



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INTERNATIONAL HIGH SCHOOL AT LAFAYETTE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K337

PRINCIPAL: JON HARRIMAN **EMAIL:** JHARRIM@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jon Harriman	*Principal or Designee	
Joel Troge	*UFT Chapter Leader or Designee	
Pilar Cuello	*PA/PTA President or Designated Co-President	
Cindy Choi	DC 37 Representative, if applicable	
Yara Barbosa Inna Kim	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Michelle Cordero	CBO Representative, if applicable	
Sherien Sultan	Member/Teacher	
Nara Mims	Member/Parent	
Dolores Hernandez	Member/Parent	
Fatima Shata	Member/Parent	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Improve teacher effectiveness by developing a shared understanding of instructional excellence through the use of the Internationals Network for Public Schools Classroom Rubrics. By June 2012 all teachers will have utilized the rubrics and feedback for individual goal setting, received feedback monthly during the school year, and will have set revised goals for the 2012-2013 school year. These rubrics are of particular importance to our schools because they reflect the mission of our school and represent best practices for English Language Learners.

Comprehensive needs assessment

- Improving teacher effectiveness improves student performance. These rubrics are of particular importance to our schools because they reflect the mission of our school and represent best practices for English Language Learners. The DOE has requested that we use research-based rubrics to provide feedback to teachers on their practice. Focusing on the Internationals Approach and the Internationals Network for Public Schools Classroom Rubrics which includes professional development, peer intervisitations and cross-school peer intervisitations, teachers will refine/further develop curriculum units aligned to the Common Core State Standards via the Internationals Approach.

Instructional strategies/activities

- a) Incorporate the 5 core principles of the International Approach into each teacher's curriculum: heterogeneity, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all. Teachers will engage in peer intervisitations and intravisitations across schools.
- b) Principal, assistant principal, and literacy coach assist teachers in the implementation of the Internationals Approach. Teachers are setting their professional goals based on the Internationals Network for Public Schools Classroom Rubrics. In addition, internal professional development, teacher inter- and intra-visitations, and professional development offered through the Internationals Network for Public Schools on NYC DOE Professional Development Days will support the implementation of the core principles.
- c) Internal weekly meetings of a team leaders committee is the decision-making support networks within the school which serve as a forum for discussion and planning professional development activities. Each team leader represents an interdisciplinary interdisciplinary team, and he or she then reports back to their peers and share input/feedback from their peers during team leader meetings.

Strategies to increase parental involvement

- The Parent Coordinator serves as a liaison between the school and families. Based on a needs assessment, the Parent Coordinator will schedule monthly workshops for parents of children who attend the school to ensure that the school provides a welcoming and inviting environment for families.
- The Parent Coordinator will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, an introduction to ARIS, the high school academic program, technology training, explanations of various school reports,
- All workshops, documents, and meetings include required interpretation and translation.
- Various class projects incorporate parental involvement, for example: students wrote survivor stories about a family member's immigration history which included an interview of a family member; parents can access and respond to student blogs; parents are invited on trips and college visits.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- The Internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, has a 2-year apprentice program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year, while completing required graduate level coursework at LIU. Apprentices may work as a certified teacher during the second year of the program.
- Our Literacy Coach provides targeted professional development for individual teachers.

Service and program coordination

- The International High School at Lafayette works with various community partners and service providers, including, iMentor, New York Cares, the International Rescue Committee, among others. These organizations are vital in providing various important health services, leadership development, support and mentoring to our students.

The International High School at Lafayette is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive are critical to their health and well-being.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day, particularly around understanding feedback mechanisms and making changes to instruction in response to feedback and reflection.
- Teacher per session for differentiated professional development, especially with regard to supporting ELLs and integrating feedback into curriculum development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012 all faculty members in core subject areas (ELA, science, math and social studies) will design and implement one task (project) that incorporates Common Core Standards in math and ELA.

Comprehensive needs assessment

- As part of the integration of Common Core Learning Standards (CCLS) into the school community, the staff recognized the need to bring the tasks and standards into the school in a manner consistent with the mission of the school. Specifically the teams plan to work collaboratively to design tasks that are integrated into the project-based curriculum that already exists in the school.

Instructional strategies/activities

During the September PD, the staff will begin reviewing the CCLS for the various disciplines.

