



BRONX INTERNATIONAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **09X403**
ADDRESS: **1110 BOSTON ROAD, BRONX, NY**
TELEPHONE: **718-620-1053**
FAX: **718-620-1056**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS.....17

SECTION VI: ACTION PLAN.....19

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....25

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....26

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....29

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....33

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....35

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....43**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)....44

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....46

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....47

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X403 **SCHOOL NAME:** Bronx International High School

SCHOOL ADDRESS: 1110 Boston Road, Bronx, NY 10456

SCHOOL TELEPHONE: 718-620-1053 **FAX:** 718-620-1056

SCHOOL CONTACT PERSON: Joaquin Vega, Principal **EMAIL ADDRESS:** Jvega4

POSITION/TITLE : PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Joaquin Vega

UFT CHAPTER LEADER: Emily Giles

PARENTS' ASSOCIATION PRESIDENT: Pedro Hernandez

STUDENT REPRESENTATIVE: Chavely Metz
(Required for high schools) Massange Kamara

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK(CFN1):** CFN106

NETWORK LEADER: Cindy Kerr

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 |
|---------------------------------|--|-----------|
| Joaquin Vega | *Principal or Designee | |
| Emily Giles | *UFT Chapter Chairperson or Designee | |
| Pedro Hernandez | *PA/PTA President or Designated Co-President | |
| Socrates Peralta | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| Chavely Metz Massange Kamara | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Bronx Arts Ensemble | CBO Representative, if applicable | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bronx International High School is a 4-year college preparatory high school serving exclusively an immigrant population of English language learners. Our mission is to serve a diverse, multilingual student population of recent immigrants to the United States. We seek to provide each student with a language-rich learning experience that moves them to a point where they can read, write and communicate effectively in English and their native language. Our students learn to use their minds well to critically analyze and respond to complex real-world issues. They use what they learn to become successful academically and professionally and to become advocates for themselves and their communities.

BxIHS has a total of 275 ELLs which represents 76% of our total population of 359. All of our students enter as ELLs, but as they progress in the school they may test out of the New York State definition of ELLs (as defined by the NYSESLAT examination given to all ELL student's every year). Our students come from 20 different countries and speak 14 different languages. Spanish represents our largest language group (268), followed by French (46), Mandingo (9), Arabic (13), Fulani (8) and Bengali (2). There are also speakers of Twi, Soninke, Albanian, Assamese, Soninke, Haitian Creole, Niger, Nepali and Tigre.

Our students often have traveled amazing paths to arrive in The United States. They are adolescents who are both in transition to a new country, new culture and new language. Our students are often used to school systems in other countries, with different customs and cultural norms. Some of our students were at grade level in their countries, and read and write their own languages well. Others have been out of school for months or years, a result of the political turmoil, wars and upheavals that engulf large parts of the globe. A very small number may have never or almost never attended school. When students enter our schools, they have been in the country four years or less and speak very little, if any, English.

- 86% of our students come from low-income families.
- 30% of our students have had interrupted formal education (referred to as SIFE students) due to wars and/or lack of free education options in their native countries.
- 70% of our students have been separated from one or both parents during their family's immigration to the United States.

BxIHS is one of 11 schools in New York and three in California affiliated with the Internationals Network for Public Schools (www.internationalsnps.org), a non-profit school-development organization based in New York City. The mission of this organization is to provide quality education for recently arrived immigrant students by developing small public high schools based on the Internationals Approach, a set of educational beliefs that inform our structure and practices.

Bronx International High School adheres to The Internationals Approach to educating English Language Learners, which is based upon the following five core beliefs:

- **Heterogeneity and Collaboration** (*Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning*).
- **Experiential Learning** (*Expansion of the 21st century schools beyond the four walls of the school building, motivates adolescents and enhances their capacity to successfully participate in modern society*).
- **Language and Content Integration** (*Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study*).
- **Localized Autonomy and Responsibility** (*Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential*).
- **One Learning Model for All** (*The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another*).

Because we believe that individuals learn best from each other in heterogeneous, collaborative groupings, classes are mixed by age, grade, academic ability and achievement, linguistic proficiency, native language and prior schooling. In addition, our Junior Institute combines 9th and 10th grades in a 2-year program. As we also believe that the most successful educational programs are those which emphasize high expectations coupled with effective support systems and that our students arrive with both linguistic and conceptual knowledge, our classes are not leveled by linguistic ability or by cognitive ability. Our students, teachers and leaders work collaboratively on projects to produce common and individual products. All of our students learn language through content, and through activity-based learning and a variety of assessments and products. In light of this, we view every teacher as a language teacher and all of our students as resources for English language learning. Since English is the lingua franca, the English language is fostered through collaborative student work on projects. Students make oral presentations often, starting early in their career and culminating in portfolio presentations at key junctures in their academic paths. In this manner, we believe that the locus of control for language use is the student, mediated by the context.

The heart of the school is the daily collaboration of five small teams of teachers and guidance personnel (named **Connections, Genesis, Metamorphosis, Evolutions, Pangaia**) who share best practices and reflect on what is and is not working with their students through daily informal interactions and three-times a week in team meetings to review curriculum, instruction, assessment and student progress which includes socio-emotional needs. Connections, Genesis and Metamorphosis team have 9th and 10th graders combined, Evolution has 11th graders and Pangaia is made up of 12th graders. Because of our team structure, no student is anonymous. Our small size and our teams allow personalization, growth and success for students and teachers. These students and teachers work at least a whole year in a team, and in the junior institute (9th & 10th grade) for 2 years. These teams are interdisciplinary in nature, composed of a science, mathematics, social studies and English teacher as well as a guidance person, and are responsible for designing and implementing curriculum, instruction and teacher-designed assessments for a small group of up to 75 students over time. Because they know their students well, these interdisciplinary instructional teams can make the best decisions on how to design and organize lessons and activities, to provide extra support or challenges when needed and to assess students continuously. Class size is no more than 27 and some classes are even smaller. Our school attempts to address the needs of our students in as holistic a manner as possible. This includes the socio-emotional needs of our students along with their academic development. We have

tried to create a safe, positive, creative, warm and friendly environment within which to accomplish these goals.

Through the years, we have managed to secure a very hard working staff that really cares about our students and is reflective and willing to change. We question ourselves continuously about how we can be more effective in raising student learning. As mentioned above, we have a team structure that include content area teams and grade level teams. Reflective of our core belief of one learning model for all, we have created a new team this year (the coaching team) that focuses on professional development for teachers in order to differentiate PD for all staff members at BXIHS. After coaches surveyed the staff, differentiation of instruction, language development and authentic assessment were the three areas that the staff indicated they needed to develop further in order to raise the level of student learning. There are teacher team leaders for each grade level and there are coaches that work individually and collaboratively with teachers or teams. We also utilize staff from other International High Schools and in this manner have expanded the definition of our learning community. Teachers collaborate formally and informally through team meetings, collaborative team teaching, discipline teams, inter-school visitations and leadership meetings to name a few.

