



THE INTERNATIONAL HIGH SCHOOL @ PROSPECT HEIGHTS

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 17K524
ADDRESS: 883 CLASSON AVENUE, BROOKLYN, NY 11225
TELEPHONE: (718) 230-6333
FAX: (718) 230-6322

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	7
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	13
SECTION VI: ACTION PLAN	14
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	20
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	21
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	24
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	28
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	30
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	35
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).	36
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	37
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10	38

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 883 Classon Avenue, 4th floor, Brooklyn, NY 11225

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

SCHOOL CONTACT PERSON: Nedda de Castro **EMAIL ADDRESS:** ndecastro@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robert Stephen Watson

PRINCIPAL: Nedda de Castro

UFT CHAPTER LEADER: Robert Stephen Watson

PARENTS' ASSOCIATION PRESIDENT: Gisbert Mayr

STUDENT REPRESENTATIVE: Carolina Hernandez
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT INFORMATION

DISTRICT: 17 **CFN NAME:** CFN106

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
Nedda de Castro	*Principal or Designee	
Robert Stephen Watson	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
Adam Lammers	Teacher	
Hector Simons	Parent	
Carolina Hernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Hasan Corneh	Parent	
Victoria Villa	Parent	
Lebsang LenYang	Parent	
Miguel Antunes	Parent Coordinator	
Gisbert Mayer	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

Our advisory program further ensures that students are known and supported by the teacher members of their teams. One advisor follows 12 to 16 students for a minimum of two years, sometimes three, and even four. Our advisory program is leveled by grade in order to support students through their various stages of development at our school. The 9th grade advisories focus on community building and integration into our school and our approach to learning. The 10th grade advisories focus on health and sexuality issues. The 11th grade advisories focus on college exploration. The 12th grade advisories focus on transitioning out via college applications and outside internships. The College Advisor works closely with our 11th and 12th grade advisors to support them in this work. Advisors are responsible for maintaining close contact with their colleagues as far as their advisees' progress is concerned. A referral process has been created for this purpose. In addition, advisors are responsible for connecting with students' families and meeting with them during parent teacher conferences and at other times as needed. The assistant principal for guidance supports all advisors during our twice-monthly advisory planning period.

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The International High School @ Prospect Heights			
District:	17	DBN #:	17K524	School BEDS Code #: 331700011524

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		91.9	90.6	92.7		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		93.4	92.9	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		83.6	89.6	87.7		
Grade 8	0	0	0						
Grade 9	133	128	110	Students in Temporary Housing: Total Number					
Grade 10	112	114	124	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	85	96	97		0	6	TBD		
Grade 12	0	79	92						
Ungraded	0	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	330	417	425		103	89	102		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	38	39	TBD		
No. in Collaborative	0	0	0						

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	0	3	13	Superintendent Suspensions	6	5	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	2
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	317	381	386	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	31	35
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	9	10
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	2	2
	22	18	22				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	94.4
American Indian or Alaska Native	0.0	0.2	0.2	Percent more than two years teaching in this school	23.5	29.0	36.1
Black or African American	25.4	22.8	24.5	Percent more than five years teaching anywhere	17.6	16.1	19.4
Hispanic or Latino	34.2	37.6	35.1				
Asian or Native Hawaiian/Other Pacific Isl.	31.5	29.7	28.7	Percent Masters Degree or higher	94.0	81.0	72.0
White	8.8	9.6	10.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	94.0
Multi-racial							
Male	54.6	53.2	52.5				
Female	45.4	46.8	47.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
---	---

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

<input checked="" type="radio"/> In Good Standing	<input checked="" type="radio"/> Improvement – Year 1	<input checked="" type="radio"/> Improvement – Year 2
<input checked="" type="radio"/> Corrective Action – Year 1	<input checked="" type="radio"/> Corrective Action – Year 2	<input checked="" type="radio"/> Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	IGS
	Math:		Math:	IGS
	Science:		Grad. Rate:	Pending

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
All Students				✓SH	✓	
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				✓SH	✓	
Economically Disadvantaged				✓SH	✓	
Student groups making AYP in each subject	0	0	0	5	5	0

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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<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?
-

Accomplishments

1. As evidenced by our 2009-2010 Learning Environment Survey, our greatest accomplishment has been to develop a school over five years that students are happy to attend, parents are happy to send their kids to, and teachers are happy to work in, where kids and adults are engaged in constant learning.

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

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

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

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

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

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

8. Our mentoring program is comprehensive. The program was a tremendous accomplishment because the resources needed to pull this off; namely, staff and money, were great. In 2008-2009, six teachers were new to the staff, most of whom were first-year teachers. In addition, five teachers who

were not in their first year—some newly hired, some not—asked for and received mentoring or coaching. The program that was developed by our language development/literacy coach and the assistant principal for mathematics and science was differentiated, matching teachers across disciplines and grades. Anecdotal evidence revealed that all teachers who were mentored or coached in 2008-2009 gained additional curriculum writing expertise and enhanced their teaching strategies. The program is continued in 2009-2010, with a quarter of the staff participating as mentors and/or mentees. In 2010-2011 we have no staff new to teaching. Nevertheless, the mentoring program is continuing for new hires to our school and veterans of our staff on a voluntary basis.