By October 14th all grades of students will have completed the first round of CCLS tasks, and within three weeks of the completion of these tasks, staff will engage in PD to review student work.

In March teaching teams will again design and administer another CCLS set of tasks, one in mathematics and one in literacy.

During April and May the staff will review the tasks and establish goals for the upcoming school year.

Strategies to increase parental involvement

- In order to increase parental involvement in this area, there will be two presentations in family association meetings around the CCLS. Families will learn about the CCLS and have an opportunity to look at student work in this area. Also families will have an opportunity to see areas of strengths and weaknesses for their children as demonstrated on the tasks tied to the CCLS.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are HQT.
- There will be at least two full PD sessions on the CCLS as well as multiple opportunities for interdisciplinary teams to collaborate on the development of the tasks, analyze results, and set goals based on outcomes.
- The literacy coach will support teachers in the integration of the CCLS into the curriculum maps and goals for the year.

Service and program coordination

- The work that is being done with the CCLS will be outlined for key support organizations, such as iMentor. The plan is that iMentor will be able to support on an individual level students in their academic development in areas identified by the tasks of the CCLS.
- The Internationals Network for Public Schools is also providing key documents and support in developing CCLS tasks that are designed to be especially supportive of English Language Learners.
- Our CFN, CFN 106, provides support for integrating CCLS into our project-based curriculum, including professional development for the staff as well as key resources.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day so that curriculum is aligned with CCLS.
- Teacher per session for before and after school programs as well as Saturday programs, especially in the design of programs consistent with CCLS and in support of growth in areas of need as identified through CCLS.
- Teacher per session for professional development in the creation of CCLS-based tasks.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012 improve the four graduation rate for the current cohort (cohort N) from 49% to 55% and integrate individualized interventions for students designated as not on track for graduation.

Comprehensive needs assessment

The senior team will complete individualized intervention guides for students that are designated as not on track for graduation with the goal of reaching at least a 55% graduation rate by August. The senior team of teachers has identified a group of approximately 20 students that are not on track for graduation and that will benefit from serviced directly related to the specific needs of each student. Additionally the senior team will be turnkeying these strategies during the second semester to all teaching teams in order to replicate communication loops with the families, goal setting with the students, and accountability systems for teachers, students, families and administration.

Instructional strategies/activities

For the senior team:

Through careful tracking of student progress and continuous communication around student data, teacher instruction, student schedules, and resources will be utilized to maximize the opportunities for each student to graduate, and specific intervention strategies will be outlined in these intervention guides.

Student electives will be designed to meet credit recovery needs and additional preparation and support for Regents and other graduation requirements.

The principal, assistant principal, guidance counselor and literacy coach will review data and its implications in order to build capacity of all of the teaching staff in data analysis and use, and these reviews will be integrated into the intervention guides.

Senior parent outreach and student conferences will be held every nine weeks for those designated at-risk for not graduating on time.

Senior teachers will work with a small group of at-risk students and engage these students and their families in intensive goal setting and action plans, and the teachers will check in to clarify progress of the student and notify families of progress. During the course of the school year, the senior teachers as well as guidance, administration, and parent coordinator will review the status of the student and adjust the action plan according to needs of student.

As needed special interventions will be established during the fall semester to support seniors in achieving their goals. For example, Regents prep courses will be designed through evaluation of line item analysis in order to target the courses and tutoring to specific needs.

An intensive April session will be funded through school funds as well as outside resources (College Now) to support students with unmet graduation requirements. This intensive session will be a series of Saturday and/or during the April recess and will provide credit recovery opportunities as well as Regents and portfolio preparation.

During the second semester of the school year, the senior team will share best practices with the 9th through 11th grade teams in order to develop school-wide approaches to early and individualized intervention strategies. Each team will modify these strategies according to the needs assessment for their students.

Strategies to increase parental involvement

- Parental involvement is key to the success of the academic interventions. Parents will be key partners in each step of the process, from identifying areas of need to goal setting to evaluation. The parent communication will happen through mail, email, phone calls, and conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will provide direct support in these interventions through professional development within the school as well as intervisitations among the schools in the International Network of Public Schools. As new teachers are recruited for the school, the academic interventions program will be a part of the teacher induction process, allowing all staff to become familiar with these crucial systems.

