



KINGSBRIDGE INTERNATIONAL HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: KINGSBRIDGE INTERNATIONAL HIGH SCHOOL
ADDRESS: 2780 RESERVOIR AVENUE
TELEPHONE: 718-329-8580
FAX: 718-329-8582

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000011268 **SCHOOL NAME:** Kingsbridge International High School

SCHOOL ADDRESS: 2780 RESERVOIR AVENUE, BRONX, NY, 10468

SCHOOL TELEPHONE: 718-329-8580 **FAX:** 718-329-8582

SCHOOL CONTACT PERSON: RONALD NEWLON **EMAIL ADDRESS:** RNewlon@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Eliseo Ceden

PRINCIPAL: RONALD NEWLON

UFT CHAPTER LEADER: Eliseo Ceden

PARENTS' ASSOCIATION PRESIDENT: Ramona Alvarez

STUDENT REPRESENTATIVE:
(Required for high schools) Sheyla Rodriguez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association(101)

NETWORK LEADER: Cofield/Roberts

SUPERINTENDENT: ELENA PAPALIBERIOS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ronald Newlon	Principal	Electronic Signature Approved. Comments: approved
Eliseo Cedeno	UFT Chapter Leader	Electronic Signature Approved. Comments: Yes Approved
Andrew Pecunia	UFT Member	Electronic Signature Approved. Comments: Yes Approved
Brian Mullen	UFT Member	Electronic Signature Approved. Comments: yes Approved
Karol Alfaro	DC 37 Representative	Electronic Signature Approved. Comments: yes Approved
Carmen Escobar	UFT Member	Electronic Signature Approved. Comments: Yes Approved
Jackeline Rosero	Student Representative	Electronic Signature Approved. Comments: yes Approved
Sheyla Rodriguez	Student Representative	Electronic Signature Approved. Comments: yes Approved
Juliana Almonte	Parent	Electronic Signature Approved. Comments: Yes Approved
Hector Bueno	Parent	Electronic Signature Approved. Comments: Yes Approved
Juliana Almonte	Parent	Electronic Signature Approved. Comments: Yes Approved
Antonio Reyes	Parent	Electronic Signature Approved. Comments: yes Approved

* 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.

Our mission at Kingsbridge International High School is to serve recent immigrant English Language Learners and prepare them with the linguistic, academic, and cultural skills needed for success in college and beyond. We integrate language development and content using cooperative learning strategies. We are currently serving our SIFE, LTEs and regular ELLS through the following interventions:

- P.M. school, daily from 3:15 to 5:15 p.m.
- Saturday Academy, from 8:00 a.m. to 1:00 p.m.
- Summer program for Regents prep and credit recovery
- Enrichment programs embedded in the curriculum, such as Math-Wizard and Music and the Brain
- Daily professional development from 8:00-8:20 a.m., including team planning twice a week
- Daily peer tutoring

Supplemental support is provided to our students through P.M. school, which meets daily from 3:45 to 5:15 p.m., and Saturday Academy, which meets from 8:00 a.m. to 1:00 p.m. In addition, we offer a summer Regents prep and credit recovery program that culminates in multiple Regents Exams, including Integrated Algebra and ELA.

We have embedded several programs in our curriculum to strengthen our students' resources and enrich their learning experience, such as Math-Wizard and Music and the Brain, which addresses the five reading strands.

In addition, we have been given the opportunity to continue Achieve3000 this year, which our 9th and 10th graders will be using in their regular instructional and P.M. English classes. We also have the Rosetta Stone program, which is used in our P.M. classes to assist our students in their English development.

Our staff meets daily from 8:00 a.m. to 8:20 a.m. for professional development. Teachers break twice a week during this time to plan in grade teams to develop a Language Framework for each unit, which guides students with vocabulary needed for each lesson, along with language function and structure. In addition, teachers use the Teaching Matters Coach to create rubrics that align theory to practice. . We address English language proficiency according to the NYSESLAT, LAB-R, and baseline writing samples by modifying the curriculum for multiple entry points. We adjust the curriculum with daily assessments, including student conferences. Our Inquiry Team has addressed Math proficiency by monitoring SIFE, LTEs and regular ELLS in their classrooms over the past three years.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Kingsbridge International High School								
District:		10	DBN #:		10X268	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			83.7	84.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			81.7	91.48	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			79.8	87.9	93.2	
Grade 8		0	0	0						
Grade 9		86	112	113	Students in Temporary Housing - Total Number:					
Grade 10		110	108	115	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		130	108	116			3	47	TBD	
Grade 12		0	109	115						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		326	437	459	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							83	43	94	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		39	20	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		11	1	TBD	
Number all others		0	3	5						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	305	294	432	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	5	Number of Teachers	17	24	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	6	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	48	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	11.8	29.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	23.5	37.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	83	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	86.9	TBD
Black or African American	9.8	11	7.4				
Hispanic or Latino	82.2	81.7	85				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	3.7	4.8				
White	2.4	2.3	1.7				
Multi-racial							
Male	51.2	49	52.5				
Female	48.8	51	47.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				Ysh	√		
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				Ysh	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities							
Limited English Proficient				Ysh	√		
Economically Disadvantaged				Ysh	√		
Student groups making AYP in each subject				4	4		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	76.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	40.7	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The aids we have in our needs assessment are our common planning, daily professional development and our interdisciplinary units.