Aids and/or Barriers to Improvement

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

Space: With our school at full capacity, creative use of time and space are very different. For example, our general physical education teacher has to share the gymnasium with classes from other schools that are extremely overcrowded, a less than ideal teaching environment for any subject. In addition, with funding from a RESO-A grant, one of our classrooms was converted to a multi-purpose room, primarily used for dance. While this has improved our facilities to better accommodate the arts, it has reduced the number of classroom available for core classes. As a result, our space constraints have increased and even if we could afford to hire more staff to reduce class sizes, we wouldn't have a place to put them!

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

Low Parental Involvement: Though parents come to school in great numbers during parent teacher conferences (usually 75% plus on the actual day of the conferences and closer to 90% over a two-week period), some parents have been difficult to reach. They often work long hours and sometimes work out of the state. Too many of our students are completely unsupervised most of the time. While the Department of Education has made great strides in procuring translation services, the time it takes for documents to be translated and the fact that over the phone translation ends at 5:00 p.m., makes existing language barriers between our families and our staff difficult to overcome. This year, through a new advisory parent initiative our goal is to increase our parent involvement. This effort appears to be promising and so far is yielding impressive results. In our first two PTA meetings this year we averaged an attendance rate of over thirty parents. So far, it is highest in the history of our school.

Student Performance Trends

Our 2007-2008 Progress Report indicated that: The International High School at Prospect Heights ranked in the 95th percentile and above among its peer group of 40 schools in the areas of academic expectations, engagement, and safety and respect. It has ranked in the 80th percentile in area of communication. This indicates to us that parents, students, and teachers are very satisfied with our school as a learning institution. In the area of student performance, our four-year graduation rate and weighted diploma rate put us in the top half among our peer schools. In the area of student progress, our school ranked first in the “Percentage of Students in School’s Lowest Third Earning 10+ Credits in 1st, 2nd, and 3rd Year” category. We also ranked first in the categories of “Percentage of Students Earning 10+ Credits in 3rd Year.” Finally, we were ranked in above the 95th percentile in the “Percentage of Students Earning 10+ Credits in 1st and 2nd Year” categories. In the area of closing the achievement gap, we received additional credit for our exemplary proficiency gains with English language learners, Hispanic students, black students, and other students in the lowest third city wide, receiving 8 additional points. Our Progress Report score for 2007-2008 was an A.

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

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Raise student achievement in all subjects in order to maximize student learning.
2. Refine teachers' individual professional development plans in order to improve student outcomes.
3. Increase parent involvement in PTA and School Leadership Team.

SECTION VI: ACTION PLAN

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

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As would be expected given research on English language learners, our students struggle with Regents exams. Regents exams are packed with academic language, and in many cases, our students have not been in the country enough time to be able to acquire the language skills necessary to succeed in these tests. In order to accelerate our students' ability to pass these exams, we will devote our attention to raising student achievement in all subjects for the Cohorts of 2011, 2012, 2013, and 2014, as measured in the following manner:</p> <ul style="list-style-type: none"> - Core subject pass rates will meet or exceed 85% target school wide by June 2010. - Passing scores for the ELA Regents for the Cohort of 2007/2011 will increase to 50% by June 2011 - - Passing scores for the U. S. History Regents for the Cohort of 2006/2010 will increase to 45% by June 2011. - Passing scores for Algebra and Global History and Geography Regents exams for the Cohort of 2008/2012 will increase to 40% by June 2011.
<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>	<p>We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, we will:</p> <ul style="list-style-type: none"> - All teachers will implement a structured way of discussing student work, analyzing other student achievement data (including formative assessments), and sharing and modifying curriculum for individual students via participation in inquiry discussions. Inquiry/data analysis meetings will take place weekly throughout the school year beginning in September 2010. - All teachers will use ARIS and other data analysis tools in order to identify students in need of support (so as to supplement classroom observations and obtain a full profile of the students),

	<p>fully understand their strengths and their areas of need, and communicate with other teachers regarding strategies and plans for helping these students reach their full potential.</p> <ul style="list-style-type: none"> - Project-based curriculum and assessments (formative assessments as well as student portfolios) will be aligned with Regents exams requirements in all subjects. Teaching staff will use weekly common planning time to continuously modify curriculum to meet the learning needs of students. - Students who are deemed as needing special interventions will be provided with additional small group and one-on-one support in literacy three days a week for 65-minute sessions beginning in October 2010. - An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week beginning in December 2010. - Students who are struggling in mathematics will receive additional small group and one-on-one support in numeracy three days a week for 65-minute sessions beginning in September 2010. - An after school Regents prep program will be offered in all possible subjects two days a week for struggling 11th and 12th graders. This program will be offered for four weeks in the fall of 2010 and eight weeks in the spring of 2011. - A Saturday Regents prep program will be implemented for all exams for 10th, 11th, and 12th graders for a minimum of 6 Saturdays prior to Regents administration in the fall and spring.
<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>	<p>Title III, Title I SWP, and NYSTL funds will be used to fund the above initiatives.</p>
<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"> - Formative assessments in Algebra for a minimum of 35% of first-time takers of the Integrated Algebra Regents exam (Cohort of 2008/2012) will show passing scores by January 2011. - Formative assessments in Global History and Geography for a minimum of 25% of first-time takers of the Global History and Geography Regents exam (Cohort of 2008/2012) will show passing scores by January 2011.