Expansion of schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society. All of our 12th graders are involved in internships within the larger community. Once a week, on Wednesdays, for the entire year, they work all day in internships as varied as hospitals, courts, non-profit and community organizations, newspapers, schools, day-care and after-school centers, technology, business and other areas

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|-----------------------------|-------------------------|--------------------------|---|--------------------------|--------------------------------|-------------------------|-------------------------|-------------------------|
| School Name: | | | | | | | | | |
| District: | | DBN #: | | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served in 2009-10: | <input type="radio"/> Pre-K | <input type="radio"/> K | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 |
| | <input type="radio"/> 8 | <input type="radio"/> 9 | <input type="radio"/> 10 | <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | | | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | | | | | | | | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | | | (As of June 30) | | | 2007-08 | 2008-09 | 2009-10 |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| Grade 3 | | | | | | | |
| Grade 4 | | | | | | | |
| Grade 5 | | | | Poverty Rate: % of Enrollment | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| Grade 7 | | | | | | | |
| Grade 8 | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | | | | | | | |
| Grade 12 | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| Total | | | | | | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Number in Self-Contained Classes | | | | Principal Suspensions | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | | | Superintendent Suspensions | | | |
| Number all others | | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | | |
| # in Trans. Bilingual Classes | | | | Early College HS Participants | | | |
| # in Dual Lang. Programs | | | | | | | |
| # receiving ESL services only | | | | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | |
| | | | | Number of Administrators and Other Professionals | | | |
| Overage Students: # entering students overage | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|--|---------|---------|---------|--|---------|---------|---------|
| <i>for grade</i> | | | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | | | |
| | | | | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | | |
| American Indian or Alaska Native | | | | Percent more than two years teaching in this school | | | |
| Black or African American | | | | Percent more than five years teaching anywhere | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | | | Percent Masters Degree or higher | | | |
| White | | | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | | |
| Multi-racial | | | | | | | |
| Male | | | | | | | |
| Female | | | | | | | |

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

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
|--|------------------------------------|--------------------------------|---|----------------------------|---|------|--------------|
| Corrective Action (year 2) | | | | | | | |
| Restructuring (year 1) | | | | | | | |
| Restructuring (year 2) | | | | | | | |
| Restructuring (Advanced) | | | | | | | |
| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | | Secondary Level (✓) | | | |
| | ELA: | | | ELA: | | | |
| | Math: | | | Math: | | | |
| | Science: | | | Grad. Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| | | ELA | Math | Science | ELA | Math | Grad. Rate** |
| Student Groups | | | | | | | |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | | | | | | | |
| Student groups making AYP in each subject | | | | | | | |
| Key: AYP Status | | | | | | | |
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only | | |
| √ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | | | |
| <i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> | | | | | | | |
| <i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i> | | | | | | | |
| <i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i> | | | | | | | |

| CHILDREN FIRST ACCOUNTABILITY SUMMARY | |
|---------------------------------------|----------------------------------|
| Progress Report Results – 2008-09 | Quality Review Results – 2008-09 |

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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

- Over the past nine years our school has become increasingly well known and increasingly successful. Previous data shows Bronx International High School earning its a rating of A for three years in a row on the New York City Progress Report
- Our four-year graduation rate is high; in August 2010, 65.5% of the graduation cohort earned a diploma. Half of the graduates received Regents diplomas with honors. This is remarkable, considering that 100% of our students enter 9th grade as English language learners.
- In June of 2010 we celebrated our 6th graduation. 89% of the senior class graduated. Of that number, 92% were accepted to institutions of higher education.
- We have made exemplary proficiency gains in all categories identified in the NYC Department of Education Progress Report 2009-10.

The Bronx International High School is a 4-year college preparatory high school serving exclusively an immigrant population of English language learners. Our mission is to serve a diverse, multilingual student population of recent immigrants to the United States. We seek to provide each student with a language-rich learning experience that moves them to a point where they can read, write and communicate effectively in English and their native language. Our students learn to use their minds well to critically analyze and respond to complex real-world issues. They use what they learn to become successful academically and professionally and to become advocates for themselves and their communities.

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Fulani (7) and Bengali (3). There are also speakers of Twi, Soninke, Albanian, Sinhalese, Tibetan, Jamaican Creole, Wolof, Ibo and Japanese.

Our students have traveled amazing paths to arrive in The United States. They are adolescents who are transitioning to a new country, a new culture and a new language. Our students are accustomed to school systems in other countries, with different customs and cultural norms. Many of our students were at grade level in their countries, and read and write proficiently in their own languages. Others have been out of school for months or years, a result of the political turmoil, wars and upheavals that engulf large parts of the globe. A very small number may have never or almost never attended school. When students enter our schools, they have been in the United States four years or less and speak very little, if any, English.

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- 30% of our students have had interrupted formal education (referred to as SIFE students) due to wars and/or lack of free education options in their native countries.
- 70% of our students have been separated from one or both parents during their family's immigration to the United States.

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Bronx International High School's approach to educating English Language Learners is based upon the following five core beliefs:

- **Heterogeneity and Collaboration** (*Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning*).
- **Experiential Learning** (*Expansion of the 21st century schools beyond the four walls of the school building, motivates adolescents and enhances their capacity to successfully participate in modern society*).
- **Language and Content Integration** (*Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study*).
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- **One Learning Model for All** (*The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another*).

Because we believe that individuals learn best from each other in heterogeneous, collaborative groupings, within our classes students are mixed by age, grade (our junior institute combines 9th & 10th grades together), academic ability, linguistic proficiency, native language and prior schooling. As we also believe that the most successful educational programs are those which emphasize high expectations coupled with effective support systems and that our students arrive with both linguistic and conceptual knowledge our classes are not leveled by linguistic ability or by cognitive ability. Our students, teachers and leaders work collaboratively on projects to produce common and individual products. All of our students learn language through content, and through activity-based learning and a variety of assessments and products. In light of this, we view every teacher as a language teacher

and all of our students as resources for English language learning. Since English is the lingua franca, the English language is fostered through collaborative student work on projects. Students make oral presentations often, starting early in their career and culminating in portfolio presentations at key junctures in their academic paths. In this manner, we believe that the locus of control for language use is the student, mediated by the context.

The heart of the school is the daily collaboration of five small teams of teachers and guidance personnel (named **Connections, Genesis, Metamorphosis, Evolutions, Pangaia**) who share best practices and reflect on what is and is not working with their students through daily informal interactions and three-times a week in team meetings to review curriculum, instruction, assessment and student progress which includes socio-emotional needs. Connections, Genesis and Metamorphosis team have 9th and 10th graders combined, Evolution has 11th graders and Pangaia is made up of 12th graders. Because of our team structure, no student is anonymous. Our small size and our teams allow personalization, growth and success for students and teachers. These students and teachers work at least a whole year in a team and in the junior institute (9th & 10th grade) for 2 years. These teams are interdisciplinary in nature, composed of a science, mathematics, social studies and English teacher as well as a guidance person, and are responsible for designing and implementing curriculum, instruction and teacher-designed assessments for a small group of up to 75 students over time. Because they know their students well, these interdisciplinary instructional teams can make the best decisions on how to design and organize lessons and activities, to provide extra support or challenges when needed and to assess students continuously. Class size is no more than 27 and some classes are even smaller. Our school attempts to address the needs of our students in as holistic a manner as possible. This includes the socio-emotional needs of our students along with their academic development. We have tried to create a safe, positive, creative, warm and friendly environment within which to accomplish these goals.