The barriers we face are our Sife students and our lowest thirds for all four grade levels. The lowest third earning 10+ credits has gradually declined from the first year to the third year. This has been addressed in our daily professional development meetings.

The greatest accomplishments have been our graduation rate, an A on our school report card, performance on our math and science regents, and our percentage of graduates receiving advanced regents diplomas.

Our departments have ongoing self-analysis and needs assessment. We have strong department teams that are always looking for ways to improve instruction. Our greatest barrier is to continue our efforts to improve the academic achievement of our lowest third, both credit accumulation and performance on regents 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/>Based on the findings and implications from the comprehensive needs assessment (Section IV), we have determined our schools instructional goals for the school year 2010-2011.</p> <p>Our first goal is to assure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2011, the bottom third will demonstrate progress toward passing their required regents as demonstrated by a 10% increase of the bottom third passing.</p> <p>Our second goal is to ensure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2011, the bottom third will acquire missing credits through PM school and Saturday Academy to be on track with their cohort.</p> <p>By June 2011,our third goal is to have 50% of our third ELL cohort graduate on time.</p>	<p><input type="checkbox"/></p> <p>Goal 1: We will align our instruction and remediation so that 60% of bottom 1/3 students will receive 10+ credits in their second year of instruction. This is an increase of 6.7% over the previous year’s credit accumulation among the bottom 1/3 in their second year.</p> <p>Goal 2: We will align our instruction and remediation so that 50% of bottom 1/3 students will receive 10+ credits in their third year of instruction. This is an increase of 10% over the previous year’s credit accumulation among the bottom 1/3 in their third year.</p> <p>Goal 3: We will ensure that students receive appropriate instruction and support in all courses so that student’s progress with their cohort and graduate from high school.</p>

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Based on the findings and implications from the comprehensive needs assessment (Section IV), we have determined our schools instructional goals for the school year 2010-2011.</p> <p style="padding-left: 40px;">Our first goal is to assure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2011, the bottom third will demonstrate progress toward passing their required regents as demonstrated by a 10% increase of the bottom third passing.</p> <p style="padding-left: 40px;">Our second goal is to ensure that the bottom third students receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. By June 2011, the bottom third will acquire missing credits through PM school and Saturday Academy to be on track with their cohort.</p> <p style="padding-left: 40px;">By June 2011, our third goal is to have 50% of our third ELL cohort graduate on time.</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>	<p><input type="checkbox"/></p> <p>Our first goal is to assure that the bottom third students in the first year receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. Our action plan to address these items includes:</p> <ul style="list-style-type: none"> School Report Card Progress Report Teachers will evaluate student Transcript Mid-Year to determine credit progress Extended day program will be instituted to allow students to attain elective credits Peer tutors will work with student in the core subject areas

Teacher tutorials will be offered after school and on Saturdays to help students
Teachers will meet on grade level teams to discuss and evaluate progress
Parents will be invited into the school to meet with teachers and discuss their child's progress
Parents will be invited to morning meeting to discuss academic intervention strategies
Students will set individual goals
Funding is needed for extended day and Saturday and morning meeting per session and peer tutors

Our second goal is to ensure that the bottom third students in the second year receive appropriate instruction and support in all courses so that more students progress with their cohort through high school. Our action plan to address these items includes:

School Report Card

Progress Report

Teachers will evaluate student Transcript Mid-Year to determine credit progress

Extended day program will be instituted to allow students to attain elective credits

Peer tutors will work with student in the core subject areas

Teacher tutorials will be offered after school and on Saturdays to help students

Teachers will meet on grade level teams to discuss and evaluate progress

Parents will be invited into the school to meet with teachers and discuss their child's progress

Parents will be invited to morning meeting to discuss academic intervention strategies

Students will set individual goals

Funding is needed for extended day and Saturday and morning meeting per session and peer tutors

Our third goal is to ensure that 70% of our third cohort will graduate. Our action plan to address these items includes:

Teachers will evaluate student Transcript Mid-Year to determine credit progress

Extended day program will be instituted to allow students to attain elective credits

Peer tutors will work with student in the core subject areas

Teacher tutorials will be offered after school and on Saturdays to help students

Teachers will meet on grade level teams to discuss and evaluate progress

Parents will be invited into the school to meet with teachers and discuss their child's progress

Parents will be invited to morning meeting to discuss academic intervention strategies

Students will set individual goals

Funding is needed for extended day and Saturday and morning meeting per session and peer tutors

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>Implications exist for staffing, schedule and the budget. Staffing needs are created by the after school and Saturday programs. The extra staff creates implications for the budget. Scheduling requirements rise with the need of credit evaluation, teacher tutoring, and program monitoring. The funding sources that are used to implement the action plan are Title III, LEP, Title I SWP, TL Fair Student Funding HS.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>We have identified the following evidence that will guide us in assuring that we have met our goals.</p> <p>Goal 1: Evaluation of the end of the year transcripts Evaluation of the credit accumulation mid year via the transcript Use of the spring term progress report Conferencing with the teachers in the morning meetings</p> <p>Goal 2: Evaluation of the end of the year transcripts Evaluation of the credit accumulation mid year via the transcript Use of the spring term progress report Conferencing with the teachers in the morning meetings</p> <p>Goal 3: Evaluation of the end of the year transcripts Evaluation of the credit accumulation mid year via the transcript Use of the spring term progress report Conferencing with the teachers in the morning meetings</p>