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Student learning and achievement is strongly connected to good teaching. In order to enhance student learning and raise student achievement, we will strengthen our teachers' instructional practices. In 2010-2011:</p> <ul style="list-style-type: none"> - 100% of classroom teachers will set one to two professional development goals tied to student progress/growth/achievement by December 2010. - 100% of classroom teachers will evaluate their goals based on student progress/growth/achievement data and produce a teacher portfolio by June 2010 detailing their findings.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - All teachers will participate in weekly school wide professional development. - All teachers will participate in three weekly one-hour discipline-based and/or interdisciplinary team meetings, as provided for in school's schedule and Circular 6 plan. This initiative is paid for using Fair Student Funding via creative scheduling (common planning time).. - First-year teachers will be assigned a mentor as required. Returning teachers will be mentored as needed via self-identification and/or administration's request. Tax Levy and Contract for Excellence funding has been set aside for after school meetings or prep period meetings as needed. - First-year teachers will participate in at least two professional development opportunities provided by the Internationals Network for Public Schools. - A minimum of three teachers will participate in QTEL training. - All teachers will participate in one round of team-based intervisitations. - All teachers will participate in peer review. The Personnel Committee has developed procedures and processes for peer review. - Administrators will meet with all peer reviewers for a minimum of five times during the peer review process to support the process and maximize outcomes. - Administrators will provide meeting time for peer review groups to set professional development goals.

	<ul style="list-style-type: none"> - Administrators will provide meeting time for teachers to gather and analyze data related to student achievement. - Administrators will provide meeting time for teachers to compose and present their portfolios and provide feedback as needed.
<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>	<p>Title I SWP and NYS Tax Levy funds will be allocated to the above efforts.</p>
<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 sheets and agendas for all staff meetings; all teachers should attend a minimum of 95% of all meetings by January 2011. - Monitor attendance sheets, agendas, and minutes (if applicable) for committee meetings and/or team meetings; all teachers should attend a minimum of 95% of all meetings by January 2011. - Monitor mentoring interactions via Mentoring Tracking System and monthly mentor meetings with coach/mentoring coordinator and instructional assistant principal. All mentors should attend a minimum of 95% of all meetings by January 2011. All interactions (100%) should be entered and up to date on a monthly basis. - Review, analyze, and publish all marking period course pass rate data four times a year. Students should be making progress toward 85% course pass rate target after every marking period, beginning with a minimum of 75% course pass rate school wide after the first marking period. - Review, analyze and publish all formative assessment and portfolio data in November 2010 and January 2011. Students should demonstrate positive movement from one administration to the next. - Monitor pre- and post-observation discussions with peer reviewers to ensure critical feedback is given. Initial cycle of peer reviews should be completed by December 2010. - Ensure teacher goals are submitted and can be directly linked to student progress/learning/achievement by December 2011.

	<ul style="list-style-type: none"> - Review all observation write-ups and provide feedback as needed by January 2011. - Review action plan for evaluation of teacher goals by January 2011. - Ensure implementation of action plan by every teacher by March 2011.
--	---

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase average parent attendance to PTA meeting to 15 per meeting Increase parent participation on SLT to at least 5 parents.</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"> - Each advisory will select a class parent who will maintain contact with the advisor and be the parent liaison to the parent coordinator. - The PTA will be incorporated in the coordination and planning of the Annual International Family Day event and graduation in coordination with the Coordinator of Special Programs and the Parent Coordinator. - Principal shall consult with parent class representatives to identify and recruit parent candidates for the SLT.
<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>	<p>Title I ARRA funds and Title I SWP will be allocated to support our parent involvement activities.</p>

Indicators of Interim Progress and/or Accomplishment

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

Monitor parent attendance at PTA meetings and school-wide events via attendance sign in sheets. Parents' representatives for the SLT will be recruited from core members of PTA.

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
<p>ELA: Extended class periods Additional literacy class Tutoring Regents prep Achieve 3000</p>	<ol style="list-style-type: none"> 1) Since our student population is almost 100% English language learners, we provide <u>all</u> students with 75 minutes of additional instruction a week in each subject as part of the regular school day. During this time we focus on content-based skills in addition to English language development. 2) Our students identified as SIFE receive three additional 65-minute periods a week of literacy instruction during the school day. In addition, the literacy specialist provides push-in support in one content area classes two days a week. Push-in support is provided for our neediest students in addition to the literacy class. 3) Students are tutored in all subjects after school one day a week by a teacher from their instructional team. 4) All students in need of AIS receive six three-hour Saturday sessions of Regents prep and additional Regents prep once a week after school. 5) Students with the highest literacy needs are offered at least one 65-minute Achieve 3000 session per week during sustained silent reading.
<p>Mathematics: Extended class periods One-on-one tutoring Additional Numeracy Class Peer tutoring Regents prep</p>	<p>See #1, 3, 4, and 5 (substitute literacy with numeracy and Achieve 3000 with River Deep) above. In addition, a small number of students receive one-on-one tutoring from an experienced math teacher, who is currently retired. One-on-one tutoring for these students takes place three times a week.</p> <ol style="list-style-type: none"> 1) Students identified as struggling in Mathematics receive two additional 65 minute periods a week of numeracy support during the school day. In addition, the numeracy teacher provides push-in support in regular math classes once per week per team.