Service and program coordination

- There are many programs at IHS at Lafayette (IHSL) that will support the interventions described. For the 11th and 12th grade students, the program iMentor provides individual mentors for each student. The IHSL staff updates each mentor regarding the particular goals of the students and strategizes ways that the mentor can best support the students in achieving their goals and graduating on time.
- Additionally IHSL is collaborating with Flushing International High School in the design of the interventions program, looking for best practices across the two schools.
- The guidance counselor will play a crucial role in monitoring credits, credit recovery, progress with regards to Regents, and college readiness.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day in order to better support students in successful accumulation of credits and preparation for Regents exams.
- Consumable instructional materials for use during extended day programs designed to support students in staying on track for graduation.
- Teacher per session for before and after school programs as well as Saturday programs—these programs will be specifically designed to provide key support for students that are not on-track for graduation.
- Teacher per session for professional development in the areas of strategic interventions for students as well as more effective outreach strategies to families.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Literacy Selective: small literacy classes with 12:1 student/teacher ratios which meet twice weekly during the school day for 65 minutes each meeting.</p> <p>Literacy Pull-Out Class: our newest SIFE students in 9th/10th grade get special English instruction in a small group setting – 8:1 student/teacher ratio – during the school day, 65 minutes/class, 4 class periods per week</p> <p>Explorer’s Club: experiential learning trips with literacy components for small groups of students each Saturday for four hours</p> <p>Writing Center: four times weekly, any student in school has the option to utilize this “drop-in” center where teachers and other students assist kids who struggle with their writing, 60 minutes before school day begins</p>
<p>Mathematics</p>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Additional Math Tutoring: students have the opportunity to attend two additional math tutoring sessions each week, 60 minutes per session</p>

Science	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Science Selectives: Older students who have not passed a science Regents receive specialized instruction geared towards preparing them to pass the Living Environment Regents</p>
Social Studies	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (18-25 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting</p> <p>Social Studies Regents Selectives: 12th grade students who have not yet passed the Global Studies and/or US History Regents exams take an “Enrichment” preparation course, 4 classes per week, 65 minutes each class</p>
At-risk Services provided by the Guidance Counselor	Counseling: guidance counselor provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Counseling: social worker provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. Students who feel more comfortable talking to a counselor in their native language or attending therapy closer to home are referred to various community organizations that specialize in service to a particular ethnic or cultural group. The building social worker also runs small

	student counseling groups: Adjusting to the US, Boys' Group, Hispanic Boys' Group, Girls' Group, Depression Group, Anger Management Group
At-risk Health-related Services	Provided by guidance counselor and school health aide, including condom requests, and individual counseling on health-related issues

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.



PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I

funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Anselmo-Rello/ Cyndi Kerr	District 21	Borough Brooklyn	School Number 337
School Name International High School at Lafayette			

B. Language Allocation Policy Team Composition [?](#)

Principal Jon Harriman	Assistant Principal
Coach Aarti Sawhney	Coach NA
ESL Teacher Amy Gallagher	Guidance Counselor Heather Binen
Teacher/Subject Area Christina Zawerucha/ESL	Parent Pilar Cuello
Teacher/Subject Area Matthew Hoffman/ESL	Parent Coordinator Carlos Franco
Related Service Provider Heather Binen	Other
Network Leader Cyndi Kerr	Other NA

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	11	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	12
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	350	Total Number of ELLs	315	ELLs as share of total student population (%)	90.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The International High School at Lafayette only ELLs who are recent immigrants to the United States. Students applying from junior high school have scored below the cut-off rate on the NYSESLAT at the time of admission. If students are accepted over the counter, we determine possible ELL status through the HLIS as follows: upon arrival at our school, prospective students and their families are interviewed by Amy Gallagher or Matthew Hoffman, both of whom are ESL-certified pedagogues, using the informal oral interview. The interview is the first step in the HLIS process. Amy (who speaks Spanish in addition to English) and Matt (who speaks French and Burmese in addition to English) then administer the HLIS (in their native language if available) to the families, who are given interpreters when necessary (either in person or over-the-phone through the NYCDOE Translation and Interpretation Unit) and interview prospective new students. Amy or Matthew also provide new students and their families with a tour of the school. These students are then given the LAB-R examination that day or within the next two days by Amy Gallagher or Matthew Hoffman. In addition to the NYSESLAT, students whose HLIS indicates that they are native speakers of Spanish will be tested within ten days on the Spanish LAB by Kim Sanchez, Spanish-bilingual ESL teacher.