	Final 2011 Cohort Graduation Rate
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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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	121	121	121	121	22	2	67	6
10	46	65	56	49	35	5	55	11
11	52	58	63	92	22	8	45	4
12	78	22	38	63	18	6	31	3

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Academic Intervention Includes the following:Pm and saturday academy. Weekly English team meetings to align the curriculum for all grade levels
Mathematics:	<input type="checkbox"/> There is peer tutoring after school and during school hours.The entire Math staff works after school and 3 of our math teachers run a saturday program, and the students are places according to their academic ability and needs for the regents
Science:	<input type="checkbox"/> 4 years of Science. An Extra period of Science is provided for Seniors to make up Regents requirements. Saturday academy is weekly to address students' individual needs. Technology, worksheets, Regents Prep and one on one conferences are conducted to assist students in meeting standards and monitoring themselves.
Social Studies:	<input type="checkbox"/> Our social studies department conducts transcript analysis in September to identify the students who are deficient in credits and regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday academy. We have Staff available everyday after school and Saturdays for both Global and U.S. tutoring. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills an help develop the necessary thematic and DBQ essay skill for the regents <input type="checkbox"/>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> ▪ Students are provided with individual conferences to plan how to improve their overall achievement <p>Students review transcripts with counselor and are informed/ made aware graduations requirements and first steps for college applicationsounseling</p> <p>Peer Mediation,Group Counseling,Referral to Social Worker</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> We have a school based support team. Also, we have a boys and a girls club to promote discussion of relevant issues <input type="checkbox"/> for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> Provides Crisis Intervention for students on demand Referral services for students and families for example on issues such as child care, mental health services, domestic violence, Planned Parenthood for sexual health Provide girls with a girls' club{ GLOW} to enhance self-esteem and leadership skills Parent teacher conferences to assist students with behavior and academic challenges § Provide individual and family counseling § Students with special needs and provide counseling with I.E Ps Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd, Montefiore, Cardinal McClosky Services and othersGroup Counseling <p>Individual Counseling, Referrals to outside agencies,</p>
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> ▪ School Based Support Team- Meeting the I.E.P's [of special education students ▪ Good Shepherd –Provides us with YABC students who passed their Regents to assist teachers with students in the classrooms. Montefiore Clinic- Mental Health and immunization

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **ORC 27159** by the manner 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.

Part A: Language Allocation Policy

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

Directions: Part A and Part B of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Type of Program will be reviewed this year for DOE and SED approval. **Bilingual** **ESL** **Both** Number of LEP (ELL) Students Served in 2010-2011: 517

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- All students are served in a free standing content embed ESL program budget for 2010-11 (pending allocation of Title III funding).
- The revised Transitional Classes (preparation for NYSES/LAT) below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections I and II below.

Section I. Student and School Information.

Grade Level(s) Parent/Community involvement:
9, 10, 11, 12

- Parents attend monthly PA/PTA/SLT meeting and are informed of the schools' progress towards the goals.
- Number of Students to be Served:** The parent coordinator will arrange classes and workshops for the parents. Help parents acquire English Language Skills.
- LEP 518** Orientation sessions (help parents help their children)
- Non-LEP 0** The Social Worker will arrange workshops on the college application process.

Number of Teachers 23

Other Staff (Specify) 1 Social Worker, 1 Guidance Counselor, 6 School Aides, 1 Parent Coordinator

School Building Instructional Program/Professional Development Overview
II Project Jump Start (Programs and activities to assist newly enrolled LEP students).

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program
All students are served in a free standing content embed ESL program
Transitional Classes (preparation for NYSES/LAT)
SIFE (FOCUS ON

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.

Teaching Matters consultant will work with new teachers to help them learn and use ESL teaching strategies

Teachers will meet in Grade and Subject teams to discuss ELS strategies

Teachers will attend PD outside of the School

Section III. Title III Budget

-

School: 10X268
BEDS Code: 321000011268

Allocation Amount:											
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.									
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$66,940	<input type="checkbox"/>									
		Allocation :									
		<table border="1"> <thead> <tr> <th>Budget Category</th> <th>Budgeted Amount</th> <th>Explanation of Proposed Expenditure</th> </tr> </thead> <tbody> <tr> <td>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</td> <td style="text-align: center;">\$50,340</td> <td>Pay for PD, P.M. School and Saturday Academy</td> </tr> <tr> <td>Purchased services such as curriculum and staff</td> <td style="text-align: center;">\$10,000</td> <td>Rosetta Stone</td> </tr> </tbody> </table>	Budget Category	Budgeted Amount	Explanation of Proposed Expenditure	Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$50,340	Pay for PD, P.M. School and Saturday Academy	Purchased services such as curriculum and staff	\$10,000	Rosetta Stone
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Travel		Paid for out of other funding															
Computer Software	\$5,600	Regents related materials															
TOTAL	\$66,940																
Purchased services - High quality staff and curriculum development contracts	\$50,340	<input type="checkbox"/> Teaching Matters Achieve 3000 and per session for our P.M School and our Saturday Academy.															
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,000	<input type="checkbox"/> Supplies for After School Program and Saturday Program															
Educational Software (Object Code 199)	\$10,000	<input type="checkbox"/> Rosetta Stone															
Travel	0	<input type="checkbox"/> none															
Other	0	<input type="checkbox"/> none															
TOTAL	0																

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.