Science: Extended class periods Peer tutoring Regents prep	See #1, 4 and 5 above.
Social Studies: Extended class periods Peer tutoring Regents prep Team teaching	See #1, 4 and 5 above. In addition, one section of the senior social studies class is team taught with the ESL/language development coach. This section was selected because it contained the highest number of students who are struggling in social studies.
At-risk Services Provided by the Guidance Counselor:	Advisory meets two times a week for 65 minutes each session in the 9 th , 10 th , and 11 th grades and three times per week for 65 minutes each session in the 12 th grade, our grade with the neediest students. During advisory, teacher advisors meet with students and conference regarding their academic progress in all subject areas. Students walk away with a strategy or set of strategies they can implement in order to continue to advance in their classes.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Students are referred for one-on-one counseling (sometimes self-referred) with the social workers once a week, as needed. The social workers also run small groups such as “senioritis,” bereavement, and anger management, and pregnant teens.
At-risk Health-related Services: NYU Nurses – Health Partners Mobile Health Van	Twice per week the NYU mobile health van provides primary care, immunizations, physicals, pregnancy and STI preventive services to students.

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

NCLB/SED requirement for all schools

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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 210 LEP 10 Non-LEP

Number of Teachers 17 Other Staff (Specify) 1 Bilingual Spanish Guidance Counselor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

After School Regents Preparation Classes; One hundred 11th and 12th graders will be served. Group size will be maintained at 20. Three certified ESL teachers will assist one Science, two Social Studies and one Mathematics teacher. The instruction will focus on developing English reading, writing, content knowledge and test taking strategies needed to pass Regents examinations in Living Environment, US History, Global History and Geography, Integrated Algebra and the ELA. All students in the program will be ELLs who will be taking these exams for the second time. Teachers will use **Achieve 3000** to access leveled non-fiction readings and activities that support core content knowledge while developing language. **Classes will meet for a total of 22 sessions starting in October on Monday, Wednesday, Thursday and Friday from 3:10 to 5:10pm**

After School Non-fiction Reading and Writing Class: Forty 11th graders will be served over two sessions of 10 weeks each. Group size will be maintained at 20 per 10 week session. One certified ESL Teacher and one Social Studies Teacher will team teach a class designed to develop language skills to read and analyze non-fiction texts in all content areas and respond in writing and speaking. Teachers will use **Achieve 3000** to access leveled non-fiction readings, in addition to primary source documents. **Classes will meet for a total of 20 sessions starting in November on Wednesdays from 3:10 to 5:10.**

Drama Class: Twenty students of mixed grades ELLs will be served. Group size will be maintained at 10 per teacher. One certified ESL Teacher and one ELA teacher will team teach a course in drama. Students will read, analyze, prepare and perform two plays for the whole school and parent community. Production costs for the play will come at no cost to the program. **Classes will meet 2 times per week for 1.5 hours on Thursdays and Fridays for 22 weeks starting in October.**

Saturday Explorers Program: Fifteen 9th and 10th grade beginning to intermediate ELL students will attend a Saturday Academy that runs for 14 weeks from March through June for 4 hours each session. Content teachers on a rotational basis will assist one ESL teacher. The ESL teacher and content teacher will develop an interdisciplinary curriculum that will provide targeted assistance to students in the respective content areas through thematic units. Students will go to cultural institutions city-wide to participate in activities that support their acquisition of English language and connect to the thematic units of study in their class. Admissions and transportation costs will come at no cost to the Title III program. **Class will meet one time per week for 4 hours per session for 14 sessions on Saturdays.**

Urban Sociology Class: 15 students of mixed grade ELLs will be served. Group will be 15 per teacher. One certified ESL teacher will teach a course in Urban Sociology. Student will go on cultural excursions once a week based on a theme. Students will attend poetry readings, independent film and cultural institutions. At the end of the programs students present a product of their choice, such as, a written work or video or photo essay related to their connections to the city as immigrants. The cost of admissions and transportation will not be incurred by the program. **Class will meet for 12 three-hour sessions from February to June.**

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

Professional Development – ELL Instructional Strategies and Assessment Study Group

The Title III Program will fund two ESL teachers to participate in a multidisciplinary study group consisting of 2 ESL teachers and 3 core content teachers of Science, Social Studies and Mathematics, that will develop school-wide professional development activities on best instructional and assessment practices for ELLs, and on the impact of the Common Core Standards on ELL assessment and instruction. The group will meet for two hours two times a month for 18 weeks from September to June for two hours.

Parent Involvement

DECEMBER 2010

Our parent involvement program revolves around the question: “What is college readiness?” Workshops for parents are based on the question, “How do I help my child get into and pay for college?” Parents of Title III students come to school four times a year, twice in the fall semester and twice in the spring semester, to examine this question and receive advice related to this area from our college advisor, the parent coordinator, our school faculty and invited guests. Parents receive metrocards to come to school, and light dinner and refreshments at no cost to the program. Generally, in-house translation suffices for parent meetings. Translators for evening events are costly for us given the diversity of languages in our parent population and translations funding from other sources is exhausted by our school needs for Parent Teacher Conferences alone. Therefore, we have set aside \$5,800 of our parent involvement funds to pay for translators in languages such as Tibetan, Bengali, Urdu, Russian, Uzbek and Arabic to support parents through the college exploration, application, and financial aid process. In addition, we find that that group meetings are frequently insufficient to support many parents in navigating through the financial aid process. Thus, we have also set aside \$2,256.50 for our Bilingual Spanish Guidance Counselor to provide one-on-one meetings with parents after school and evenings to help them with the paper work and on-line FAFSA application for their children. The counselor will access translation services via the DOE Translation and Interpretation line for non-Spanish speaking parents.