Amy and Matt also work together each spring to ensure that the NYSESLAT is administered to all qualifying ELLs, by analyzing enrollment data, LAB-R scores, and ATS data including the RLER. All ELLs take the NYSESLAT. Students participating in testing are tracked daily by Amy and Matt and students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

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

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

3. Since the parent orientation occurs on the same day that families come into school to register their children as students, choice forms are filled out on-site and returned to us that day. Amy Gallagher and Matthew Hoffman, two ESL-certified pedagogues, with the

assistance of Parent Coordinator Carlos Franco, give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice Forms are placed in the student's cumulative file and copies are kept in the main office. Amy and Matthew, with assistance from Carlos, ensure that continued entitlement letters are sent home in subsequent years.

4. Students are placed in our ESL program based upon selections made on the Parent Choice Form on the very day that they register. Parents are given a placement letter; a copy is placed in the student's cumulative file and copies are also kept in the main office. Students are placed in a class and given a schedule (we have block scheduling). Our ESL program and the schedule are explained to students and their families in the native language when necessary - we have many bilingual staff members in a variety of languages; we also use the NYCDOE Translation and Interpretation Unit if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters. If they request a change, the school facilitates the change process. In addition, continued entitlement letters are mailed home yearly by the due date. Copies of the letter are maintained in the office.

5. Our schools use a language development model, the Internationals Approach, which is classified as a Self-contained ESL instructional program by the DOE. All parents of new students (100%) have requested Free-Standing ESL since our opening in September 2005. Amy Gallgher and Matthew Hoffman keep copies of all Parent Choice Forms locked in a file cabinet in the main office. They are responsible for all such record-keeping. As Amy and Matt collect the Parent Choice Forms they monitor trends in choices. If the number requesting a TBE or dual language program ever reaches the required number, we will work with our Network to open an additional program, per the CR Part 154 regulations.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										4	4	4	4	16
Push-In														0
Total	0	4	4	4	4	16								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	315	Newcomers (ELLs receiving service 0-3 years)	269	Special Education	3
SIFE	83	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	269	47	2	44	19	1	2	2	0	315
Total	269	47	2	44	19	1	2	2	0	315

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	23	15	23	71
Chinese										38	28	17	6	89
Russian										10	10	6	3	29
Bengali										1	1	3	2	7
Urdu										6	7	9	6	28
Arabic										7	4	3	7	21
Haitian										4	3	3	8	18
French										4	4	2	6	16

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
Korean														0
Punjabi														0
Polish													1	1
Albanian											1	1		2
Other										2	18	7	6	33
TOTAL	0	82	99	66	68	315								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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 students are carefully programmed to be certain they have the mandated number of minutes of ESL. All ELLs classified as beginners receive a minimum of 540 minutes of ESL per week (270 minutes in ELA/ESL class, 270 minutes in ESL through Social Studies), those classified as intermediates receive 360 minutes of ESL per week (270 minutes in ELA/ESL class, 90 minutes in Social Studies), and those classified as advanced receive 180 minutes of ESL per week (all 180 minutes in ELA/ESL class). All required ESL minutes are fulfilled in ESL classes with ESL-certified pedagogues where the content areas are supported. Classes at IHS-Lafayette are 68

A. Programming and Scheduling Information

minutes long and meet four times per week; consequently, each class meets for a total of 300 minutes per week.

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

Instruction is based on the Internationals Approach, a highly successful, research based method of ESL instruction. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. Teachers use: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Materials used include a mix of text- and trade books and teacher created materials. Texts in a range of native languages are made available to students whenever possible and students are encouraged to use their native language knowledge and skills to mediate their learning. As it says above in #3, the locus of control for language is student-driven by the content and students' needs. Teachers work in interdisciplinary instructional teams that meet regularly to plan curriculum. Each team of five teachers includes a minimum of one ESL teacher who supports the other teachers in incorporating ESL strategies into their lesson planning.

4. Students on intake are administered paperwork in native language and are interviewed. Spanish speakers are administered the Spanish Lab.