We determine the primary language through home language surveys, student interviews and social worker phone calls. All of our students are immigrant children, therefore the staff knows our children are ELLs and that extraordinary measures must be taken to communicate with parents. We have full translation available for our students and all letters to the house are written in English and the other native languages. Our staff discusses the language barriers that exist in our daily professional development meetings.

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.

100% of our school community and parents need translation services. All of our students are immigrant children and their are multiple languages spoken in iur school, with Spanish being 90% of the speaking population. All of our home letters are translated into the native languages.

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.

We have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE translation services for all letters to be sent

home to our ELL families. We have in-house staff available for translation, as well as parent volunteers and students who have developed a certain level of mastery of English.

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.

For all translation needs, we have in-house staff, parent volunteers as well as a students who have a certain level of masery of English for parent conferences and events. We also use the NYCDOE translation services for documents.

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>.

Our documents and plans are distributed through mail and in-class deliveries. Of the parents who do not respond to our requests, phone calls are made by the social worker and guidance counselor for follow up.

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 2010-11:	\$585,034	\$33,301	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,850		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,256	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,503	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
80%

6. 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.

I will work to get teachers full certified

Pay teachers to take college classes that will allow them to be fully certified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

Kingsbridge International High School agrees to implement the following statutory requirements:

o 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.

- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o 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.
- o 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.
- o 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:
 - o 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. Kingsbridge International High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

2. Kingsbridge International High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Kingsbridge International High School 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: (List activities.)
4. Kingsbridge International High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Kingsbridge International High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Kingsbridge International High School 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
 - ii. the State's student academic achievement standards
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. 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: (List activities.)

c. 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: (List activities.)

d. 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: (List activities.)

e. 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: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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, as evidenced by the Parents Association creating the policy. This policy was adopted by the Kingsbridge International High School Parents Association and will be in effect for the period of the academic school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of the academic school year.

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.

Required School-Parent Compact Provisions

School Responsibilities

Kingsbridge International High School 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.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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.
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.
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.
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.
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.
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.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. 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.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Annual Goal (From Part C): To increase the English Language Arts and Math achievement levels of all students at Kingsbridge International High School by June 2010.

Related objective: By June 2010, there will be an increase of 20 % of parent involvement school wide.

WHAT needs to be done to accomplish objection?

- Schedule workshops focusing on parenting skills, resume writing, computer skills and reading with children.
- Invite parents to Parent-child activities such as Social Events, College Fairs, Health Workshops, etc
- A parent involvement committee will be formed for ongoing parent involvement planning.
- Recruit parent to participate in various volunteer programs at Kingsbridge International High School
- Parents will attend workshop in the content areas to support efforts at home.
- Parents will be involved in the planning, reviewing, and improving of our parent involvement program.
- Parents will be part of the decision-making group that improve our school curriculum, instructional program, and staff development.

· Schedule content area workshops at times that are convenient for maximum parental participation.

FOR WHOM?

Parents of students in 9, 10, 11 and 12th grades.

WHEN?

Beginning of September 2009 and ongoing through the school year.

BY WHOM?

Parent Coordinator, Administrators, Teachers.

SUPPORT

Ø Classroom Teachers

Ø Region One Staff

Ø Office of Parent and Family Involvement

Ø In-house Staff

Ø Parent Coordinator

Ø Community Based Organizations

INDICATORS OF SUCCESS AND/OR ACCOMPLISHMENT –HOW WILL WE KNOW OUR STRATEGIES ARE WORKING?

Ø Interval of Periodic Review

Ø Instruments(s)/Projected Gains

Ø Statistically significant increase in parental attendance at school function from September 2009

Ø Increased Parent Association-sponsored activities

Ø Increased attendance at Parent –Teacher conferences

Ø Increased parent volunteers

Part A: Analysis of the Current Status of Program Effectiveness

1. The Current level of parent and community engagement in 5 % per activity /event. Largest participation will include all activities prior to the holiday breaks and during the first three months of semesters year. Due to the statue of Kingsbridge International High School a none- zone school it is believed that parents have a difficult time in transportation (distance).

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

o Do my homework every day and ask for help when I need to.

o Read at least 30 minutes every day outside of school time.

o 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.]

School-Parent Compact

The Parent/Guardian Agrees

Kingsbridge International High School is:

To convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

To actively involve parents in planning, reviewing, and creating activities in order to meet the Title I program guidelines.

To provide parents with information on their children's progress through: Quarterly reports, Semi-annual parent- teacher conferences, open door policy access to administrative staff standard test results home reporting, and teacher evaluation reports.

To deal with communication issues between teachers and parents through:

- Parent-Teacher conferences
- Report to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

To encourage parents to attend workshops such as: Literacy, Mathematics, Technologies issues.

Parent/Guardian is:

To monitor their children's academics progress and attendance.

To become involved in the strategies designed to encourage my participation in parent involvement activities.

To participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

To monitor my child's:

- Attendance at school
- Homework and School Work
- Television watching, Video Games, etc.
- Health needs
- Free Time

To share responsibility for my child's teachers about his/her educational needs.

To ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our biggest need is to monitor the credit accumulation and regents performance for our lower third. There is a continuous drop in the percentage of the lowest third earning 10 credits from the first year to the third year. We need to provide opportunities for this segment of our population to meet state academic standards and student academic content. The students need to be identified earlier in the first year in order to successfully monitor academic progress and success.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Opportunities are provided on a daily basis with our PM school. Students are in small group settings which allows teachers to provide individual attention for some of our needier students. A Saturday academy is also operational to provide students with more opportunities for credit recovery and regents preparation.

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.

Teachers meet daily for professional development compare and contrast different strategies for our students. There is PM school daily and a Saturday academy to increase the amount and quality of learning. We also have a Summer School that runs for 5 weeks that provides students with an opportunity for credit recovery and regents preparation.

o Help provide an enriched and accelerated curriculum.

Our daily professional development meetings enable teachers to work on planning their individual and team curriculums. Teachers are afforded the opportunity to work in grade and subject teams, which allows the teams to enrich the curriculum based upon the needs of their classes and their students

o Meet the educational needs of historically underserved populations.

Daily professional development allows the staff to really target the weakest areas for our students and to devise appropriate strategies. Our student population has been under served and these meetings provide time and opportunity to deal with the unique challenges our students present.

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.

Counseling and mentoring are provided by the social worker, guidance departments and teachers. Trip clubs are made

available to our more challenging students in order to help them get focused and motivated to perform academically. There are constant school trips to the local college campuses to expose the students to college life.

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

We have approximately 80% of our classes being taught by highly qualified staff

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.

In addition to the daily professional development already in place, all teachers will participate in the following programs:

- • Teacher Book Clubs, once a week
- • Teacher inter-visitations, once a week during individual prep periods

- • Looking at Student Work Three-Day Workshop provided by the Office of ELLs
- • Lehman College Art Gallery Professional Development
- • Achieve3000, general staff training every other week
- • Achieve3000, Needs Analysis: Classroom Support and Modeling Workshop
- • Destination Math, eight days of professional development
- • Destination Math, general staff training once a month
- • Transformative Assessment by W. James Popham and Fifty Strategies for Teaching English Language Learners by Adrienne Herrell and Michael Jordan. Collaborating across content areas will give them the opportunity to grow professionally in their practice and meet the needs of individual SIFE and LTEs.
- • We will send three teachers to the Looking at Student Work Three-Day Workshop provided by the Office of ELLs. Participants will present what they have learned to their grade teams and departments, and meet every other week for one period to assess the progress of SIFE students in Math and Literacy.

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



Show a supportive environment.

Allow prospective teachers the opportunity to interview and converse with current staff.

Provide staff with resources and materials needed to deal with our population.

Daily opportunities for professional growth.

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



- Journalism class
- Student presentations during Parent Teacher Conferences, four times a year on Achieve3000 and Destination Math
- Adult Literacy and Algebra refresher courses using Achieve3000 and Destination Math
- International Week, April 2010 during P.M. school , our Parent Coordinator, will offer parents the opportunity to engage in direct classroom involvement by inviting parents to participate in the weekly Journalism class. Parents will have the opportunity to work together with their student on conducting team interviews, writing articles, and assist with translation.
- Students will present what they are learning to parents through Achieve3000 and Destination Math during Parent Teacher Conferences, which take place over two days at the end of each marking period. The presentations will include training on the parent component of each program so that parents can utilize the necessary tools to assist and maintain involvement in their student's learning.
- We will offer Adult Literacy and Math
- Depending on the parents' needs, courses will be offered in both English and Spanish.
- International Week will take place in April 2010 during P.M. school. We will increase cultural awareness and community bonds among our students and parents through intercultural events such as an art exhibit, music and dance performances, and a fashion show. Students will collaborate with their parents on presentations on their home countries and the travel guides they are preparing in their English classes.
- We will also include our annual food festival, which will coincide with our 9th grade cookbook, A Taste of Culture.

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.

Daily Professional Development

Grade and subject team meetings to discuss the achievement of individual students.

Leadership team of teachers that is involved in the administrative decision making process.

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.

Students' difficulties are identified by teams of teachers. The daily professional development meetings allows teachers to identify the students who experience difficulties in academic achievement and create strategies. These meetings begin in September, which allows teachers to identify needy students in a timely fashion.

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.

Daily fitness class, both in a.m and p.m, in which students are exposed to various forms of exercise. Proper diet and nutrition are a major component of the program.

Students are afforded the opportunity to be student workers in the school. Students serve as tutors for struggling students.

**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 specifically 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 school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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.
N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
N/A
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;
N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
n/a
 - c. Minimize removing children from the regular classroom during regular school hours;
n/a.
4. Coordinate with and support the regular educational program;
N/A
5. Provide instruction by highly qualified teachers;
n/a

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

Five

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

Counseling and Social Worker Services.

After school and Saturday Tutoring

When appropriate students will be given work study to assist them with expenses.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_10X268_102210-125640.doc

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Kingsbridge International Language Allocation Policy

Our LAP team members reflects the composition of the school community by including administration, teachers, parents and students.

Teacher Qualifications- See Worksheet

School Demographics- We have 518 students in our school and 100% of our students are ELLs.