Through the years, we have managed to secure a very hard working staff that really cares about our students and is reflective and willing to change. We question ourselves continuously about how we can be more effective in raising student learning. As mentioned above, we have a team structure that include content area teams and grade level teams. Reflective of our core belief of one learning model for all, we have created a new team this year (the coaching team) that focuses on professional development for teachers in order to differentiate PD for all staff members at BXIHS. After coaches surveyed the staff, differentiation of instruction, language development and authentic assessment were the three areas that the staff indicated they needed to develop further in order to raise the level of student learning. There are teacher team leaders for each grade level and there are coaches that work individually and collaboratively with teachers or teams. We also utilize staff from other International High Schools and in this manner have expanded the definition of our learning community. Teachers collaborate formally and informally through team meetings, collaborative team teaching, discipline teams, inter-school visitations and leadership meetings to name a few.

Expansion of schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society. All of our 12th graders are involved in internships within the larger community. Once a week, on Wednesdays, for the entire year, they work all day in internships as varied as hospitals, courts, non-profit and community organizations, newspapers, schools, day-care and after-school centers, technology, business and other areas.

BXIHS is continuing to implement and strengthen its content-based ESL program. The curriculum focuses on vocabulary development as well as verbal and reading fluency, students learn English and literacy skills with the context of their basic academic subjects (mathematics, science, social studies, and English) and not as a separate and isolated task. In this way, students are given opportunities to

improve their reading, writing, speaking and listening consistently throughout the school day in each and every class.

BXIHS has a peer teacher-mentoring program, which meets weekly, that includes the following elements:

- a. ***Interdisciplinary planning*** – by exchanging ideas, strategies, and resources, teachers can plan interdisciplinary projects that mutually reinforce the content, new vocabulary, and concepts inherent in each. This gives students a richer understanding of what is being taught in both subjects.
- b. ***Case management*** – since several teachers share the same students, problems with attendance, comprehension, and achievement can be dealt with much more quickly.
- c. ***Analyzing student work*** – cluster team teachers who share the same students have the opportunity to analyze an underachieving student’s work from a variety of disciplines. This affords teachers the chance to better design an action plan to address his or her particular academic needs.
- d. ***Peer Observations*** – teachers observe their cluster team and discipline colleagues in order to support one another’s efforts in the classroom. A post-observation meeting gives them the chance to share ideas and strategies related to pedagogy, content, assessment, and classroom management.
- e. ***Student Shadowing***- Teacher shadow students for an entire day making descriptive observations of what the students are doing. This helps teams discuss ways to strengthen instruction across the teams

At Bronx International High School, teachers, guidance personnel and all other staff actively participate in the school decision-making process, including instructional program design, curriculum development, professional development opportunities, assessment processes and materials selection. Teachers on the teams choose a team leader who becomes a member of the representative governing board of the school, the Coordinating Council. This council also includes the UFT representative in the school, a member of the guidance team, and the administrative team. This collaborative school leadership team governs with participation and buy-in from all stakeholders in the school community. When necessary, ad hoc committees are formed, such as the portfolio committee, the outcomes committee and the personnel committee. These committees study in-depth the area they are charged with and emit recommendations to the coordinating council for their approval or for further discussion.

Among our most significant accomplishments are the following:

- Over the past 7 years, we have seen our Regents scores steadily increase from (ELA regents only 5.2% of the cohort needs to pass the test, 6.7% needs to pass the Math A and 1.7 % needs to pass the US history) and have maintained a higher than average graduation rate.
- Our 4-year graduation rate over the past years has been 65.5%. This is a remarkable achievement when compared to the city-wide 23% graduation rate of ELLs.
- Over the past few years we have had an increase in attendance as can be seen by the following statistics 83.9% in 2006-2007 and 87.9% in 2007-2008.
- We have also developed a successful internship program, which not only enhances our students’ learning in classes but also exposes them to the world outside the walls of Bronx

International High School. To this date our students are involved in 25 organizations where they work at their internships.

- High score amongst high schools on citywide “Learning Environment Survey” (10 of points out of possible 15)
- Low dropout rate (4%)
- College applications: Over the past four years 100% of the members of our graduating classes have applied for admission to post-secondary education.
- This year, for second time, 3 students were enrolled in college classes.
- Expansion of the College Now program: From the 2007-2008 school year to the 2008-2009 school year there was an increase in students attending College Now courses from 30 to 50.
- Retention of teaching staff: only one teacher left our school last year to attend graduate school in a different field.
- Expansion of the elective program: BxIHS electives grew from 9 offered last year to 14 this year in studio arts, media arts, music, dance and movement arts.

The greatest aid to our continued improvement is:

- Cohesive focus on the development of language across all subject areas. At BxIHS we believe that all teachers are teachers of language. English and English Language Learner methods are used in all of our subject areas. Our professional development focuses on helping all teachers incorporate the learning of English across the curriculum.
- Interdisciplinary instructional teams where small groups of teachers are responsible for small groups of students.
- Heterogeneous grouping within the teams, by age, by ability levels, by English language proficiency levels, by native languages and by nationalities.
- Activity-based curriculum created by instructional teams that is responsive to the needs of our ELL student population.
- Highly motivated and professional staff that maintain a high level of mutually respectful interaction and support. All of our teachers are highly qualified under NCLB.
- An improvement in the availability of technology to enhance learning.
- Continued effort to minimize any increase in class sizes.

The most significant barriers to continuous improvement are:

- Lack of space continues to create obstacles, which are collegially dealt with at the building council meetings, but hinders further growth as further instructional spaces are not available.
- Meaningful parent involvement is a challenge. Our recent learning environment survey gave us data that indicates that although metrics for parental communication and engagement are higher at BxIHS than the citywide average, (Communication Parents BxIHS 7.8, Communication Parents Citywide 6.0, Engagement Parents BxIHS 6.5, Engagement Parents Citywide 5.9) we still need to work on them in order to make them as high as other areas assessed within our environment.

One of the aspects of our school that poses challenges in the areas of communication and engagement is the fact that all of our parents are not native speakers of English, many speak no English and they are all recent immigrants to the United States. We also have a very high percentage of students who qualify for free lunch (Universal lunch) which means that our

families are very poor and often have to choose working over visits and interactions with our school.

We have taken many steps to work to increase parent engagement and communication. Our parent coordinator has worked very hard to improve the frequency of communication with the elected officers of our Parent Association (PA) and due to this has come to understand more deeply the needs of the parents and therefore has been able to provide improved support. She has helped design parent workshops this year that have come out of the qualitative data she has garnered and have also been the direct results of this increased collaboration. A related difficulty factor is that most of our families are poor and must work for many hours to support themselves; consequently, they cannot attend Family Association Meetings. We should note, however, that our families care deeply about their children's education and will always come to school for individual meetings if we ask them.