5.

a. 9th and 10th grade SIFE students receive their own homogeneous ESL class with a certified ESL teacher and a teacher/student ratio of 1:7. Older SIFE students receive a homogeneous "Literacy Selective" class with an ESL-certified teacher in addition to their regular ESL classes. In all other content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is differentiated for all students and is project-based. Instruction for newcomers 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. Newcomers also participate in our Explorer's Club, a series of excursions to cultural institutions throughout NYC with companion literacy activities focusing on developing verbal and written skills.

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction for ELLs receiving services for 4-6 years 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. In addition, these ELLs can participate in before- and after-school and Saturday academic intervention sessions designed to help them pass their Regents exams. If these students meet the qualifications established by the College Now program, they can also participate in CUNY classes at Kingsborough Community College.

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

A. Programming and Scheduling Information

6. ELLs identified as special needs are accommodated per the mandates of their IEPs, which in most cases includes having an alternative placement paraprofessional who speaks the student's native language. These paraprofessionals 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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	7. All of our special education ELLs follow the same program as our general education students. However, we all provide many additional supports to those that most need them, such as ELL-SWDs. These include individual tutoring sessions, reduced-size English lessons, paraprofessionals, before and after school tutoring		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8.
a. Targeted intervention programs in ELA include: a before-school Writing Center, small group tutoring after-school, literacy "selective" classes for SIFE students during weekly elective periods, Peer Read Alouds after-school (where more proficient ELLs read along with their less proficient peers), Regents preparation classes after-school, and the Saturday Explorer's Club (literacy-based field trips for SIFE students). All of our targeted intervention programs are given in English. One native language strategy utilized in the ELA support classes is an Urdu elective that teaches literary technique and style through native language films.

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

c. Targeted intervention programs in Math include after-school: small group tutoring, homework help, and Regents preparation classes. All

B. Programming and Scheduling Information--Continued

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

8.

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

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

c. Targeted intervention programs in Math include after-school: small group tutoring, homework help, and Regents preparation classes. All of our targeted intervention programs are given in English. The math teacher also does tutoring in Chinese in order to support math development skills.

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

e. All ELL subgroups are targeted in the interventions above. There are specific strategies put into place for various populations, such as small group instruction for the SIFE population. Additionally the multilingual staff is able to provide tutoring in many different languages for various groups of students. Finally, paraprofessionals are often selected to provide specific native language supports for students. Regarding data we frequently analyze various configurations of outcomes and formative assessment--for example, we look at the pass rates on Regents of various ethnicities and language groups, we monitor through inquiry work the progress of the SIFE population, and we look at credit accumulation through many different variables.

9. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. New programs this year include our Chinese Literature Circle, in which a native Chinese-speaking faculty member facilitates a weekly, two-hour literature circle for Chinese SIFE students where literature is both read and discussed in Mandarin. Additionally we have started an Urdu elective based in film and writing. These strategies have proven effective in many different ways. As we look at data, we see that as students develop their content knowledge and skills in their first language they are able to transfer these understandings to assessments done in English. Another way that data has factored into the decision-making process for the native language classes is that we have recently had an approximately 50% increase in our incoming Chinese speaking population, and we are collaborating with partner schools to identify the best strategies to support these students.

B. Programming and Scheduling Information--Continued

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

8.

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

Beginning

Intermediate

Advanced

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)?

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

D. Professional Development and Support for School Staff

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

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

- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

Parent Coordinators also receive additional support through similar mechanisms, collaboration with other PCs within the network as well as attendance at PD sessions held throughout the school year.

The calendar is every Wednesday after school throughout the school year as well the Election Day PD and the June PD day. Additionally teachers attend conferences, QTEL and workshops as they become available during the course of the year.

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

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The staff is supported by school leadership through continuous professional development, as described above.

The guidance counselor engages in the PD described above as well as additional workshops and conferences as they become available and/or are announced during the year.

3. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 7.5 hours of professional development mandated by Jose P. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
<ul style="list-style-type: none"> 100% Professional development for all staff - including faculty, clerical staff, assistant principal, social worker, guidance counselor, parent coordinator, secretary, and paraprofessionals - at International High School at Lafayette is geared toward improving ELL academic achievement and language development; we build 75% 50% 25% 	<p style="text-align: center;">Dual Language</p>		
<ul style="list-style-type: none"> 100% Weekly professional development meetings, 75% Analysis of student work in order to improve instruction/design interventions 50% Analysis of student assessments (project-based learning) 25% Social-emotional progress of a teaching team 	<p style="text-align: center;">Freestanding ESL</p>		
<ul style="list-style-type: none"> 100% Peer critiques of teacher-generated curriculum 75% Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result 50% 25% 	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

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E. Parental Involvement

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

1. Historically, parent involvement has been difficult for us for a number of reasons. First, our former “temporary” location in Canarsie was prohibitive, as almost no families lived in the neighborhood where the school was located – most families were located well over an hour’s travel distance from the school. Further, many of our families fall below the federal poverty level, necessitating them to take two or more jobs in order to support their families; such schedules leave little time for school involvement. However, since our move to our permanent location in Bensonhurst, family involvement has been steadily increasing. We are slowly becoming a “neighborhood school” however and expect family involvement to rise significantly once we have been here another year and all four grades of students are from the neighborhood.

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

We utilize the DOE translation services (phone), the translation unit of written documents, and the multilingual abilities of our staff. All mailings are translated and all family events are staffed by speakers of multiple languages.

2. IHSL partners with several different organizations in order to provide workshops and/or services to ELLs and their families:
- International Rescue Committee (IRC)
 - iMentor
 - The New York Immigration Coalition (NYIC)
 - The Asian American Legal Defense and Education Fund
 - Upwardly Global
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)

One example of a specific activity is a workshop on housing and legal issues sponsored by the IRC. Another example is a workshop on searching for jobs, sponsored by the 21st Century grant. Number 1 above has additional examples.

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3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. These surveys ask parents to look at list of past activities as well as other possibilities (generated through SLT meetings). The parent coordinator is pivotal in this work, since he is the primary point person interfacing with the families. He organizes mailings, sorts through the responses, reaches out to families about any questions/concerns, and meets with various stakeholders to communicate concerns.

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4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer above. Examples of specific parent involvement activities include a potluck, workshops on various issues, ongoing ESL classes, and learning how to navigate ARIS and communicate with their children about expectations in school. Translation is done through the DOE translation services, translation unit for written document, and staff members who are multilingual.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

D. Professional Development and Support for School Staff

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

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

- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
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Parent Coordinators also receive additional support through similar mechanisms, collaboration with other PCs within the network as well as attendance at PD sessions held throughout the school year.

The calendar is every Wednesday after school throughout the school year as well the Election Day PD and the June PD day. Additionally teachers attend conferences, QTEL and workshops as they become available during the course of the year.

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

The staff is supported by school leadership through continuous professional development, as described above.

The guidance counselor engages in the PD described above as well as additional workshops and conferences as they become available and/or are announced during the year.

3. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 7.5 hours of professional development mandated by Jose P. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional

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E. Parental Involvement

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

1. Historically, parent involvement has been difficult for us for a number of reasons. First, our former “temporary” location in Canarsie was prohibitive, as almost no families lived in the neighborhood where the school was located – most families were located well over an hour’s travel distance from the school. Further, many of our families fall below the federal poverty level, necessitating them to take two or more jobs in order to support their families; such schedules leave little time for school involvement. However, since our move to our permanent location in Bensonhurst, family involvement has been steadily increasing. We are slowly becoming a “neighborhood school” however and expect family involvement to rise significantly once we have been here another year and all four grades of students are from the neighborhood.

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

We utilize the DOE translation services (phone), the translation unit of written documents, and the multilingual abilities of our staff. All mailings are translated and all family events are staffed by speakers of multiple languages.

2. IHSL partners with several different organizations in order to provide workshops and/or services to ELLs and their families:
- International Rescue Committee (IRC)
 - iMentor
 - The New York Immigration Coalition (NYIC)
 - The Asian American Legal Defense and Education Fund
 - Upwardly Global
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)

One example of a specific activity is a workshop on housing and legal issues sponsored by the IRC. Another example is a workshop on searching for jobs, sponsored by the 21st Century grant. Number 1 above has additional examples.

We utilize the DOE translation services (phone), the translation unit for written documents, and the multilingual abilities of our staff.

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. These surveys ask parents to look at list of past activities as well as other possibilities (generated through SLT meetings). The parent coordinator is pivotal in this work, since he is the primary point person interfacing with the families. He organizes mailings, sorts through the responses, reaches out to families about any questions/concerns, and meets with various stakeholders to communicate concerns.