Part II – ELL Identification Process-

All of our students enter KIHS as an ELL. They are all subsequently given an HLIS. Qualifying students are administered the LAB-R by Andres Perez, who is a licensed pedagogue. All qualifying students (100% of the students currently enrolled) are also administered the NYSESLAT annually. This test is organized by our testing coordinator, Andres Perez and administered by all licensed ESL teachers. Our Social Worker and Guidance Counselor send home letters and make phone calls, to ensure that parents are made aware of program choices. Parents attend a meeting facilitated by intake evaluator, guidance counselor and Parent coordinator to receive Information concerning Entitlement Letters and Parent Surveys. Copies are also sent home and social workers and guidance counselors follow up for the return of such documents with their logs anecdotal, and phone calls. The Social Worker, Parent Coordinator and Guidance Counselor then will follow up with parent suggestions by having parent meetings to discuss strategies for implementing parent ideas and feedback. Parents choose KIHS because they want their children to learn English as quickly as possible, graduate KIHS, and go on to college. This is best accomplished through the ESL model.

Part III – Demographics –

A) Programs- 100% of our students are in ESL self-contained classes. We do not have any TBE, Dual Language or push-in/pull-out by grade.

B) ELL Years of Service and Programs and ELLs by subgroups

518 ELLs

54 ELLs in 4-6 years of service

237 Sife

C) See Worksheet

Programming and Scheduling Information –

KIHS has all students in a self contained ESL program. All Our teaching teams are departmentalized and work collaboratively in grade and subject teams. All instruction is delivered collaboratively, in an interdisciplinary method. Teachers meet daily to create instructional strategies for our ELLs and SIFE students. The teachers create differentiated materials for all subgroups. The classes are in block format and are heterogeneous. All staff has received at least 40 hours or ESL Professional Development to ensure all core subject areas staff incorporate the best ESL teaching strategies. All core subject instruction is delivered in English and the workshop

model is used to enrich language development. Reading, writing, listening and speaking are incorporated into all lessons. All students receive more than the minimum time. Requirements of 540, 360 and 180 minutes of ESL instruction for beginner, intermediate and advanced levels, respectively. Students are regrouped for Native Language Arts one period a day.

For newcomers to the U.S., we have staff support in the form of small group mentoring. Peer support is also available to all new students through pairing children of the same country to help the assimilation process.

For our students with 4 to 6 years of service we have created a differentiated curriculum in order to expedite their learning process in English. Teachers meet in their grade teams to discuss strategies and create a plan to meet the students' specific needs. For our long term ELLs our teachers again meet in their grade teams to scaffold and differentiate lessons. For our 5 students with special needs, teachers review their IEPs, develop a plan to align IEP goals, grade appropriate curriculum and language goals in order to create the best possible teaching plan to meet the needs of those students.

There are varying degrees of scaffolding and differentiated lessons for these students.

Long Term ELLs are grouped heterogeneously with international students making the common language English. English development is supported in all classes by training all core teachers in ESL strategies.

SIFE Students are supported socially and emotionally through the Montefiore on site, the guidance counselor and social worker, through small group work, college prep, and enrichment clubs such as the fitness program, movie review club, and cooking club. Academically SIFE students are supported by Destination Math, Achieve 3000, daily PM classes and a Saturday Academy.

All of our ESL students are invited to use these programs.

We also target our ELLs who are preparing for upcoming regents. For our ELLs reaching proficiency on the NYSESLAT we offer enrichment courses in history in AM/PM (early morning and after-school programs) as well as AP English for Seniors. We also offer Opening Act, which is a program run by aspiring actors to teach the students drama. A new program being considered for the upcoming year is The Constitution Works, in which the students role play different positions within the Three Branches of Government. Our ELL students are afforded every opportunity to participate in every program through signage, student created posters, letters to the home to inform parents of school programs. Our students are offered regents prep courses after school in all subject areas. A fitness program is offered am/pm on a daily basis, focusing on exercise and nutrition. All programs will continue in the next year.

Teachers are equipped with a variety of instructional materials including classroom libraries, department libraries, teacher created materials, DVDs, computers and smart boards. Every classroom is equipped with varying levels of class books and texts to accommodate the different levels of ability.

Each content area teacher can choose their own books based upon student needs. Each content area has a variety of PowerPoints, technological lessons, with a great deal of visuals.

Native language support is given through a student support system. Newer students are matched with those who speak the same language but are more advanced with English.

Our resources and required services support correspond to ELLs' ages and grade levels are monitored by administration as well as guidance and the school social worker. We conduct orientations before the school year for both new students and parents in order to help assimilate

the family to both the school and the country. All of our children are ELLs, and we have 13 languages spoken we offer the Rosetta Stone package to all students, parents and staff. We do not have Dual Language programs.

Professional Development and Support for School Staff –

All staff attend daily professional development meetings from 8:00 to 8:20 A.M., including administration, ESL teachers, Core Teachers, and bilingual teachers. In the meetings the needs of ELLs are discussed and appropriate strategies are created. Staff is provided with support to assist ELLs as they transition from one school level to another in our daily PD sessions. Again, the ELL training of 7.5 hours is administered through our daily PD sessions.

Parental Involvement

Our parent coordinator organizes a parent association to increase parental involvement. Meetings are held monthly to inform the parents of the happenings in the school. The needs of the parents are evaluated through surveys and with the staff in our daily PD meetings. Our meetings with the parents always have translators to address the language needs, as well as for our parent teacher conferences.