Form TIII – A (1)(b)

School: 17K524 BEDS Code: 331700011524

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session hours for instructors (\$49.89/hour per session rate with fringe included)	\$39,175 • \$15,336 • \$3,991 • \$6,586 • \$5,588 • \$1,796	<ul style="list-style-type: none"> • <u>After School Regents Preparation Classes:</u> (7 teachers x 22 weeks x 2 hours) • <u>After School Non-fiction Reading and Writing Class:</u> (2 teachers x 20 weeks x 2 hours) • <u>Drama Class:</u> (2 teachers x 22 weeks x 3 hours) • <u>Saturday Explorers Program:</u> (2 teachers x 14 weeks x 4 hours) • <u>Urban Sociology:</u> (1 teacher x 12 sessions x 3 hours)
Professional Development	\$3,592	<u>ELL Instructional Strategies and Assessment Study Group</u> (2 teachers x 18 weeks x 2 hours)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 13,565	<ul style="list-style-type: none"> • Achieve 3000 - \$12,275 • Supplemental non-fiction texts - \$690
Parent Involvement	\$8,056	<ul style="list-style-type: none"> • Translation/Interpretation services = \$5800 • Bilingual Guidance Counselor (1 x 2.5 hrs/week x 20 weeks)
TOTAL	\$58, 540	

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.

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

See above.

Part B: Strategies and Activities

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

See above.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

See above.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See above.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$417,137	\$83,001	\$500,138
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,131.37		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$830.01	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20856		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$41,713.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The one teacher who had been teaching out of his license area (ESL certification) in 2009-2010 is currently teaching within his license area. In his case, the lack of HQ status has been corrected.

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 5, 6, and 14 – 21.

3. Instruction by highly qualified staff.

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

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

See pages 22 – 23.

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

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

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

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

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

N/A

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

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

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

See LAP (attached).

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

Our school, to the best of our ability, offers a comprehensive program for all students. We work very hard to ensure that our students receive all benefits they are entitled to under the law and all benefits they could possibly get outside of what is required. Our school has the highest student participation rate in the Federal school meals program in our building. We require them to go to the student cafeteria every day by not providing any programming that may conflict with lunch. We have a partnership with health providers to help students get immunized at the school. In addition, students who are parents avail themselves of the LYFE program in our building, which provides childcare to students free of cost while they attend school. When students and families are in need of additional supports that we cannot provide in-house, we refer them to social welfare and health care agencies outside of school that may be able to provide those supports. Our Assistant Principal of Guidance, our two full-time social workers, and our parent coordinator are knowledgeable about how to access Federal, State and city agencies for help. This starts with our knowing our students and their families well. Our advisory program is the first line of defense in this area.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

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) – REQUIREMENT FOR ALL SCHOOLS

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.

Part A: FOR TITLE I SCHOOLS

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

Currently, we have three students in temporary housing.

2. Please describe the services you are planning to provide to the STH population. 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

STH's are provided all services created for populations who need academic intervention, especially small advisory groups and open access to the social workers (see pages 20 and 21). We have provided basic necessities, such as school supplies, clothing, and coats to these students. We are attempting to help the families with job training and job placement through various CBOs that we work with. In addition, these students meet regularly with our school social workers for on-going support and case management. The social workers assist the student and family in the coordination of services as needed, they identify service gaps, and attempt to fill gaps by providing school based services and referrals to CBOs.

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.

Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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

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

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	International High School at Prospect Heights						
District:	17	DBN:	17K52	School	331700011524		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		90.6	92.3	90.1
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		92.9	93.9	95.5
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		89.6	90.1	88.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		6	24	13
Grade 9	110	110	106	Recent Immigrants - Total Number:			
Grade 10	124	106	102	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	97	117	99		89	102	38
Grade 12	92	103	125	Special Education			
Ungraded	2	1	1	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	425	437	433		89	102	38
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions	39	51	48
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	5	10	7
Number all others	13	13	11	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	2	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		31	35	33
# receiving ESL services only	386	390	TBD	Number of Teachers			
# ELLs with IEPs	0	12	TBD	Number of Administrators and Other Professionals	9	10	5
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	2	2	3

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	18	22	93	% fully licensed & permanently assigned to this	100.0	94.4	97.1
				% more than 2 years teaching in this school	29.0	36.1	69.7
				% more than 5 years teaching anywhere	16.1	19.4	27.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		81.0	72.0	69.7
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	94.0	92.2
Black or African American	24.5	28.1	27.3				
Hispanic or Latino	35.1	31.6	32.1				
Asian or Native Hawaiian/Other Pacific	28.7	28.8	27.9				
White	10.4	10.8	12.0				
Male	52.5	54.7	56.6				
Female	47.5	45.3	43.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,						
--------------------	--	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	

All Students				X	v	v	66
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-	-	-	
Hispanic or Latino				X	v		
Asian or Native Hawaiian/Other Pacific				vsh	v		
White				-	-	-	
Multiracial							
Students with Disabilities							
Students with Disabilities				-	-	-	
Limited English Proficient				X	v		
Economically Disadvantaged				X	v		
Student groups				1	5	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	66.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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



School Parental Involvement Policy

I. General Expectations

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

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

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

1. The International High School @ Prospect Heights will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. send a special flyer advertising the Parents' Association meeting where the CEP is to be discussed;
 - b. explain the importance of the CEP during the SLT and Parents' Association meeting;
 - c. request that parents become involved in the process of writing the CEP;
 - d. involve all parent volunteers in the writing process;
 - e. reach out to translators from the NYC DOE and from within the community to help out both during the meeting and during the writing process.