We utilize the DOE translation services (phone), the translation unit for written documents, and the multilingual abilities of our staff.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer above. Examples of specific parent involvement activities include a potluck, workshops on various issues, ongoing ESL classes, and learning how to navigate ARIS and communicate with their children about expectations in school. Translation is done through the DOE translation services, translation unit for written document, and staff members who are multilingual.

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)										45	46	18	6	115
Intermediate(I)										31	46	37	47	161
Advanced (A)										6	7	11	15	39
Total	0	0	0	0	0	0	0	0	0	82	99	66	68	315

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										23	25	12	0
	I										34	44	28	27
	A										13	12	23	35
	P										3	6	3	5
READING/ WRITING	B										37	33	14	6
	I										31	49	40	45
	A										5	5	12	14
	P										0	0	0	2

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	66		19	
Integrated Algebra	144		62	
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	136		79	
Physics	0			
Global History and Geography	142		29	
US History and Government	65		18	
Foreign Language				
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

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

- Our population is incredibly heterogeneous in terms of language ability
- Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities and show score increases of 10% or more.

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

The literacy coach as well as all ESL teachers are involved in the process of analyzing the data and implementing change, and the changes are implemented throughout the school as ESL teachers turnkey the understandings to the rest of the teaching team.

4.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>International HS at Lafayette</u>		School DBN: <u>21K337</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jon Harriman	Principal		12/1/11
	Assistant Principal		12/1/11
Carlos Franco	Parent Coordinator		12/1/11
Amy Gallagher	ESL Teacher		12/1/11
Pilar Cuello	Parent		12/1/11
Christina Zawerucha/ESL	Teacher/Subject Area		12/1/11
Matthew Hoffman/ESL	Teacher/Subject Area		12/1/11
Aarti Sawhney	Coach		12/1/11
	Coach		12/1/11
Heather Binen	Guidance Counselor		12/1/11
Cyndi Kerr	Network Leader		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K337 **School Name:** International HS at Lafayette

Cluster: 1 **Network:** CFN106

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

Part A: Needs Assessment Findings

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

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

We determine parents primary language through the Home Language Identification Survey as well as the Language Identification Guide (provided by the DOE). If we do not have a staff member that speaks the language of the family, we utilize the translation service provided by the DOE. We maintain records through ATS, HLIS, emergency blue cards, and other means.

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

Survey results, both formal and informal, show that all families require oral and written communication in languages other than English. These results were shared with both staff and the families of our students. They were shared through email communication, during PD sessions, team meetings, and (for families) through family association meetings.

As a summary of the data, we have many language groups in our school; the primary groups are Chinese (approx 25%), Spanish (approx 21%), Urdu (approx 10%), Russian (approx 14%), Arabic (approx 6%). Other languages include Haitian Creole, Vietnamese, French, Burmese and others.

Part B: Strategies and Activities

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

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

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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

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

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

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

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send

these messages to families in the evenings, when they are most likely to be home.

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

See above strategies, all of which meet Chancellor's Regulations

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: International HS at Lafayette	DBN: 21K337
Cluster Leader: Anselmi-Rello	Network Leader: Cyndi Kerr
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 150 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 16 # of certified ESL/Bilingual teachers: 13 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

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

- Writing Center (one hour on Mondays, Tuesdays, Thursdays and Fridays before school, 20 weeks from 8AM to 9AM) – An ESL-certified teacher and trained peer tutors work with 60 9th and 10th grade new ELLs (teacher/student ratio is 1:15; 15 students for each of the four, one-hour sessions) in a direct instruction model whereby students receive additional support in their academic writing skills across subject areas, specifically with literary essays in English class. Students work in small groups and are further supported by peer mentors (former ELLs or stronger ELLs) who work with each small group. This program, conducted in English only, runs each week for 20 weeks throughout the school year except during Regents weeks and holiday/vacation weeks, October 3rd through June 1st. This program was created to address the literacy needs of our newest ELLs entering the US educational system for the first time and in need of literacy support based on low LAB-R scores and teacher recommendation (based on formal and informal classroom assessments). Additionally the program supports increased achievement on the ELA Regents exam and NYSESLAT. The students that are involved in this program rotate from day to day with a group of approximately 60 targeted with support specific to needs of students.
- Saturday Explorer's Program (runs every Saturday from 10:00am-3:00pm, September 24