Assessment Analysis

Through assessments, statistical data of the exams we learned that our students struggle with vocabulary, specifically process words such as analyze, compare and contrast, describe, evaluate, cause and effect, and fact and opinion to name a few. We are working on this in our inquiry teams. We also noticed upon reflection on the RNMR NYSESLAT Modality Report, that our students are much stronger in listening and speaking than reading and writing. To meet these needs, in our grade team we decided to incorporate these words into our daily lessons in all subject areas. To support the reading and writing of our ELLs, the share portion of our lessons is focused on writing a coherent paragraph with a topic sentence and supporting details. The manner in which we evaluate the success of our programs is through ongoing reflection at our grade team and content team meetings, and through analysis completed during inquiry work. The teams design their interdisciplinary curriculums to meet the needs of their students for English development and meeting graduation requirements and future scholastic and employment endeavors.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Kingsbridge International High School					
District:	10	DBN:	10X268	School		321000011268

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		83.7	84.9	84.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	112	113	121				
Grade 10	108	115	125				
Grade 11	108	116	122				
Grade 12	109	115	147				
Ungraded	0	0	0				
Total	437	459	515				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	81.7	91.5	90.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	79.8	93.2	96.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	47	33

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	83	43	94

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	39	20	12
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	1	11
Number all others	3	5	5				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	17	24	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	4
# receiving ESL services only	294	432	TBD				
# ELLs with IEPs	0	5	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	31	48	136	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	11.8	29.2	37.5
				% more than 5 years teaching anywhere	23.5	37.5	41.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	83.0	87.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	86.9	100.0
Black or African American	11.0	7.4	4.1				
Hispanic or Latino	81.7	85.0	86.2				
Asian or Native Hawaiian/Other Pacific	3.7	4.8	7.0				
White	2.3	1.7	2.5				
Male	49.0	52.5	51.3				
Female	51.0	47.5	48.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				vsh	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities						
Limited English Proficient				vsh	v	
Economically Disadvantaged				vsh	v	
Student groups making				4	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	69.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	17	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 1	District 10	School Number 268	School Name Kingsbridge
Principal Ron Newlon		Assistant Principal type here	
Coach type here		Coach type here	
Teacher/Subject Area type here		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Marina Cofield/Megan Roberts		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	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	516	Total Number of ELLs	452	ELLs as Share of Total Student Population (%)	87.60%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All of our students enter KIHS as an ELL. They are all subsequently given an HLIS. Qualifying students are administered the LAB-R by Andres Perez, who is a licensed pedagogue. All qualifying students (100% of the students currently enrolled) are also administered the NYSESLAT annually. This test is organized by our testing coordinator, Andres Perez and administered by all licensed ESL teachers. Our Social Worker and Guidance Counselor send home letters and make phone calls, to ensure that parents are made aware of program choices. Parents attend a meeting facilitated by intake evaluator, guidance counselor and Parent coordinator to receive Information concerning Entitlement Letters and Parent Surveys. Copies are also sent home and social workers and guidance counselors follow up for the return of such documents with their logs anecdotal, and phone calls. The Social Worker, Parent Coordinator and Guidance Counselor then will follow up with parent suggestions by having parent meetings to discuss strategies for implementing parent ideas and feedback. Parents choose KIHS because they want their children to learn English as quickly as possible, graduate KIHS, and go on to college. This is best accomplished through the ESL model.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	4	4	4	16
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	518	Newcomers (ELLs receiving service 0-3 years)	331
		Special Education	4

SIFE	237	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	5
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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
Dual Language										0
ESL	228	205	1	92	58	2	11	4	1	331
Total	228	205	1	92	58	2	11	4	1	331

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0										

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										76	75	73	77	301
Chinese										3	1			4
Russian														0
Bengali										5	6	2	4	17
Urdu										1	1			2
Arabic											3		3	6
Haitian														0
French										6	2	3	5	16
Korean														0
Punjabi														0
Polish														0
Albanian										4	1			5
Other										2	2			4
TOTAL	0	0	0	0	0	0	0	0	0	97	91	78	89	355

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.

Programming and Scheduling Information –

KIHS has all students in a self contained ESL program. All Our teaching teams are departmentalized and work collaboratively in grade and subject teams. All instruction is delivered collaboratively, in an interdisciplinary method. Teachers meet daily to create instructional strategies for our ELLs and SIFE students. The teachers create differentiated materials for all subgroups. The classes are in block format and are heterogeneous. All staff has received at least 40 hours or ESL Professional Development to ensure all core subject areas staff incorporate the best ESL teaching strategies. All core subject instruction is delivered in English and the workshop

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model is used to enrich language development. Reading, writing, listening and speaking are incorporated into all lessons. All students receive more than the minimum time. Requirements of 540, 360 and 180 minutes of ESL instruction for beginner, intermediate and advanced levels, respectively. Students are regrouped for Native Language Arts one period a day.

For newcomers to the U.S., we have staff support in the form of small group mentoring. Peer support is also available to all new students through pairing children of the same country to help the assimilation process.

For our students with 4 to 6 years of service we have created a differentiated curriculum in order to expedite their learning process in English. Teachers meet in their grade teams to discuss strategies and create a plan to meet the students' specific needs. For our long terms ELLs our teachers again meet in their grade teams to scaffold and differentiate lessons. For our 5 students with special needs, teachers review their IEPs, develop a plan to align IEP goals, grade appropriate curriculum and language goals in order to create the best possible teaching plan to met the needs of those students.

