Arabic, Bengali, Chinese, French, Spanish, Tibetan, Nepali, etc.) as teachers develop their curriculum for April – June) of such texts as (as available from companies such as Attanasio & Associates that produce collections for ESL students and SIFE students) – Twilight Series, The Picture of Dorian Gray, Dr. Jekyll and Mr. Hyde, Purple Hibiscus, Bread Givers, I, too, Sing America, Dracula, Palestine, Nightjohn, The Giver • Materials for Journalism, including digital cameras, video cameras, computer toner, printing fees • Materials for Media Arts, including digital cameras, video cameras, computer toner, peripherals, such as DVDs <p>Books on career development appropriate for students and parents; materials to enhance parent/family involvement, such as Encyclopedia of Careers and</p>

		Vocational Guidance by Fergpubco.com, The Career Guide for Creative and Unconventional People, Guide to Your Career, Best Jobs for the 21 st Century, College Majors Handbook with Real Career Paths and Payoffs, The Career Chronicles: An Insider's Guide to What Jobs are Really Like, Exploring Health Care Careers, Occupational Outlook Handbook 2009-2010
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$50,140	

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.

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 Arabic, Bengali, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- 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

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.

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, ARIS training, 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.

Part B: Strategies and Activities

2. 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

3. 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:

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

Our guidance department also uses 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.

4. 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:	358,768	140,064	498,832
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,588	1,405	4,993
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,938	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,877	*	

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.

Parent Involvement Policy (PIP)

1. The Brooklyn 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 Brooklyn International High School (BIHS) Family Association and Parent Coordinator to conduct a needs analysis of parents/guardians of BIHS 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 Brooklyn 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 BIHS Family Association to jointly address areas of concern regarding student achievement at the BIHS.
 - b. Involve parents/guardians of BIHS students in the creation and review of the annual Comprehensive Educational Plan (CEP).
3. The Brooklyn 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 BIHS Family Association.
 - b. The evaluation of parental involvement will be coordinated by the BIHS Parent Coordinator, President of the BIHS Family Association, and the BIHS 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 Brooklyn 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, BIHS 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 BIHS 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 BIHS teachers and staff. These teams will work with the BIHS Parent Coordinator to provide this orientation to parents/guardians.
5. The Brooklyn 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. provide access to career training and job placement with partner CBOs
 - c. providing computer technology workshops for parents/guardians
 - d. conducting workshops on supporting students' native language development
 - e. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
6. The Brooklyn 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 BIHS Parent Coordinator to design and implement the parent involvement policy
 - b. Working closely with the BIHS Family Association officers and members
 - c. Conducting regularly scheduled meetings of the BIHS 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 Brooklyn 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. BIHS 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. BIHS will utilize internal staff resources for translation/interpretation services in as many languages as possible. BIHS 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 programs as evidenced by the PTA agendas and minutes.

This policy is adopted by The Brooklyn International High School on will be in effect for the 2010-11 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 20, 2010.

Principal's Signature: Pamela Taranto
Pamela Taranto

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 on our philosophical approach see 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:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

The Brooklyn International High School is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve approximately 385 students who hail from over 48 countries and collectively speak 40 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

Whatever is good enough for the students is good enough for the rest of us too. 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 also 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.

All of The Brooklyn International High School teachers are highly qualified.

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:

- RFP PD Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.
- 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.
- Formative Assessment – our staff will participate in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.

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.

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 school is structured to include teachers in decision making. Teachers work in instructional teams that meet weekly to consider data, plan curriculum, and assess the result of their week’s work. Each team has a representative on the school’s professional development committee that meets weekly with the principal and the instructional coaches to plan professional development that meets the needs of the teachers as determined by the instructional teams’ analysis of data, curriculum, and student work.

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.

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. All students in their senior year participate in a service learning project.

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 the school has met the intent and purposes ² of
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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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$ 301,365	✓	3-8, 11-13
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$ 50,140	✓	14-21
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,211,145	✓	3-8, 11-13, 14-21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

-
- **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.

- 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.)

As of this writing, we have identified four students in temporary housing.

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

We have provided basic necessities, such as school supplies, clothing, shoes to these students. We are attempting to help the families with job training and job placement through various CBOs that we work with.

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:	Brooklyn International High School at Water's Edge					
District:	13	DBN:	13K439	School		331300011439

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.8	94.7	92.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.6	96.7	97.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.0	93.2	93.2
Grade 8	0	0	0				
Grade 9	96	101	93	Students in Temporary Housing - Total Number:			
Grade 10	110	99	104	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	109	95	95		2	22	16
Grade 12	90	119	96				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	405	414	388	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					112	95	52

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	27	42	30
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	1	1
Number all others	0	0	0				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	330	346	TBD
# ELLs with IEPs	0	0	TBD
Number of Teachers			
	27	30	26
Number of Administrators and Other Professionals			
	4	4	5
Number of Educational Paraprofessionals			
	0	0	1

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
	24	27	80	% fully licensed & permanently assigned to this school	100.0	93.3	96.0
				% more than 2 years teaching in this school	63.0	73.3	80.8
				% more than 5 years teaching anywhere	40.7	53.3	61.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	80.0	84.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	95.7	95.7
Black or African American	17.3	17.9	20.1				
Hispanic or Latino	37.5	39.1	38.1				
Asian or Native Hawaiian/Other Pacific	31.4	31.2	32.7				
White	13.8	11.4	9.0				
Male	52.3	49.0	47.7				
Female	47.7	51.0	52.3				

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	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,						
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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:	v
Math:		Math:	
Science:		Graduation Rate:	v

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				v		v	
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				v		
Economically Disadvantaged				v		
Student groups making				3		1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	103	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	14.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	23	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	58.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

**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 13	School Number 439	School Name Brooklyn Intl HS
Principal Pamela Taranto		Assistant Principal Kathleen Rucker	
Coach Patricia Doherty		Coach n/a	
Teacher/Subject Area Shahzia Pirani-Mellstrom/ESL		Guidance Counselor Ken Kastenbaum	
Teacher/Subject Area Fred Wambolt/ ELA		Parent Ghada Noayhed	
Teacher/Subject Area Megan Driscoll/ Math		Parent Coordinator Lilian Ghali	
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	10	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	14

C. School Demographics

Total Number of Students in School	397	Total Number of ELLs	347	ELLs as Share of Total Student Population (%)	87.41%
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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 Brooklyn International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available), and then take the LAB-R within ten days of admission.

The people responsible for this are:

HLIS: Kathleen Rucker, Pamela Taranto, Ken Kastenbaum - Licensed Teachers

LAB-R: Patricia Doherty - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. 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. The Parent Coordinator, Lilian Ghali, is responsible for taking the following steps:

- All parents are invited to attend any of a series of meetings to view the video and ask questions about the program choices. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.

The majority of our students are enrolled in April through the NYC high school application process, but we continue to accept Over the Counter Students throughout the school year. We distribute the Program Selection information to most parents in September; however, a number of our students enroll throughout the school year and those families are given the Program Selection documents and are shown the video at the time they enroll their child.

3. As Program Selection forms are submitted, copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office.

A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned.

If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years,

4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

5. Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.

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										5	5	5	5	20
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	347	Newcomers (ELLs receiving service 0-3 years)	265	Special Education	0
SIFE	216	ELLs receiving service 4-6 years	68	Long-Term (completed 6 years)	14

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	265	165	0	68	40	0	14	11	0	347
Total	265	165	0	68	40	0	14	11	0	347

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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										23	42	31	37	133
Chinese										21	13	8	8	50
Russian										2	0	0	0	2
Bengali										9	3	8	5	25
Urdu										3	3	1	1	8
Arabic										5	6	11	8	30
Haitian										0	5	3	10	18
French										9	7	10	5	31
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										1	0	1	0	2
Albanian										0	0	0	0	0
Other										24	10	8	6	48
TOTAL	0	97	89	81	80	347								

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.
- 1a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students.
- b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout

the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages.

3. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

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

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

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

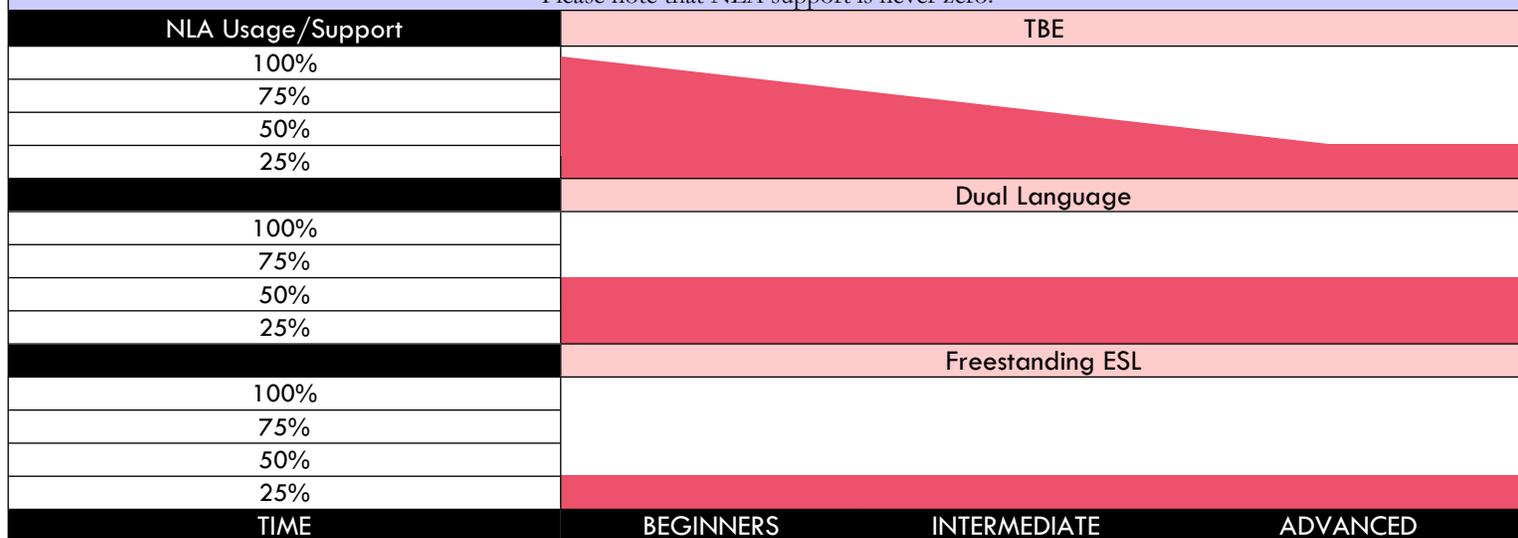
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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. Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Teachers running these

programs utilize the “Internationals Approach”:

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students’ literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Actors Striving to End Poverty (in collaboration with The International Rescue Committee) – this one-hour weekly class helps students to develop their English speaking and writing skills as they write and perform their own theatrical pieces.
- Math Support Class – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.
- Journalism Class – twice a week for one hour, students collaborate on writing articles, creating illustrations, and organizing newspaper layout. Students’ native languages are used in conducting interviews and in writing articles.

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.

7. We have implemented the following new program this year:

College for Every Student

Students in all grades will participate in activities offered through the CFES program. Through the mentoring program, 12th graders will be trained to mentor 9th and 10th graders. Mentors from nearby colleges will also be brought in to mentor current BIHS students focusing on LT-ELLs and SIFE students. Students who participate in the Leadership through Service program will help to organize the Student Leadership Summit. College trips will be scheduled throughout the year so students can experience life on a campus, interact with college students and faculty, and gain exposure to admissions, financial aid and other higher education components. Our college seminar teachers will attend the CFES National Conference in November to learn about and share ideas with various educators from around the country.

8. No programs or services are being discontinued this year.

9. Since nearly 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:

- Chess Club
- Student Government
- iMentor (junior students paired with adult mentors)
- Model United Nations
- Anti-Defamation League’s A World of Difference Peer Training Program
- College Now
- College Essay Writing Class
- Art Club
- Science Club
- Photography/Bookmaking Club
- Gay Straight Alliance
- Guitar Class
- UNICEF Club
- Girls’ Club
- Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)

Other Support Services:

- Interborough Developmental and Counseling Center (on site five days per week)
- New York University Medical Van (on site two days per week)

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
- Anti-Defamation League: A World of Difference
- National Foundation for the Teaching of Entrepreneurialism (NFTE) curricula
- Facing History, Facing Ourselves
- Cold Spring Harbor DNA Learning Center
- NY Tolerance Center
- Magnet Lab: Center for Integrating Research and Learning
- Brain Pop! Videos in multiple content areas
- iMentor Program
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has more than 200 laptop and desktop computers):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board
 - o iWork

11. All of 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. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books for our students to choose from. Students take advantage of these resources several times throughout the day.

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, textbooks 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. 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. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities.

14. The following Language Electives are available to students:

- French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The teachers at BIHS participate in various professional development activities including action research and collaborating with outside institutions such as Teachers Network Leadership Institute, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, Federal Reserve Bank of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Action Center, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), Fund for Teachers and Royal Shakespeare Company. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as weekly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues.

Contracted Vendor Professional Development

- SmartBoard Training
- Layered Curriculum with Kathie Nunley (having received very positive feedback from teachers from the various International High Schools after our February 2, 2009 Professional Development Day at The Brooklyn International High School, we plan to offer another opportunity across the Internationals Network for additional Professional Development with Dr. Kathie Nunley).
- Elizabeth Demchak, Educational Director, International Rescue Committee

In-House Professional Development

- Intervisitations - In order to foster collaboration amongst the teachers, each teacher will have the opportunity to observe another teacher two times during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Inquiry Work – All teachers will meet once a week to discuss inquiry research projects; project topics will be developed by disciplines; results of the studies will be shared with the faculty at an end of the year professional development session.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
- New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. See response above

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 question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities.

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. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as "Know Your Rights," "Understanding the College Process," "Health Fair," and "How to Help with Homework." The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50-100 families in attendance. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast and International Festival. Anywhere from 20-30% of our students' families regularly attend Open School Night and Open School afternoon.

2. BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:
- International Rescue Committee (IRC)
 - iMentor
 - The New York Immigration Coalition (NYIC)
 - Sanctuary for Families
 - Jewish Community Council of Greater Coney Island
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)
 - Interborough Developmental and Consultation Center
 - NYPD Community Affairs Bureau New Immigrant Outreach Unit

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. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences.

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)										71	33	11	13	128
Intermediate(I)										19	44	48	50	161
Advanced (A)										8	11	22	17	58
Total	0	0	0	0	0	0	0	0	0	98	88	81	80	347

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										11	6	4	1
	I										24	38	22	39
	A										10	24	28	20
	P										10	9	25	18
READING/ WRITING	B										27	20	9	10
	I										20	44	48	50
	A										8	9	20	14
	P										0	4	2	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
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	98		86	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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)								
Chinese Reading Test								

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. The NYSESLAT data indicates that 72% of our incoming 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their English level improves. For example, in 10th grade, 50% of the students tested as Intermediate while 13% tested as Advanced. By 11th grade, those percentages have increased so that 59% of the students test as Intermediate and 27% test as Advanced. It appears that over the course of four years, most of our students are able to move into the Intermediate category.

2. The most crucial pattern we see is one of improvement – 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. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12th grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

3. The most crucial pattern we see is one of improvement across modalities - the vast majority of our 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 results, 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. Our school, along with other schools in the Performance Standards Consortium, was granted the opportunity to develop DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

b. We do not use the ELL Periodic Assessment at this time.

5. n/a

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

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

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		
	Other		
	Other		
	Other		