2. The International High School @ Prospect Heights will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. The principal will share on a quarterly basis information related to our school's progress toward meeting our yearly targets in course pass rates, end-of-year promotion, and exam results, and attendance. When the school's numbers are not aligned with the targets, the parents will be engaged in a discussion about how we can make sure the targets are met.
 - b. Parents will take part in a focused school walkthrough that will take place once a year (midyear);
 - c. During the debrief period, parents will discuss their observations and make suggestions for improvement;
 - d. All suggestions will be given due consideration by the SLT and will be implemented wherever possible if they are believed to result in a benefit to the school.

3. The International High School @ Prospect Heights will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. The school will hire a parent coordinator who will be responsible for assisting parents in the development of a Parents' Association (PA) and will act as the liaison between the PA and the principal.
 - b. The school will hire translators whenever possible in all major languages represented at our PA meetings.
 - c. The school will provide monetary resources (Title I and others) to assist parents in developing activities that will strengthen their involvement in school.
 - d. The principal, the parent coordinator, and the advisors will provide parents with phone numbers (beyond the school's) at which parents can reach them whenever they need to speak to one of them.

4. The International High School @ Prospect Heights will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
N/A

5. The International High School @ Prospect Heights will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to

design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. Our parents will receive a survey asking them to rate our parent involvement program specifically regarding accessibility of school staff, clarity of communications and frequency, and number and type of activities per year during which parents participate. The PA, with the assistance of the parent coordinator, will be in charge of preparing and distributing this survey. Once the survey returns, members of the PA will be the only people allowed to handle the returns.
 - b. We will log the rates of attendance at different parent events for the purposes of measuring parent participation.
 - c. Administrators and teachers will keep a log of all phone conversations with parents for the purposes of measuring parental involvement that does not include parent presence at school.
 - d. All data will be disaggregated and analyzed by ethnic and language group (as well as by student grade level). Our goals for our parent involvement program for the following school year will be directly connected to this data. The parent coordinator, the PA officers, and the principal will be involved in this evaluation.
6. The International High School @ Prospect Heights will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of subject-specific standards.
 2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.
 - ii. the State's student academic achievement standards
 1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of student academic standards.
 2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 1. Through curriculum night and subsequent PA meetings, parents will learn about our school and how students are assessed. In addition to these, the school will provide ESL and technology education for parents using grant funding (pending). This is particularly important given the need for parents to access ARIS-link.
 2. Our parents, particularly the parents of SIFE students, will also be provided with a series of literacy workshops in order to learn literacy techniques that could be worked on at home.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Providing professional development to staff members before the school year starts in how to talk to parents regarding their children's progress.
 - ii. Disseminating information regarding the Department of Education's Translation Unit and making phones with conferencing capability accessible to staff.
 - iii. Designating a private area of the school as a parent lounge so that teachers and other staff and parents may engage in conversations about school.
 - iv. Supporting home visits as staff deems appropriate and necessary.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - i. Designating a space in the school specifically for parent use.
 - ii. Providing a library of titles for parents to read for their own enjoyment as well as for information regarding instructional matters.
 - iii. Provide a monthly space for informal conversation with the school administration (for example, tea with the principal)
 - iv. Help coordinate and support a health fair
 - v. Plan a family picnic at the beginning of the year.
 - vi. Plan an end-of-year gathering (for example, food festival).

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. All written communications will be translated into any languages spoken at school that are supported by the Department of Education's Translation Unit.
 - ii. Every notice will include a contact number that parents can reach should they have any questions about the written communications.
 - iii. Parents will receive a handbook upon enrollment of their children to our school.

III. Discretionary School Parental Involvement Policy Components

None.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the The International High School @ Prospect Heights on October 22, 2010, and will be in effect for the period of a school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of November 2010.

An annual review of this policy will take place during the February 16, 2011, Parent Association meeting.

School-Parent Compact

The International High School @ Prospect Heights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The International High School @ Prospect Heights will:

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

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

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

- ⊙ Managing a student-centered classroom by facilitating cooperative learning within small groups of students;
- ⊙ Accommodating heterogeneity by designing and differentiating curriculum so that it is accessible but challenging for students with different degrees of academic experience and levels of native language literacy and English language proficiency;
- ⊙ Integrating both native and English language development with content areas in classrooms where students may speak many different languages and have widely varied levels of proficiency in English;
- ⊙ Constructing an interdisciplinary course of study that permits students to make connections, solve meaningful problems and apply learning to new areas without sacrificing the rigor of the individual disciplines.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

- ⊙ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - interfacing with my child's advisor regularly to keep track of my child's progress in school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⊙ volunteering in my child's classroom;
- ⊙ participating, as appropriate, in decisions relating to my children's education;
- ⊙ participating in school activities on a regular basis;
- ⊙ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⊙ reading together with my child every day;
- ⊙ allowing my child to attend school trips;
- ⊙ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⊙ respecting the cultural differences of others;
- ⊙ helping my child accept consequences for negative behavior;
- ⊙ being aware of and following the rules and regulations of the school and district;
- ⊙ supporting the school's discipline policy;
- ⊙ expressing high expectation and offering praise and encouragement for achievement

Student Responsibilities

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

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

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

**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 CFN1	District 17	School Number 524	School Name The International HS
Principal Nedda de Castro		Assistant Principal Vadewatie Ramsuchit	
Coach type here		Coach type here	
Teacher/Subject Area Melissa de Leon ESL		Guidance Counselor Linda Ponciano - Spanish Bil.	
Teacher/Subject Area Marcell Good Math		Parent type here	
Teacher/Subject Area Jenny Shao Science		Parent Coordinator Miguel Antunes	
Related Service Provider Grecia Matthews Spanish Bil.		Other James Rice Social Studies	
Network Leader Cyndi Kerr		Other type here	

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	9	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	2

C. School Demographics

Total Number of Students in School	441	Total Number of ELLs	417	ELLs as Share of Total Student Population (%)	94.56%
------------------------------------	------------	----------------------	------------	---	---------------

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.

Part II – ELL Identification Process

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

All students admitted to The International High School at Prospect Heights from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. For prospective students and their parents or guardians, the interview is the first step in the HLIS process. Upon arrival at our school, prospective students and their families are initially received by Vadewatie Ramsuchit, a licensed pedagogue, with the assistance of the parent coordinator. Ms. Ramsuchit will assign a licensed pedagogue who speaks the parent’s native language to conduct the interview. If a native language pedagogue is unavailable on site, then Ms. Ramsuchit will interview the parent and child and administer the HLIS using the telephone interpretation and translation service provided by the NYC Department of Education. Licensed ESL pedagogues and native Spanish speaking ESL pedagogues assigned by the Ms. Ramsuchit administer LAB-R examination, and, if indicated, the Spanish Lab-R, within the first 10 days. In the Spring, Ms. Ramsuchit coordintates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and ATS data. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. The school’s goal is to always test every ELL in the school.

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.

Ms. Ramsuchit assigns certified pedagogues who speak the parent or guardian’s native language to conduct the orientation for parents, guardians, and new students. This orientation occurs on the same day that families register their children as students at our school (we have the power to register students on-site, as opposed to having to send them to a registration center). These pedagogues are assisted by Miguel Antunes, our Parent Coordinator. After an introduction to our school and the completion of the HLIS, parents are shown the video highlighting the three program options, in the appropriate native language if available. The teacher(s), with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options and answers any questions families may have regarding each one. In addition, We provide additional information in a brochure and data packet about the unique features of our Internationals approach, which is designated as an ESL program by the NYC DOE. After their questions have been satisfactorily answered, parents then complete the Program Choice Forms.

Parents choose one of the three NYCDOE program models. Parents will choose a model in order of preferece, either Free-Standing ESL, Transitional Bilingual, or Dual Language. If parents choose an ESL program for their child, we place that student in our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school that provides a program of their choice. However, should the number of parent selections for either a dual language or Transitional Bilingual model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Every trimester, Ms. Ramsuchit analyzes our Parent Choice Forms to track program choice numbers.

The whole process including the HLIS, parent orientation and student placement occurs all on the same day. All documents, including the Parent Choice Forms are collected on the same day. The Parent Choice Form is copied and placed in a binder that is kept in the administrative offices in Room 339, and the original is placed in the student’s cumulative folder.

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].)

Since the parent orientation occurs on the same day that families come into school to register their children as students, choice forms are filled out on-site and returned to us that day. Ms. Ramsuchit with the assistance of Parent Coordinator Miguel Antunes give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice Forms are placed in the student's cumulative file and copies are kept in the administrative offices in Room 339. Ms. Ramsuchit, with assistance from Miguel Antunes, ensures that continuous entitlement letters are sent home annually in October. Parents who wish to change their program selection may schedule a meeting to discuss other options. Translation and Interpretation services will be provided.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program. Our school attempts to hire personnel – professional, paraprofessional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages.

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

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. After reviewing the program selection forms of new enrollees over the past few years, out of a total 188 new admits, 177 chose Free Standing ESL, 2 chose TBE Spanish, 5 chose TBE Chinese, 2 chose TBE Other, 2 chose Dual Language as a first choice. The data clearly shows the trend toward Free Standing ESL program preference.

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

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	9	6	6	30
Push-In														0
Total	0	0	0	0	0	0	0	0	0	9	9	6	6	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	417	Newcomers (ELLs receiving service 0-3 years)	301	Special Education	13
SIFE	153	ELLs receiving service 4-6 years	108	Long-Term (completed 6 years)	8

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	301	85	5	108	61	6	8	13	2	417
Total	301	85	5	108	61	6	8	13	0	417

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

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
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	
	EL L	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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										36	25	34	47	142
Chinese										11	24	11	19	65
Russian										10	5	5	0	20
Bengali										6	1	1	4	12
Urdu										2	4	5	0	11
Arabic										8	2	4	16	30
Haitian										10	22	15	23	70
French										5	7	2	3	17
Korean														0
Punjabi														0
Polish										1			1	2
Albanian														0
Other										10	12	19	7	48
TOTAL	0	99	102	96	120	417								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?
 Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 80 students. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental literacy class for three 65 minute periods per week in lieu of an extra elective period.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

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

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

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. 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.

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:

- French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French
- Sustained Silent Reading (SSR) – During this time, older students read in English and various native languages self-selected books that are appropriate to their reading level to support students in the selection and completion of their books.
- Saturday Regents Prep – For 6 Saturdays faculty members provide a small group of students with three hours of Regents preparation in all subjects.
- Additional Literacy Period – SIFE, long-term ELLs, and other struggling students are mandated for three 65-minute literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher/student ratio is of 1:10 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
- After School Tutoring – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
- Regents Prep After School– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for a twice-weekly Regents preparation class taught in English.
- Reading Horizons—Struggling readers are provided two 90-minute period of instruction a week using this reading software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- Destination Math—Struggling math learners are provided one 65-minute period of instruction a week using this mathematics software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- On-site College NOW— All students are given the opportunity to take college-level classes, taught in our language rich, rigorous, and supportive environment by an ESL and/or content-certified teacher, as needed.