There are varying degrees of scaffolding and differentiated lessons for these students.

Long Term ELLs are grouped heterogeneously with international students making the common language English. English development is supported in all classes by training all core teachers in ESL strategies.

SIFE Students are supported socially and emotionally through the Montefiore on site, the guidance counselor and social worker, through small group work, college prep, and enrichment clubs such as the fitness program, movie review club, and cooking club. Academically SIFE students are supported by Destination Math, Achieve 3000, daily PM classes and a Saturday Academy.

All of our ESL students are invited to use these programs.

We also target our ELLs who are preparing for upcoming regents. For our ELLs reaching proficiency on the NYSESLAT we offer enrichment courses in history in AM/PM (early morning and after-school programs) as well as AP English for Seniors. We also offer Opening Act, which is a program run by aspiring actors to teach the students drama. A new program being considered for the upcoming year is The Constitution Works, in which the students role play different positions within the Three Branches of Government. Our ELL students are afforded every opportunity to participate in every program through signage, student created posters, letters to the home to inform parents of school programs. Our students are offered regents prep courses after school in all subject areas. A fitness program is offered am/pm on a daily basis, focusing on exercise and nutrition. All programs will continue in the next year.

Teachers are equipped with a variety of instructional materials including classroom libraries, department libraries, teacher created materials, DVDs, computers and smart boards. Every classroom is equipped with varying levels of class books and texts to accommodate the different levels of ability.

Each content area teacher can choose their own books based upon student needs. Each content area has a variety of PowerPoints, technological lessons, with a great deal of visuals.

Native language support is given through a student support system. Newer students are matched with those who speak the same language but are more advanced with English.

Our resources and required services support correspond to ELLs' ages and grade levels are monitored by administration as well as guidance and the school social worker. We conduct orientations before the school year for both new students and parents in order to help assimilate the family to both the school and the country. All of our children are ELLs, and we have 13 languages spoken we offer the Rosetta Stone package to all students, parents and staff. We do not have Dual Language programs.

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

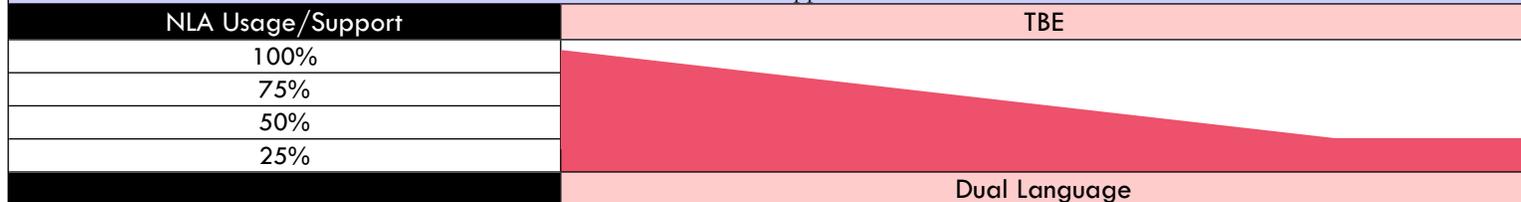
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Programming and Scheduling Information –

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respectively. Students are regrouped for Native Language Arts one period a day. For newcomers to the U.S., we have staff support in the form of small group mentoring. Peer support is also available to all new students through pairing children of the same country to help the assimilation process.

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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)?

Not applicable

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.

All staff attend daily professional development meetings from 8:00 to 8:20 A.M., including administration, ESL teachers, Core Teachers, and bilingual teachers. In the meetings the needs of ELLs are discussed and appropriate strategies are created. Staff is provided with support to assist ELLs as they transition from one school level to another in our daily PD sessions. Again, the ELL training of 7.5 hours is administered through our daily PD sessions.

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?

Our parent coordinator organizes a parent association to increase parental involvement. Meetings are held monthly to inform the parents of the happenings in the school. The needs of the parents are evaluated through surveys and with the staff in our daily PD meetings. Our meetings with the parents always have translators to address the language needs, as well as for our parent teacher conferences.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										100	68	46	53	267
Intermediate(I)										1	35	43	50	129
Advanced (A)										3	2	11	12	28
Total	0	0	0	0	0	0	0	0	0	104	105	100	115	424

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										12	51	41	52
	I										10	27	35	8
	A										3	12	14	6
	P										2	1	2	2

READING/ WRITING	B										21	30	13	17
	I										3	58	56	14
	A										3	2	19	5
	P										0	1	0	1

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Through assessments, statistical data of the exams we learned that our students struggle with vocabulary, specifically process words such as analyze, compare and contrast, describe, evaluate, cause and effect, and fact and opinion to name a few. We are working on this in our inquiry teams. We also noticed upon reflection on the RNMR NYSESLAT Modality Report, that our students are much stronger in listening and speaking than reading and writing. To meet these needs, in our grade team we decided to incorporate these words into our daily lessons in all subject areas. To support the reading and writing of our ELLs, the share portion of our lessons is focused on writing a coherent paragraph with a topic sentence and supporting details. The manner in which we evaluate the success of our programs is through ongoing reflection at our grade team and content team meetings, and through analysis completed during inquiry work. The teams design their interdisciplinary curriculums to meet the needs of their students for English development and meeting graduation requirements and future scholastic and employment endeavors.

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.

Not Applicable

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		