Because we take this challenge quite seriously, we have taken several steps to work to increase parent engagement and communication. Our parent coordinator is in frequent communication with our parent leadership in order to more deeply understand their needs and provide support. Letters are translated into multiple languages to be sent home; an automated telephone calling system which can make telephone calls in multiple languages is also utilized. Each of the parent workshops provided this year have been the direct result of this increased collaboration. In addition to offering workshops of specific interest to our parents, we have invited our parents to attend student interdisciplinary presentations, offered Adult ESL classes, and a Crafts/Business Start-up Class to enable parents to work out of the home. Some of the community-based organizations that we work with also sponsor classes for immigrant families on issues relevant to them. The New York Immigration Coalition has also held several borough-wide parent meetings at BXIHS, another way we are working to increase parent engagement.

We also feel that we can learn from others with similar populations. Within our network of International Schools and the Children's First Network there are schools with high populations of ELL students that have high parent communication and parent engagement scores. We plan to work with those schools to see what best practices we might be able to adopt.

Providing adequate time for English language acquisition in a four year high school is difficult. Research on language acquisition has demonstrated that it takes 5-7 years to acquire academic language proficiency (assuming that a student arrives with the appropriate grade-level education in their native country). Given that our students are expected to graduate from BxIHS in four years, we are asking them to undertake a lot in a limited time period. Many of our students arrive in the United States in eighth or ninth grade and have a very short period of time in which to learn English and meet all of the mandated graduation requirements. It is a great challenge for students to learn the required content-area knowledge and skills while they are also learning English. We focus much of our professional development on providing support for English language development across the curriculum. Everyone is an English teacher at BxIHS. We strongly believe that our instructional model provides students with the greatest opportunity to meet these challenges and successfully graduate from high school. Nevertheless, our students are being required to meet the same graduation standards as monolingual, Native-English speaking students. While we know that our students can meet these challenges, research and our daily experience in the classroom tell us that the barriers are significant and we must work extremely hard to overcome them

- Membership in the CFN106: We are a part of a new Empowerment School initiative that gives greater support and autonomy to principals in order to run their instructional programs according to student needs as determined by the school community, not external bureaucratic or legislative bodies. While we are held accountable for student outcomes, we are not told how to achieve them. Many key decisions about curriculum, budget, and professional development are left to our discretion.

• Support for the ISTART Program: We have strategically budgeted to support a new initiative to develop and train teachers in the Internationals Approach. The Internationals Network for Public Schools is collaborating with Long Island University to tailor a TESOL program to meet the demand for teachers skilled in the Internationals Approach. Apprentice teachers are paired with mentor teachers in several International high schools, including BXIHS, in order to increase the candidate pool and better prepare future teachers for the expanding number of International High Schools. To date we have hired 3 out of the 6 graduate students who apprenticed at Bronx International through the ISTART program.

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.

Goal 1:

By June, 2011, the percentage of current ELL students will decrease from 76% to 70%, as measured by the NYSESLAT examination, through the implementation of a tiered system of support (described in detail in the action plan).

Goal 2:

By June, 2011, core academic subject passing rates for 9th and 10th graders will increase 5 percentage points, as indicated on student progress reports, through the integration of literacy skills training across the curriculum.

Goal 3:

By June, 2011, 75% of students will complete self assessments and set academic goals, as demonstrated on semester outcome-based learning plans.

Goal 4:

By June, 2011, the 11th grade Regents pass rate will increase by 5%.

Indicators of Interim Progress and/or Accomplishment

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

Assess and report growth each semester using Ed-Performance Scantron

Subject/Area (where relevant): All Content Areas

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| <p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June, 2011, core academic subject passing rates for 9th and 10th graders will increase 5 percentage points, as indicated on student progress reports, through the integration of literacy skills training across the curriculum.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> • Teachers will meet in disciplines to discuss, craft and implement a curriculum that is supported by reading in the content area as well as developing students’ reading skills • Teachers will use particular processes for looking at student work in on-going professional development sessions designed to inform instruction and serve as a springboard for team meeting activities • Teachers will determine how to integrate language development and identify best practices by examining student work during staff and team meetings • Lead teachers and coaches will provide ongoing mentorship to all teachers concerning the integration of language development into the curriculum of all subjects. • Teachers and team will consciously promote vocabulary development both within and across content. • Academic coaches will be provided to serve as mentors for all teachers and our team structure will continue to foster collaboration and nurture individual professional growth. • Opportunities will be provided for peer observations within the staff as professional support. • Coaches will structure a professional development series concerning the integration of reading into all subject areas. This will be based on the examination of students’ work, and will include training concerning the development of pre-reading activities, instructional activities process, language development skills, differentiation of instruction techniques, and formative assessment. • Teachers will be offered trainings on Wilson Reading, Schools Attuned and Q-TEL |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Scheduling of regular instructional meeting time in discipline & interdisciplinary teams • Coaches to facilitate professional development & teacher meeting support, allocated from tax levy funds. • Substitutes to cover teachers who attend peer observation or outside training, allocated from tax levy funds. |

Indicators of Interim Progress and/or Accomplishment

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

- Observation and analysis of students' work
- Observation and analysis of teachers' instruction skills.
- Analysis of students' quarterly progress reports, grade data, and performance; and teacher anecdotal reports

Subject/Area (where relevant): All Subjects/ Reading strategies

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| <p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2011, 75% of students will complete self assessments and set academic goals, as demonstrated on semester outcome-based learning plans.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Teachers will be provided with Outcomes Based Learning PD sessions • Teachers will meet as a Focus group to discuss Outcomes Based Learning • Discipline teachers will revise their curriculum based on outcome data • Teachers will be provided with three seminars: Language Development, Differentiation of Instruction and Formative Assessment • Teachers will plan Peer Observations to identify best practices and to get feedback on curriculum and instruction delivery based on outcomes. • Students will be provided with a web based data to inform them of their strength and needs |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Per session for faculty members to work on the actions/strategies/activities outside of school time, allocated from tax levy funds. • Substitutes to cover teachers who attend peer observation, allocated from tax levy funds. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Observation and analysis of students' work • Observation and analysis of teachers' instruction skills. • Analysis of students' quarterly progress reports, grade data, and performance; and teacher anecdotal reports |

Subject/Area (where relevant): Regents prep: English, Math, Social Studies, Science

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| <p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June, 2011, the 11th grade Regents pass rate will increase by 5%.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Hiring of a co-teacher for 11th grade English, to lower teacher/student ratio & allow for regular teacher collaboration • Hiring of a teacher’s aide for 11th grade English, to lower teacher/student ratio & allow for regular teacher collaboration • Hiring of social studies coach to (1) establish common instruction practice around common skills in 11th grade US & Global Regents classes and (2) improve upon vertical alignment between 9th/10th and 11th grade US & Global Regents classes • Saturday school academy for additional Math & Social Studies Regents prep • Two-week test prep intensive immediately before exams |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • Per session for faculty members to work on the actions/strategies/activities outside of school time (Saturday school), allocated from Title III funds • Hiring of additional teaching and coaching personnel, allocated from tax levy funds. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p>Student ratings on Regents-related outcomes (every 6 weeks) and on pre-Regents mock exams (each semester).</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 93 | 93 | 93 | 93 | 93 | | | |
| 10 | 93 | 93 | 93 | 93 | 93 | | | |
| 11 | 95 | 95 | 95 | 95 | 95 | | | |
| 12 | 78 | 78 | 78 | 78 | 78 | | | |