Part B: Direct Instruction Supplemental Program Information

through May 19, except during school holidays and vacations, approximately 16 weeks) – A certified ESL instructor and other school teachers (a content teacher, which rotates through the year depending on the targeted subject area) lead our ELL students on educational excursions to cultural venues throughout the city each Saturday. The content teachers include math, science, social studies, and arts. Students receive direct literacy instruction connected to the destination so that content is “hands-on” and easier to construct meaning from. Student/teacher ratio is 10:1 or less. This program began as a way to encourage students to gain literacy instruction on the weekend outside of regular school time, so that they receive the additional linguistic support they need. Destinations for the Saturday Explorer’s Program include the American Museum of Natural History, The New York Historical Society, and the Metropolitan Museum of Art. Admission to cultural institutions is also covered by Title III funds. Twenty students are mandated for this program, which is conducted entirely in English. Students will also be creating a video documentary of their visits to these institutions, including creating and recording their own voice-over accompaniment to further augment their language development. The work that students complete is usually a combination of supplemental material and resources as well as additional ELL instruction. Examples of student outcomes in this program include rigorous student writing, storyboards, use of academic language, and mapping related to social studies.

- Regents Preparation (runs Tuesdays and Thursdays after school, 8 weeks, November 5-January 21 and April 21-June 9 from 3:35PM--5PM) – Three ESL-certified pedagogues provide direct instruction to three small classes (1:15 teacher/student ratio) of ELLs who have not yet passed their Regents examinations. This class covers both content and test-taking strategies for the Global, Math, and Living Environment Regents exams. Additionally these courses are designed to further develop essential literacy and language skills related to success on the Regents exams. An internal analysis of Regents scores shows that in addition to language instruction, students often fail because of a lack of test-taking skills. These classes are taught exclusively in English.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Three teachers of ELLs will participate in the four day QTEL Building the Base in February 2012.

In addition, all of our teachers of ELLs are engaged in language development, and one important aspect of professional development is the support of this work throughout the school. Additionally professional development is designed to develop the quality of projects and the extent of interdisciplinary work, all with the objective of supporting the language development of all students.

Professional Development by the Internationals Network for Public Schools (at varied times and dates throughout the school year) – The Internationals Network for Public Schools (INPS), a non-profit organization, was founded in part to coordinate the professional development activities among all eleven of the city's International High Schools. INPS provides after-school and Saturday workshops for teachers in all subject areas who deal directly with ELL students, focusing on: language development in the content areas, differentiation of instruction, scaffolding, and other ESL techniques. They also facilitate intervisitations among schools, oversee an online database for sharing ELL-friendly curriculum across schools, and provide added guidance and support for faculty members new to the Internationals Approach. Intervisitation dates will be determined throughout the year, but there will be a total of 10. INPS will also develop the November PD. The intervisitations will allow this work to be extended throughout the school year.

Professional development is ongoing throughout the year, with full-faculty meetings happening monthly and teams meeting to share student work, collaborate on curriculum, and discuss language development happening weekly. The INPS professional development sessions generally happen formally twice per year but also include support through intervisitations, resources, and targeted facilitations.

Teachers also participate in ongoing professional development through work with the New York Performance Consortium, which is after-school monthly on dates to be determined. These meetings allow teachers to develop project-based assessments. One teacher per month attends these meetings.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Parental engagement is a crucial component of the work that we do at the International High School at Lafayette. We have monthly meetings with families in order to discuss social/emotional needs of students, review academic work and expectations, discuss approaches to language acquisition, and give feedback on student progress, including through individual progress reports and ARIS training.

We also support parents in their own language development. Adult ESL Classes for Students’ Families (will run one evening per week (Mondays), 5:00-7:00pm for 12 weeks, November 14 through May14) – one ESL-certified teacher will teach an evening ESL class for the parents and family members of our ELL students. Projected enrollment for this direct instruction class taught exclusively in English will be 25. Title III funds will also be used to purchase texts for this class as well as snacks and metrocards for participants. Texts will be determined once participants’ levels have been assessed. This class is being offered as a result of a general survey of students’ families and also research showing that when students’ families become more engaged in the life of the school, their children do as well. These courses will be run by our faculty. The parents are notified through many means, including phone messenger as well as mailings to families and announcements at all family association meetings and open school night/afternoon.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		