- Additional Numeracy Period -- Struggling math learners are provided two 65-minute periods of instruction a week where they receive explicit academic literacy instruction in a classroom setting with a certified math teacher. The teacher/student ratio is of 1:15 or smaller. Content is tied to mathematics units that the instructional team decides need special attention. This class is taught in English.

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

While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the Internationals Approach, ensures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. All of these students receive ELL testing accommodations on all Regents examinations.

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

Our numeracy class, the after school reading intensive class, and the after school life skills class for ELLs with learning disabilities are all new for this academic year.

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

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

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Government
- iMentor (senior students paired with adult mentors)
- Drama Class
- Yearbook
- Several ethnic clubs
- Human Rights club
- After School Non-fiction Reading and Writing Class: A class designed to develop language skills to read and analyze non-fiction texts in all content areas and respond in writing and speaking.
- Saturday Explorers Program: Interdisciplinary curriculum that will provide targeted assistance to students in the core content areas through thematic units.
- Urban Sociology Class: Students will attend poetry readings, independent film and cultural institutions and produce written work or video or photo essay related to their connections to the city as immigrants.

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

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

- QTEL Institute curricula
- Facing History and Ourselves curricula

- Theatre Development Fund teaching artists (playwriting)
- Educators for Social Responsibility curricula
- iMentor Program
- Technology:
 - o iMovie, Final Cut Pro (digital video cameras)
 - o iPods
 - o Garageband
 - o iPhoto (digital cameras)
 - o Powerpoint (school has approximately 182 laptops computers and a minimum of 2 desktop computers in every classroom)
 - o Word processing
 - o Reading Horizons
 - o Achieve 3000
 - o SMART Board
 - o Destination Math

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

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

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

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

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

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a lot kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using lot of scaffolding to help students open up about their feelings about school and their transition to a new country and a new language.

14. What language electives are offered to ELLs?

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

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)?

We do not offer a Dual Language program.

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. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

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

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

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

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

- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team’s shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network’s five core principles.
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
 - International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
 - DYO Formative Assessment – our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE’s design your own (DYO) formative assessment program.
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. 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 120 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. In addition, in the 2009-2010, the entire pedagogical staff received on-site, school-specific, coaching and professional development from WestEd in QTEL strategies for 12 to 15 hours per teacher.

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										21	18	3	3
	A										18	57	40	61
	P										10	19	33	32
READING/ WRITING	B										95	22	12	8
	I										18	61	56	73
	P										0	2	3	4

3. How do you evaluate the needs of parents?

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

developed based on the results of the surveys described in the answer to question three above and the needs of students based on

NYS Math

Grade and field	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

Part V: Assessment Analysis

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	80		36	
Math <u>Int. Algeb</u>	145		55	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	104		37	
Physics				
Global History and Geography	164		55	
US History and Government	106		50	
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.

Data from our extensive intake process, SIFE interview tool, and diagnostic assessments that are in alignment with the performance based assessment standards of the Consortium in every content area show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts.

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

An analysis of the data results of the LAB-R and NYSESLAT reveals several things:

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

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

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

4. 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?

While students have the option to take examination in their native language, all students choose to take their exams in English, while having the native language version of the test side-by-side for reference. Native language versions of exams that our students need are ordered in all of the languages made available by New York State.

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

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

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

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

While students have the option to take examination in their native language, all students choose to take their exams in English. Some choose to have the native language version of the test side-by-side for reference. Native language versions of exams that our students need are ordered in all of the languages made available by New York State.

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

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

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

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$417,137	\$83,001	\$500,138
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,131.37		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$830.01	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20856		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$41,713.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
93%

9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The one teacher who had been teaching out of his license area (ESL certification) in 2009-2010 is currently teaching within his license area. In his case, the lack of HQ status has been corrected.

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See pages 5, 6, and 14 – 21.

3. Instruction by highly qualified staff.

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

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

See pages 22 – 23.

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

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

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

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

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

N/A

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include

measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See LAP (attached).

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

Our school, to the best of our ability, offers a comprehensive program for all students. We work very hard to ensure that our students receive all benefits they are entitled to under the law and all benefits they could possibly get outside of what is required. Our school has the highest student participation rate in the Federal school meals program in our building. We require them to go to the student cafeteria every day by not providing any programming that may conflict with lunch. We have a partnership with health providers to help students get immunized at the school. In addition, students who are parents avail themselves of the LYFE program in our building, which provides childcare to students free of cost while they attend school. When students and families are in need of additional supports that we cannot provide in-house, we refer them to social welfare and health care agencies outside of school that may be able to provide those supports. Our Assistant Principal of Guidance, our two full-time social workers, and our parent coordinator are knowledgeable about how to access Federal, State and city agencies for help. This starts with our knowing our students and their families well. Our advisory program is the first line of defense in this area.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			417,137	x	Page 14-19
Title I, Part A (ARRA)	Federal	x			83,001	x	Page 14-19
Title II, Part A	Federal	n/a			n/a		
Title III, Part A	Federal	x			58,540	x	Appendix 2, p.29
Title IV	Federal	n/a			n/a		
IDEA	Federal	n/a			n/a		
Tax Levy	Local	x			2,022,292	x	Page 14-19

¹ **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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