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|---|
| ELA: | <ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Recent immigrant English language Learners receive after- and before- school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes. • Students' language is developed in all content areas classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now, Drama, Guitar, Chess Club and Capoeira <p>Every junior and senior who has not yet passed the ELA Regents exam receives extra tutoring before and after school.</p> |
| Mathematics: | <ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after- school tutoring is provided for the most recent immigrant ELL students. • All students who require extra support for the Math A Regents exam receive before- and after-school Regents prep. • Math skills are developed via after-school programs, which emphasize cooperative learning and verbal interaction with peers. |
| Science: | <ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after-school tutoring for our most recent immigrant ELL students. • Students who require additional preparation for the Living Environment Regents exam will receive small group tutoring biweekly. <p>Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers.</p> |
| Social Studies: | <ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after-school tutoring for our most recent immigrant ELL students. • Students who require additional preparation for the Global Studies and United States History Regents exam will receive small group tutoring biweekly. • Social Studies skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now. |

| | |
|--|---|
| At-risk Services Provided by the Guidance Counselor: | <ul style="list-style-type: none"> • Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school • Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success (before and after school and during lunch). • Interdisciplinary instructional teams meet weekly with the guidance counselor to discuss the progress of individual students and needed academic interventions. |
| At-risk Services Provided by the School Psychologist: | NA |
| At-risk Services Provided by the Social Worker: | NA |
| At-risk Health-related Services: | Provided by guidance counselor and school health aide, including condom distribution and individual counseling on health-related issues. |

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

NCLB/SED requirement for all schools

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

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

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

- ✱ There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be served: 250 LEP Non-LEP9-
Number of Teachers 15 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

provider and qualifications.

Specific programs that will be funded by Title III include: an after school instructional program for ELLs and an ELL Saturday Academy.

Saturday Academy for ELLs

ESL/Math Saturday Academy: Three math teachers team teach with 3 ESL certified teachers 96 ELLs in grades 9-12 for twenty weeks. Our students need additional literacy and numeracy support, as indicated by review of NYSESLAT, as well as their ELA and Math scores. Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work. In this program, they will explore math concepts through teacher designed projects which will not only extend their math literacy, but which will also allow them multiple opportunities to speak, listen, read, and write in English. Instruction in the three classes will be differentiated according to the academic and linguistic needs of the participants. In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction. Students will work collaboratively in accessing academic content. In the ESL/ELA class, Newcomer ELLs at beginner and intermediate proficiency level, will use Rosetta Stone as well as other software and internet-based resources to advance their language development. Texts used in the program will include an assortment of age and grade appropriate fiction and non-fiction resources, that will be used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the English Regents. This program will also provide support and preparation for the English and math Regents examinations. The timeline is from November 14 to January 15 and from February to May, for 20 Saturdays from 9 AM to 1 PM. (10 wks per semester). Per session for teachers to teach the Saturday Math Literacy Program, whereby experiential learning activities stimulate language development (4 of teachers x 20 of weeks x 4 of sessions per week x 49.89 = 15,964.48)

After School Title III Program for ELLs

ELA and Science After School Instructional Program for ELLs

Two ESL teachers teaming with 2 content area teachers (English and Science) will explore literacy concepts through teacher designed projects which will extend student literacy and will allow them multiple opportunities to speak, listen, read, and write in English. The number of ELLs in this program is 96. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Monday- Thursday from 4 to 5 PM. (4 teachers x 20 of weeks x 2 of sessions per week x 49.89 = 7,982.40)

ELA/ESL and Social Studies/ESL After school program

Two ESL teachers will work with 2 content area teachers (Social Studies and English). Since several of our incoming ELLs need additional support in development of academic English, academic literacy, as well as in ELA and Social studies (Global history and US History) achievement in their classes and on the state tests, ESL/ELA and ESL/Social Studies after school classes will be offered. Fifty ELLs in grades 9-12 will participate in an after school program ELA and Social Studies program for two sessions per week for ten weeks for one hour per day from 4 to 5PM from Monday through Thursday, February to June (4 teachers x 10 weeks x 2 sessions per week x \$49.89 = \$3,991.20). Materials used in the Title III instructional after school program will include Rosetta Stone as well as other software and internet-based resources. Texts used in the program will

include a variety of age and grade appropriate fiction and non-fiction resources used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the content area Regents.

Parent and Community Involvement

Title III funds will support the following activities for parents of our ELLs:

1. Evening Workshop Series for Parents of ELLs

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 50-60 parents of ELLs in Spring 2011, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed) as needed for ELL parents during the workshops. (2 ESL teachers x 8 sessions 2 hrs x 49.89 = \$1,597). Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning
2. One 2-hour session on coaching parents in how to use math strategies in problem solving
3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home.
4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning.

2. ESL class for parents of ELLs

Two groups of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 2011. Two ESL teachers will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students' families. Snacks and Metrocards will be provided for the parent activities. (2 teachers x 10 wks x 3 hrs x 49.89 = \$ 2,994)

Professional Development

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.

We will provide the following professional development to support ELLs in our Title III program:

1. Professional development conducted in the school that will support Title III instruction at no cost to Title III will include:
 - Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
 - Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings
 - Culminating interdisciplinary presentations of student work that are followed by a school-wide critique of both the strengths and the weaknesses of the curriculum and the resulting presentations
 - BXIHS Exit and graduation portfolio presentations that prompt a yearly re-evaluation of the scope and sequence of the four-year curriculum
 - Student mentoring and Peer tutoring

- Weekly professional development meetings which will include the following topics: Differentiation of instruction, Reading strategies, language development, analysis of student work, scaffolding instruction, incorporating technology in the curriculum, peer critiques of teacher-generated curriculum and data-driven instruction.

Section III. Title III Budget

School: _____ BEDS Code: _____

| 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 | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

Survey results, both formal and informal, show that all families require oral and written communication in their native languages and English.

Part B: Strategies and Activities

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

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

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Explanation of outcomes based learning ratings
- c. Special events (Curriculum Night, Selective show case, International Festival)
- d. Letters of concern about students' academic performance and behavior
- e. Letters of congratulations praising student performance and behavior

- f. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

In addition to using the written translation services provided by the translation unit, we take advantage of the oral translation services when we can. We also use our students' native language strengths by having them translate for those adults and students who speak their native language during non-confidential school events and programs.

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

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

All of the above strategies meet Chancellor's Regulations. We will continue to incorporate additional strategies as we develop them or as we learn of them from other sources

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 327,468 | 128,447 | 455,915 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 3275 | 1288 | 4563 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 16,374 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 32,747 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

The School Leadership Team, in conjunction with the school’s Professional Development Committee, team leaders and the Principal’s Cabinet, conduct a needs assessment every year. They consult our

- a. School Report Card
- b. School Quality Review
- c. School Progress Report
- d. Scholarship Reports
- e. Student Progress Reports
- f. Student Portfolios
- g. Student Work
- h. Programmatic and Instructional Goals

- i. Observations and Self-Reports
- j. Attendance and Graduation data

In addition, in the 2009/2010 school year, school inquiry teams gathered data regarding the progress of SIFE students and students targeted for after-school and Saturday tutoring. These results help inform our CEP for the coming year.

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

Please see Section III: School Profile, Section IV: Needs Assessment, and Appendix 1B: Description of Academic Intervention Services.

In addition, BXIHS will continue to monitor students who have still to meet the state's proficient and advanced levels of student academic achievement and will offer them a wide range of additional support in the appropriate content areas through before- and after-school support as well as push-in support. In addition, our guidance counselors will meet regularly with students who are not making adequate progress.

Teachers at BXIHS work closely together to design curriculum that meets the needs of all students. Please see Appendix 1E: Language Instruction for Limited English Proficient and Immigrant Students for further information.

All of our students are from historically underserved populations. Immigrants in New York City graduate at a much lower rate than native born students. Our students, however, far exceed not only that rate, but the graduation rate for all students in New York City.

3. Instruction by highly qualified staff.

All of our staff members are highly qualified.

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

Teachers at Bronx International engage in a wide-range of professional development activities both in and out of school. In addition to the activities described in Appendix 1E, teachers attend QTEL training, present at and participate in meetings of their professional organizations, and attend a variety of DOE professional development activities. The principal is actively engaged in professional development through the Children First Network and the Internationals Network for Public Schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. BXIHS selects its teachers through the NYCDOE's Open Market system.

Because the school serves recent immigrants, we try to hire teachers with experience of a second language, experience living in another country, and/or ESL training as well as excellent content area knowledge. Many of our new teachers are referred to us by our current teachers. The interview process is time-tested and extensive and we are proud that all of our teachers are both highly qualified and high quality as demonstrated by our results. Since the inception of ISTART, a TESOL certification program developed jointly by the Internationals Network for Public Schools and Long Island University for the training teachers in the Internationals Approach, Bronx International High School has mentored 6 ISTART apprentices and hired three of them.

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

The school offers a family literacy program every year. In addition, the Family Association offers a wide range of informative programs every year that draw an average of fifty families to each meeting.

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

N/A

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

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

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.

Instructional teams consist of five teachers who work with 65-90 students for a full year. Consequently, teachers know their students well. Each team meets weekly with their guidance counselor to review student progress. When a student is flagged as not making

appropriate progress, the team holds a conference with the student and a plan for improvement is made. Depending on the problem, families are notified and invited to meet with the team so that they become part of the solution. Students are monitored carefully and interventions are adapted to meet their needs. Interventions can include before and after-school tutoring, peer tutoring, referral to the writing center, assistance from the push-in literacy teacher, and/or additional assignments. See in addition Appendix 1B

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.

The school takes full advantage of all programs available to it. One of our most recent adoptions is the Grab and Go breakfast offered through the Office of School Food and Nutrition. We noted that the majority of our students did not eat breakfast although research indicated that students who ate breakfast tend to do better in school than those who don't

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose |
|--------------|--|---|---|---|
|--------------|--|---|---|---|

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that

| | | Schoolwide Program (P) | | | (Refer to Galaxy for FY'11 school allocation amounts) | funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|---------|---------------------------|-----|-----|---|--|-----------|
| | | Yes | No | N/A | | Check (P) | Page #(s) |
| Title I, Part A (Basic) | Federal | (P) | | | 327468 | | |
| Title I, Part A (ARRA) | Federal | | (P) | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | (P) | | | 50560 | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

2 students

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

Regular meeting with the social worker
Co-op student aide position if allowed

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|---------------------------------|-------------|--------|---------------|--|--------------|--|
| School Name: | Bronx International High School | | | | | | |
| District: | 9 | DBN: | 09X403 | School | | 320900011403 | |

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 | | | | 86.4 |
| Kindergarten | | 0 | 0 | | | | |
| Grade 1 | | 0 | 0 | | | | |
| Grade 2 | | 0 | 0 | | | | |
| Grade 3 | | 0 | 0 | | | | |
| Grade 4 | | 0 | 0 | | | | |
| Grade 5 | | 0 | 0 | | | | |
| Grade 6 | | 0 | 0 | | | | |
| Grade 7 | | 0 | 0 | | | | |
| Grade 8 | | 0 | 0 | | | | |
| Grade 9 | | 92 | 98 | | | | |
| Grade 10 | | 93 | 125 | | | | |
| Grade 11 | | 94 | 81 | | | | |
| Grade 12 | | 77 | 96 | | | | |
| Ungraded | | 0 | 0 | | | | |
| Total | | 356 | 400 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | 91.3 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | | 89.8 | 89.8 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | 28 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | 29 |

| 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 | Principal Suspensions | | | 0 |
| # in Collaborative Team Teaching (CTT) Classes | | 11 | 8 | Superintendent Suspensions | | | 3 |
| Number all others | | 1 | 0 | | | | |

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <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 | TBD | Number of Teachers | | | 26 |
| # in Dual Lang. Programs | | 0 | TBD | Number of Administrators and Other Professionals | | | 5 |
| # receiving ESL services only | | 347 | TBD | Number of Educational Paraprofessionals | | | 6 |
| # ELLs with IEPs | | 12 | TBD | | | | |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | 85 | % fully licensed & permanently assigned to this school | | | 100.0 |
| | | | | % more than 2 years teaching in this school | | | 53.9 |
| | | | | % more than 5 years teaching anywhere | | | 38.5 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | | | 88.5 |
| American Indian or Alaska Native | | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | | | 93.9 |
| Black or African American | | 20.5 | 22.5 | | | | |
| Hispanic or Latino | | 74.7 | 72.5 | | | | |
| Asian or Native Hawaiian/Other Pacific | | 2.2 | 0.0 | | | | |
| White | | 2.5 | 5.0 | | | | |
| Male | | 49.7 | 49.5 | | | | |
| Female | | 50.3 | 50.5 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | | | | v | v | v | 65 |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|--|--|--|----------|----------|----------|
| American Indian or Alaska Native | | | | | | |
| Black or African American | | | | - | - | - |
| Hispanic or Latino | | | | v | v | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | - | - | - |
| White | | | | | | - |
| Multiracial | | | | - | - | |
| Students with Disabilities | | | | - | - | - |
| Limited English Proficient | | | | v | v | |
| Economically Disadvantaged | | | | v | v | |
| Student groups making | | | | 4 | 4 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | | | NR |
| Overall Score: | 73.9 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 12.8 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 17.2 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 36.4 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 7.5 | | | | | |

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

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

- To put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with **Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA)**. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Involving the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- Fulfilling 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 (*LEP*), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111- State Plans 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.
- Carrying out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means that parents participate in meetings, and stays in contact and involved with the 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- Parental Involvement of ESEA**.*

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bronx International High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under **Section 1112- Local Educational Agency Plans of the ESEA**:

LIST ACTIONS

2. Bronx International High School will take the following actions to involve parents in the process of school review and improvement under **Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA**:

LIST ACTIONS

3. Bronx International High School will coordinate and integrate parental involvement strategies in Title I, Part A 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 ACTIONS

4. Bronx International High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I and Part A program will be conducted on May 31st, 2010. 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.***

5. Bronx International High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- 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—
 - ✓ how to work with educators
 - ✓ the State's academic content standards;
 - ✓ the State's student academic achievement standards
 - ✓ the State and local academic assessments including alternate assessments;
 - ✓ the requirements of Title I, Part A; and
 - ✓ how to monitor their child's progress

LIST ACTIONS SUCH AS:

- ***IN STATE AND OUT OF STATE – WORKSHOPS, CONFERENCES AND/OR CLASSE;***
- ***ANY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS.***

- 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 ACTIONS

- The school, the district and parents, will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

LIST ACTIONS

- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

LIST ACTIONS

- 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 and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

PART III– DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- 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;
- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- Training parents to enhance the involvement of other parents;
- 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;
- Adopting and implementing model approaches to improving parental involvement;

- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under *Section 1118-Parental Involvement*, as parents may request.

PART V – ADOPTION

PLACE ON SCHOOL HEADING

This school parental involvement policy and the school-parent compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by **Bronx International High School** on **03/12/2009** and will be in effect for the period of **06/25/2010**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **April 1, 2009**.

(Signature of Principal)

(Date)

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|----------|---|--|
| Network Cluster Cindy Kerr | District | School Number 403 | School Name Bronx International |
| Principal Joaquin Vega | | Assistant Principal NA | |
| Coach NA | | Coach NA | |
| Teacher/Subject Area Suzanna McNamarra/ESL | | Guidance Counselor Elaine Anguiera | |
| Teacher/Subject Area Rachel Blair | | Parent NA | |
| Teacher/Subject Area type here | | Parent Coordinator Ntina Diaz | |
| Related Service Provider NA | | Other NA | |
| Network Leader NA | | Other NA | |

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 | 13 | Number of Certified Bilingual Teachers | | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|--|---|--------------|
| Total Number of Students in School | 402 | Total Number of ELLs | | ELLs as Share of Total Student Population (%) | 0.00% |
|------------------------------------|------------|----------------------|--|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here :

Bronx International High School was established to serve the linguistic needs of new English language learners who have resided in the United States for fewer than four years at the time of application. Once admitted, students remain at the school for their entire high school careers. They receive a complete high school curriculum taught with a content-based English as a Second Language (ESL) approach. All of our students from grades 9 through 12 are new English Language Learners (ELLs). Our students come from over 36 different countries and speak 19 different languages or dialects.

The mission of The Bronx International High School is to serve a diverse, multilingual student population of recent immigrants to the United States. We seek to provide each student with a language-rich learning experience that moves them to a point where they can read, write and communicate effectively in English and their native language. Our students will learn to use their minds well to critically analyze and respond to complex real-world issues. They will use what they learn to become successful academically and professionally and to become advocate for themselves and their communities.

1. All new students at Bronx International High school are recently arrived in the US. They are considered ELLs by NYSELAT standards if they are entering from NYC middle schools or are quickly determined to be ELLs through the LAB-R assessment. The guidance counselor, Elaine Anguiera, interviews all incoming families as the first step in the intake process. She administers the HLIS with interpretation support from other staff members or through the NYCDOE translation and interpretation unit. All families receive a tour of the school as well at this time. Students who are new arrivals to the country are given the LAB-R by the student services coordinator, Liana Maris. Once students have completed this initial intake, they take a series of additional assessments that provide more detailed information on their English reading levels, English writing levels, as well as Native language Reading and writing. Each spring, all ELLs are given the NYSELAT to indicate their English proficiency level. All language and literacy data for students from year to year are maintained in our school database, to which all teams have access in order to inform instructional decisions.

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

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

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

4. On the same day that parents register their children for enrollment in Bronx International High School, students are placed on a team and in a class. Students are given a schedule of their classes, and this is explained to families with the help of translation from staff members or, if needed, the NYCDOE Translation and Interpretation Unit.
5. Our schools use a language development model, the Internationals Approach, which is classified as a Self-contained ESL instructional program by the DOE. All parents of new students (100%) have requested Free-Standing ESL since our opening in September 2005.
6. The program models at our school are aligned with parent requests. The parents of The Bronx International High School (BXIHS) all request ESL which is the only program we offer. They are notified at the time of their first visit to the school that this is the only program we offer. If they do not want an ESL program, they do not enroll their child in our school and we assist them in finding a program that better suits their child's needs.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | |
|-----------------------------|--|--|-------------------------------|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | Special Education |
| SIFE | | ELLs receiving service 4-6 years | Long-Term (completed 6 years) |

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 | 265 | | | 70 | | | 6 | | | 341 |
| Total | 265 | 0 | 0 | 70 | 0 | 0 | 6 | 0 | 0 | 341 |

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|-----------|-----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | 77 | 89 | 53 | 78 | 297 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | 1 | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 3 | 4 | 5 | 3 | 15 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | 17 | 19 | 20 | 6 | 62 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | 1 | | 1 |
| Other | | | | | | | | | | 4 | 10 | 4 | 9 | 27 |
| TOTAL | 0 | 101 | 123 | 83 | 96 | 403 |

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.

BXIHS offers a curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native languages.

In developing programs for English Language Learners, The Bronx International High School has developed a learner-centered, interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer and instructor evaluations.

At the conclusion of each school year, all students are called to present before a panel of teachers, invited assessors and peers, a portfolio demonstrating their progress and/or mastery in the areas covered in the interdisciplinary clusters. This is not only an effective way to evaluate student written work but also oral presentation skills. More importantly, presentations offer students the opportunity to hone their skills for the eventual graduation portfolio presentations they must present in their senior year. This valuable and proven way to graduate students is of course under jeopardy as we are compelled to give standardized examinations for graduation.

1. a. Instruction is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 70 students. Each teaching team is also divided into 3 classes of approximately 20 to 22 students.

1. b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for a specific project.

2. All classes are heterogeneous, i.e. students are not necessarily grouped according to language ability, achievement, age, or grade level. Classrooms are generally structured around the completion of projects performed in cooperative groups. Students take courses that are interdisciplinary in nature and centered around a theme. The interdisciplinary clusters teams are Connections, Genesis, Evolution, Metamorphosis and Pangaia.

At BXIHS our ESL program is taught through content area courses. All of our class periods are 65 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction. Our advanced students also exceed the required 180 minutes per week of English Language Arts.

3. All students take the 4 academic classes of math, science, social studies, and English every year. The goal of each class is to engage in and instruct students through “comprehensible input, “ which demands differentiation. Teachers use various strategies to achieve this in a

multilingual, multilevel class. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs. While teachers do not instruct in students native language, more English proficient students often translate to engage in meaning making conversations with students who are new to English. Students work in groups to complete collaborative tasks that develop both language and content knowledge.

While lessons include front of the room Instruction by the teacher at times, Bronx International classrooms are characterized by a variety of grouping techniques. This includes heterogeneous groups, groups based on similar skills in different areas, partner work, and individual work. Teachers use: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation and flexible grouping, and QTEL strategies.

4. Bronx International High School has been identifying SIFE as an ELL subgroup since the first year in 2002, and has been providing small group instruction to these students in a parallel English class Monday through Friday. Last year in 2009, we began the process of assessing all students in order to identify the specific needs of all of our ELLS, and designing corresponding targeted interventions both during the day and after school.

Once students have completed initial intakes as 9th graders, they take a series of additional assessments that provide more detailed information on their English reading levels, English writing levels, as well as Native language Reading and writing abilities. All data for students from year to year are maintained in our school database, and where progress can be tracked as students progress through the grades.

SEE APPENDIX A for ASSESSMENT FLOWCHART

SEE APPENDIX B for ASSESSMENT STEPS

SEE APPENDIX C for DESCRIPTION of 4 TIERS OF SUPPORT

a. SIFE (Tier 4): There are many students at Bronx International who are SIFE by state definition yet have not been selected for the SIFE class because they have acquired enough literacy to allow them access to content classes. However each year there are approximately 20 students in 9th and 10th grade identified through our assessment process as having severe literacy gaps in English, along with no or limited literacy in native language, that inhibit access in to content classes.

These students are divided between 2 SIFE classes that meet during the academic day, with targeted literacy instruction for those who need phonics and those who do not. All of these students attend a parallel English class with an intensive literacy focus for 60 minutes per day, 5 days per week. The SIFE teacher is ESL certified, and trained in fluency reading. The students come from the three instructional teams in the Junior Institute. Instruction in the SIFE class is a blend of whole language and project based work, as well as basic skill building in phonology, sight words, and reading and writing fluency. As students move out of tier 4, and into the 11th and 12th grades, they generally move into a higher of instructional need.

While the SIFE parallel English class is 25% of their instructional day, SIFE are in heterogeneous content classes for the remaining 75% of their instructional day. Within these classes, SIFE work in heterogeneous groups on activities and projects, with more expert students supporting SIFE. Within the heterogeneous classes, teachers provide responsive small group instruction to SIFE and other struggling students who need more support in accessing the content and completing assignments.

b. NEWCOMER ELLs (Tier 2): The Junior Institute is comprised of large numbers of newcomer ELLs. According to our September 2010 data, 70 out of the 100 incoming 9th grader students require additional support in English language as newcomers. Because this is approximately 50% of the Junior Institute population, all teachers must incorporate strategies for reaching newcomer ELLs across all content classes. In other words this is not a "separate group" in the Junior Institute, newcomer ELLs are the norm and instruction must be tailored this subgroup.

Newcomer ELLs are placed in heterogeneous content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including:

layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

Students with low English language proficiency also participate in the after school tier support classes for language (tier 2). These classes take place twice a week, for 60 minutes each, alternating one day of Rosetta Stone and one day of interactive language activities to build vocabulary and practice in the 4 skills areas of listening, speaking, reading and writing.

c. ELLs with 4-6 YEARS (Tier 3): Our data indicate that ELLs receiving services for 4 to 6 years are often scoring low on English reading and writing assessments due to struggles with reading text in general. These are generally students in the 11th and 12th grade, as they have been in the US for longer periods of time.

As described in our assessment process above, all students who are NOT newcomers, who have been ELLs for several years, and who score below a 4th grade reading level on the Ed Performance assessment take an additional one on one reading assessment. Suzanna McNamara (ESL), Rachel Blair (ESL), or Anna Smith (Literacy Coach) conduct the one on one reading assessment called the QRI (Qualitative Reading Inventory) with these students. With the QRI, students are scored in the areas of miscue, fluency and comprehension.

Students are selected for either the after school Tier 3- Reading Comprehension class or the Tier 3- Reading Fluency class, depending on their greatest reading obstacle. These classes meet twice a week, for 60 minutes each. The Comprehension class is taught by Suzanna McNamara, who is ESL certified and trained in reading comprehension strategies and the teaching of academic vocabulary. The fluency class is taught by Rachel Blair, who is ESL certified and trained in reading fluency, using the Six Minute Solution.

During the instructional day, ELLs with 4-6 years, like other students, are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

d. LONG TERM ELLS (Tier 3): Long term ELLs receive the same targeted instruction as do ELLs with 4-6 years (as described above) if the one on one reading assessment indicates a need for targeted instruction in Reading Comprehension or Reading Fluency.

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

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

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 |

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?

Paste response to questions 5-14 here

5. In addition to the language and literacy supports we offer to students outside of heterogeneous classes within our 4 tiered intervention model, teachers also offer additional content support. Each teacher is required to tutor within their content area to individuals or small groups for 150 minutes/ week either before or after school. Saturday Math classes and after school regents support are also mandated for students who are identified by teachers as needing extra support, as determined by percentage of proficiency in class outcomes. During the before and after school tutoring sessions, students work with teachers and peers either in native language or English.

6. Although some students each year will no longer be considered ELLs by NYSELAT standards, all students are still in need of academic language support. Teachers on all teams have access to the database of their students independent reading levels. These are one of the elements that inform differentiated instruction. Because teachers in all content areas across all grade levels differentiate to meet the needs of a heterogeneous population, students who are no longer ELLs continue to receive texts and assignments at their levels.

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

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Government
- iMentor (junior students paired with adult mentors)
- Drama Club
- Drumming Club
- Dance Club
- Photography Club
- LEC Chorus
- Games Club

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

- QTEL Institute curricula
- History Alive! curricula and projects
- Facing History and Ourselves
- Key Curriculum Press: Discovering Series (MATH)

- RIGOR (SIFE)
- Experiences (simulations, films, picture, trips)
- Technology
- Powerpoint
- Rosetta Stone - English
- SMART Boards

11. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our school possesses libraries with reading materials in these native languages: French, Spanish, Chinese, Russian, Urdu, Bengali, and Arabic.

12. Yes. All of the required services for high school-aged ELLs are available to our students.

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

13. At the end of August we sponsor a New Student Orientation for incoming students and their families. This program includes information about our academic and extra-curricular programming, tours of the school, a short film about our school, and chances to interact with current students and faculty. Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 25 | 27 | 5 | 2 | 59 |
| Intermediate(I) | | | | | | | | | | 19 | 33 | 39 | 41 | 132 |
| Advanced (A) | | | | | | | | | | 2 | 4 | 11 | 7 | 24 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 64 | 55 | 50 | 215 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/SPEAKING | B | | | | | | | | | | 12 | 11 | 0 | 0 |
| | I | | | | | | | | | | 17 | 35 | 16 | 17 |
| | A | | | | | | | | | | 9 | 12 | 4 | 11 |
| | P | | | | | | | | | | 8 | 5 | 17 | 4 |
| READING/WRITING | B | | | | | | | | | | 24 | 21 | 5 | 2 |
| | I | | | | | | | | | | 20 | 36 | 39 | 36 |
| | A | | | | | | | | | | 2 | 6 | 11 | 12 |
| | P | | | | | | | | | | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |

| NYS ELA | | | | | | | |
|------------------------|---------|--|---------|--|---------|---------|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | Level 4 | Total |
| 8 | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | 0 |

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

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

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

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 85 | | | |
| Math | 85 | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |

| New York State Regents Exam | | | | |
|------------------------------|---------|-----------------------------|---------|-----------------|
| Number of ELLs Taking Test | | Number of ELLs Passing Test | | |
| | English | Native Language | English | Native Language |
| Earth Science | | | | |
| Living Environment | 110 | | | |
| Physics | | | | |
| Global History and Geography | 85 | | | |
| US History and Government | 85 | | | |
| 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?

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.

See Attachment

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |