



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INTERNATIONAL HIGH SCHOOL AT LAGUARDIA COMMUNITY COLLEGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q530

PRINCIPAL: JOHN STARKEY **EMAIL:** JSTARKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MELENDEZ

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
John Starkey	*Principal or Designee	
Scott Lennox	*UFT Chapter Leader or Designee	
Carlos Rodriguez	*PA/PTA President or Designated Co-President	
Younas Saleem	DC 37 Representative, if applicable	
Katherine Tabares	Student Representative	
Lopsang Tashi	Student Representative	
Cecilia Ramos	Member/PTA	
Maria Rumaldo	Member/PTA	
Sandhya Parajuli	Member/PTA	
Mei Zhen He	Member/PTA	
Xia Xian Ying	Member/PTA	
Sohal Harpret	Member/PTA	
Ruth Orlowicz	Member/UFT	
Ruth Chasek	Member/UFT	
Jaclyn Valane	Member/UFT	
Allison McCluer	Member/UFT	

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2012, we will equal the EAMO for all subgroups (All Students, Hispanic, Asian, Economically Disadvantaged, Limited English Proficient in the ELA).

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In reviewing our school's last NY State Report Card we found the following needs for improvement:

- We did not make AYP for English Language Arts in the Limited English Proficient subgroup.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Activity #1: Reduce class size to support students who are English language learners
 - Target Population(s): All classes because all of our students are ELL or former ELL students
 - Responsible Staff Members: Principal, Assistant Principal and School Leader
 - Implementation Timeline: September 2011 through June 2012.

 - Activity #2: In order to monitor student progress in literary skills we will utilize the diagnostic assessment of student work in the literary essay project using the NYPSC's (NY Performance Consortium) DY0 rubrics in the early fall and DY0 pacing charts. Teachers will attend PD workshops and assessments provided by the Consortium and then collect and analyze student data.
 - Target Population(s): English and ESL teachers on all school instructional teams.
 - Responsible Staff Members: Teachers on the Teaching and Learning Committee.
 - Implementation Timeline: Every six to eight weeks through out the school year from September 2011 to June 2012.

 - Activity #3: Provide extra support for limited English proficient students in ELA Regents preparation.
 - Target Population(s): Students in all classes because all of our students are ELL or former ELL students.
 - Responsible Staff Members: Teachers in all content areas.
 - Implementation Timeline: September through June 2012.

 - Activity #4: In order to help our teachers develop strategies to support long term English language learners professional development will be given on the following topics to help support our teachers with strategies to meet the needs of our struggling English language learners: strategies to support ELL students

through the lens of language development; differentiation for ELL's, strategies to support ELL students access texts and developing interdisciplinary strategies to support ELL students.

- Target Population(s): Teachers servicing students in Limited English Proficiency subgroups.
- Responsible Staff Members: Principal, Assistant Principal, School Leader and School Teaching and Learning Committee.
- Implementation Timeline: September 2011 through May 2012.

Steps for including teachers in the decision-making process:

At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.

- The administration shares data with the teachers on all instructional teams. The administration and teachers on instructional teams go over the data and perform a needs analysis.
- The teachers on the instructional team do an inquiry study. From the study instructional teams of teachers work together and devise strategies to help their individual students.
- Based on the inquiry study teachers on instructional teams develop curriculum tailored to their students needs.
- Teachers on instructional teams devise individual instructional support plans for students in need.
- Teachers share their individual support plans with the other teachers and on their instructional teams.
- Teachers on instructional teams provide each other with feedback on strategies that might best work with individual students.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance.
- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community.
- The school will conduct periodic meetings with parents to develop partnerships to address student needs and achievement goals.
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development.
- The instructional team communicates with the parents as early as possible by phone and if necessary by letter to inform them that their child is in danger of failing a class. Parents are invited in a conference with the teachers on the instructional team.
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.
- The school holds a PTA workshop in order to familiarize parents with the school's graduation requirements.
- PTA workshops are held to help educate parents regarding the instructional approach including methods of language acquisition utilized at The International High School at LaGuardia.
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work.
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS.
- Translators are available at all parent workshops and conferences.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine

allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- The International High School has achieved national prominence. We have been cited for excellence in ELL education by Diane August at the NCLB Conference, by Jim Cummins at TESOL, and by Aida Walqui at the A.A.A.L. Faculty members at the International High School also teach courses at New York University, Fordham University, Queens College and LaGuardia Community College.
- As a school, our doors are always open: We welcome visitors, including many prospective teachers from all over the world. We mentor student teachers from Columbia University Teacher's College, Hunter College, New York University, The New School, Queens College, SUNY New Paltz and The School for International Training in Vermont.
- In-school mentors are assigned to support struggling and un-qualified teachers.
- All of our new teachers attend staff development workshops for new teachers of ELL's offered by INPS (The Internationals' Network for Public Schools).
- All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL offered by West Ed. and workshops offered throughout the year by the New York Performance Standards Consortium as well on the Common Core Standards as well as many others.
- As a member of INPS we participate in the I-START graduate program that trains teachers specialized in English language development for ELL's.
- We are offering the following workshops this year to ensure that all of our teachers both old and new remain highly qualified:
 - Strategies to support SIFE students to access texts.
 - SIFE workshop to support our ELL SIFE students
 - Project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students.
 - Differentiation for ELL's.
 - Experiential education techniques for ELLs, including cooperative learning strategies.
 - Examining rich tasks and student work in order to assess the work of ELL's.
 - Curriculum ideas involving movement and role playing to engage ELL's in classroom learning.
 - Using language acquisition to assist our ELL's in the classroom.
 - Looking at the work of ELL students through the lens of language acquisition.
 - Helping teachers to better assist their students with strategies to better prepare them to take the ELA Regents exam.
- On Staff development day our staff participates in a series of workshops on a variety of topics and strategies to support ELL's offered by INPS through the INPS (The Internationals' Network for Public Schools).

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to help our students with English language acquisition:

- Resources are utilized to: reduce class size, hire ESL teachers for language development, hire subject teachers in Math, Professional Development Literacy workshops in English and Math, Curriculum writing to meet the needs of our ELL's, Parent ESL classes and parent involvement activities.
- Our teachers provide our ELL students with supplementary programs after school and on Saturday's for ELA Regents preparation.
- In addition, The Liberty Partnership Program offers our students a Saturday morning ELA Regents preparation class.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Title I funding is utilized to ensure that all of our teachers are highly qualified as well as for many of the professional activities offered to our staff.
- Title I funding is also utilized to help create more parent involvement within our school community.
- Title III funding is utilized to further assist our ELL students with supplementary programs after school and on Saturday's.
- Teacher per session (2-3 days per week) for after school and Saturday programs.
- Teacher per session for after school professional development workshops and extra time spent by teachers for data collection and analysis.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs and for Saturday and after school programs.

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2012, we will equal or exceed the graduation targets for Cohort N for all subgroups (All Students, Hispanic, Asian, Economically Disadvantaged, Limited English Proficient). (This will affect our 2013 State Report card.)

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Did not make AYP for the graduation rate in the category of all students and needs to reach a target of 74% for this subgroup.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- Activity #1: Students in the 2012 cohort who have not yet met the requirements for graduation will have their progress evaluated at the end of June 2012 and use summer school to provide support for them to complete their graduation requirements.
 - Target Population(s): All students in the 2012 cohort who have not yet met graduation requirements.
 - Responsible Staff Members: Guidance Counselor, teachers on instructional team and School Leader.
 - Implementation Timeline: September 2011 through June 2012.
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- Activity #2: Students in the 2012 cohort who are in danger of failing will be identified at mid-semester and intervention strategies will be developed by inquiry team teachers on each instructional team by the end of October, 2011.
 - Target Population(s): Students in 2012 cohort who are in danger of failing at mid-semester.
 - Responsible Staff Members: Guidance Counselors, teachers on instructional teams and School Leader.
 - Implementation Timeline: October 2011.
-
- Activity #3: Develop and implement a support plan for students in danger of failing; including monitoring progress of students every other week and the plan reviewed and modified as appropriate in team meetings. If called for individual students will be given opportunities for credit recovery after school.
 - Target Population(s): All students in the 2012 cohort who are in danger of failing at mid-semester.
 - Responsible Staff Members: Guidance Counselor, teachers on instructional teams and School Leader.
 - Implementation Timeline: October 2011 through June 2012.
-
- Activity #4: Students in the 2012 cohort who have not yet passed or taken the ELA Regents will be identified at mid-semester and intervention strategies will be developed by Inquiry team teachers on each instructional team by the end of October, 2011. They will be assigned to sit for the ELA Regents exam in January 2012.
 - Target Population(s): Students in the 2012 cohort who have not yet passed or taken the ELA Regents by mid-semester.
 - Responsible Staff Members: Guidance Counselors, teachers on instructional teams and School Leader.
 - Implementation Timeline: October 2011.
-
- Activity #5: Develop and implement a support plan including mandatory Regents prep classes to be held before and after school as well as on Saturdays.
 - Target Population(s): Students in the 2012 cohort who have not yet passed or taken the ELA Regents.
 - Responsible Staff Members: Guidance Counselor, teachers on instructional teams and School Leader.
 - Implementation Timeline: September 2011 through June 2012.
-
- Activity #6: Use NYPSC's (NY Performance Standards Consortium) DY0 to support and assist students to increase successful completion of the graduation portfolio and to be prepared for the ELA Regents.
 - Target Population(s): All 11th and 12th grade students.
 - Responsible Staff Members: All English and ESL teachers
 - Implementation Timeline: September 2011 through June 2012.
-
- Activity #7: Students will be supported through mentoring to assist them in completing their senior graduation portfolios.
 - Target Population(s): All students in senior institute.

- Responsible Staff Members: All pedagogues including teachers, administrators and guidance counselors.
- Implementation Timeline: September 2011 through June 2012.

Steps for including teachers in the decision-making process:

At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.

- The administration shares data with the teachers on all instructional teams. The administration and teachers on instructional teams go over the data and perform a needs analysis.
- The teachers on the instructional team do an inquiry study. From the study instructional teams of teachers work together and devise strategies to help their individual students pass their classes and complete their graduation portfolios.
- Based on the inquiry study teachers on instructional teams develop curriculum tailored to their students needs.
- Teachers on instructional teams devise individual instructional support plans for students in need.
- Teachers share their individual support plans with the other teachers and on their instructional teams.
- Teachers on instructional teams provide each other with feedback on strategies that might best work with individual students.
- All teachers mentor 12th grade students in completing their graduation portfolio projects.
- All teachers sit on graduation portfolio panels and make the decisions as to whether students pass the portfolio using inter-reliability rubrics established by New York Performance Standards Consortium.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, describe the schools 10th grade and graduation portfolio requirements and inform them of the variety of services we provide to families and the many ways they can participate in the life of our community.
- Parents are provided with workshops on the schools portfolio process and are provided with information regarding mentoring and scheduling for both 10th grade and graduation portfolios.
- When a student is not passing a portfolio, the instructional teams let the parents know in the early spring and parents are invited to provide input for the students individual support plan.
- Parents are strongly encouraged to sit in as members of both the junior and senior student graduation portfolio panels.
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS.
- Translators are available at all parent workshops and conferences.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- The International High School has achieved national prominence. We have been cited for excellence in ELL education by Diane August at the NCLB Conference, by Jim Cummins at TESOL, and by Aida Walqui at the A.A.A.L. Faculty members at the International High School also teach courses at New York University, Fordham University, Queens College and LaGuardia Community College.
- As a school, our doors are always open: We welcome visitors, including many prospective teachers from all over the world. We mentor student teachers from Columbia University Teacher's College, Hunter College, New York University, The New School, Queens College, SUNY New Paltz and The School for International Training in Vermont.
- In-school mentors are assigned to support struggling and un-qualified teachers.
- All of our new teachers attend staff development workshops for new teachers of ELL's offered by INPS (The Internationals' Network for Public Schools).
- All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL offered by West Ed. and workshops offered throughout the year by the New York Performance Standards Consortium as well as the Common Core Standards as well as many others.
- As a member of INPS we participate in the I-START graduate program that trains teachers specialized in English language development for ELL's.
- We are offering the following workshops this year to ensure that all of our teachers both old and new remain highly qualified:
 - Strategies to support SIFE students to access texts.
 - SIFE workshop to support our ELL SIFE students
 - Project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students.
 - Differentiation for ELL's.
 - Experiential education techniques for ELLs, including cooperative learning strategies.
 - Examining rich tasks and student work in order to assess the work of ELL's.
 - Curriculum ideas involving movement and role playing to engage ELL's in classroom learning.
 - Using language acquisition to assist our ELL's in the classroom.
 - Looking at the work of ELL students through the lens of language acquisition.
 - Helping teachers to better assist their students with strategies to better prepare them to take the ELA Regents exam.
- On Staff development day our staff participates in a series of workshops on a variety of topics and strategies to support ELL's offered by INPS through the INPS (The Internationals' Network for Public Schools).
- Teachers and Guidance Counselors are provided with workshops on the graduation requirement in order to better prepare the students in their classes as well as their mentees.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- All teachers mentor a student for their graduation portfolio. Extra resources are provided to support portfolio mentoring after school and before school during the regular school year to help assist students in preparing completing their graduation portfolio and in preparing for their graduation portfolio panel presentation.
- During the summer, resources are provided to give a portfolio class in order to assist students in preparing completing their graduation portfolio and in preparing for their graduation portfolio panel presentation.

- Resources are provided for after school tutoring to help students successfully complete their coursework to pass their classes, as well helping them to prepare for passing the ELA Regents exam.
- The Upward Bound Program is utilized to help students with their English language acquisition and in providing opportunities for them to visit various college which serve as an inspiration for them continue preparing for college.
- Resources are provided to enable teachers to attend professional development workshops at the New York State Standards Performance Consortium so that they are better able to help our students prepare for their graduation portfolios.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Title I funding is utilized to ensure that all of our teachers are highly qualified as well as for many of the professional activities offered to our staff.
- Title I funding is also utilized to help create more parent involvement within our school community.
- Title III funding is utilized to further assist our ELL students with supplementary programs after school and on Saturday's.
- Teacher per session (2-3 days per week) for after school and Saturday programs to provide mentoring support for student graduation portfolio, after school homework help/tutoring as well as ELA Regents exam preparation to help student meet graduation requirements.
- Teacher per session during the summer to provide students a portfolio class to help them successfully complete their graduation portfolio.
- Teacher per session for after school professional development workshops.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs and for Saturday and after school programs.

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Increase course passing rates for students designated as “Promotion in Doubt” through the creation and implementation of individualized credit recovery plans. At least 70% of students who were designated as “Promotion in Doubt” in fall 2011 will demonstrate academic progress by passing at least 3 of their 4 content courses.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- Through an analysis of our course passing rates for students as well as the comprehensive statistics in the Scholarship Report it was determined that there is a need for improvement on credit accumulation among several subgroups of ELL students.
- Historically, individualized credit recover plans have been successful for students identified as “Promotion in Doubt”.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Activity #1: Students who are designated as INC or are in danger of failing will be identified at mid-semester and intervention strategies will be developed by their teacher instructional teams and shared with students and parents at the October parent-teacher conferences.
 - Target Population(s): Students designated as INC or are in danger of failing.
 - Responsible Staff Members: Guidance Counselors and teachers on instructional teams.
 - Implementation Timeline: October 2011.
 - Activity #2: The support plan will be implemented by the students’ instructional team teachers.
 - Target Population(s): Students designated as INC or are in danger of failing.
 - Responsible Staff Members: Guidance Counselors and teachers on instructional teams.
 - Implementation Timeline: October 2011 through June 2012.
 - Activity #3: The support plan and student progress will be monitored by the instructional teams’ administrative liaisons.
 - Target Population(s): Students designated as INC or are in danger of failing.
 - Responsible Staff Members: Principal, Assistant Principal, School Leader and team administrative liaisons.

- Implementation Timeline: October 2011 through June 2012.
- Activity #4: Student progress, including attendance, will be monitored and the plan will be reviewed and modified as appropriate on a bi-weekly basis in instructional team meetings. Scholarship Report will be reviewed by Principal's Cabinet and School Leadership Team in January and June.
- Target Population(s): Students designated as INC or are in danger of failing.
- Responsible Staff Members: Principal, Assistant Principal, School Leader, Members of the Principal's Cabinet, School Leadership Team, Instructional teams.
- Implementation Timeline: January 2012 through June 2012.
- Activity #5: Teachers will engage these students in after-school homework help and students will be mandated to attend credit recovery courses in the areas where needed.
- Target Population(s): Students designated as INC or are in danger of failing.
- Responsible Staff Members: Members of the student's instructional team.
- Implementation Timeline: October 2011 through June 2012.
- Activity #6: Students who received an incomplete grade in the fall semester will receive an individualized credit recovery plan on the "incomplete make-up" form with the goal of recovering credit by the end of June 2012.
- Target Population(s): Students designated as INC or are in danger of failing.
- Responsible Staff Members: Members of the students' Instructional teams.
- Implementation Timeline: October 2011.
- Activity #7: Summer Institute program will be developed to address credit recovery needs of students in all grades who did not earn at least ten credits in the current year.
- Target Population(s): Students designated as INC or are in danger of failing in June.
- Responsible Staff Members: Assistant Principal, School Leader, Guidance Counselors from all instructional teams.
- Implementation Timeline: March 2012 through June 2012.

Steps for including teachers in the decision-making process:

At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.

- The administration shares school data with teachers on the instructional teams.
- Teachers on instructional teams have frequent evaluations of student progress using the actual data.
- Teachers on instructional teams do a data analysis and then a needs analysis.
- Teachers on instructional teams design curriculum tailored to the individual student needs.
- After mid-semester the teachers devise an individual support plans for all at risk in danger of failing students.
- Teachers on instructional teams monitor and follow up on individual students at weekly team meetings. They inform each other of student progress and make decisions and devise further strategies together that will be of most benefit to the student at risk of failing.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance.
- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community.
- The school will conduct periodic meetings with parents to develop partnerships to address student needs and achievement goals.
- Parents are strongly encouraged to attend Open School Conferences in both the fall and the spring to meet with their students' instructional team to discuss their child's progress.
- All parents receive daily phone massager calls if their child is either late or absent from a class. If the lateness or absence continues than parents are contacted by phone, email, text message or mail until direct contact has been made. If necessary, the parents are invited in for a conference to discuss their child's lateness or absences.
- The instructional team communicates with the parents as early as possible to inform them that their child is in danger of failing a class. Parents are strongly advised to come to school for a conference with the teachers on the instructional team. If the parent cannot attend a meeting in person, arrangements are made to hold a conference between the parent and the teachers on the instructional team by telephone. At this meeting teachers share data regarding the student with the parent.
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development.
- The teachers on the instructional team conduct frequent follow-up with parents on the progress of their students throughout the school year both by telephone and in person.
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work.
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS.
- Translators are available at all parent workshops and conferences.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The International High School has achieved national prominence. We have been cited for excellence in ELL education by Diane August at the NCLB Conference, by Jim Cummins at TESOL, and by Aida Walqui at the A.A.A.L. Faculty members at the International High School also teach courses at New York University, Fordham University, Queens College and LaGuardia Community College.
- As a school, our doors are always open: We welcome visitors, including many prospective teachers from all over the world. We mentor students teachers from Columbia Universities Teacher's College, Hunter College, New York University, The New School, Queens College, SUNY New Paltz and The School for International Training in Vermont.

- In-school mentors are assigned to support struggling and un-qualified teachers.
- All of our new teachers attend staff development workshops for new teachers of ELL's offered by INPS (The Internationals' Network for Public Schools).
- All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL offered by West Ed. and workshops offered throughout the year by the New York Performance Standards Consortium as well on the Common Core Standards as well as many others.
- As a member of INPS we participate in the I-START graduate program that trains teachers specialized in English language development for ELL's.
- We are offering the following workshops this year to ensure that all of our teachers both old and new remain highly qualified:
 - Strategies to support SIFE students to access texts.
 - SIFE workshop to support our ELL SIFE students
 - Project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students.
 - Differentiation for ELL's.
 - Experiential education techniques for ELLs, including cooperative learning strategies.
 - Examining rich tasks and student work in order to assess the work of ELL's.
 - Curriculum ideas involving movement and role playing to engage ELL's in classroom learning.
 - Using language acquisition to assist our ELL's in the classroom.
 - Looking at the work of ELL students through the lens of language acquisition.
 - Helping teachers to better assist their students with strategies to better prepare them to take the ELA Regents exam.
- On Staff development day our staff participates in a series of workshops on a variety of topics and strategies to support ELL's offered by INPS through the INPS (The Internationals' Network for Public Schools).

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- In order to help our students who are at risk of failing resources are provided to provide more literacy help for our students.
- Resources are provided to allow the school to run a SIFE literacy class as well as a SIFE Math class for student with interrupted education in their native language.
- Resources are provided to run a Saturday morning literacy program.
- Resources are provided to run an after school Science literacy program.
- Resources are provided to provide afterschool homework help to help student in all content area subjects.
- Resources are provided to provide students with a peer student tutor to assist fellow students in need of assistance.
- In addition, The Liberty Partnership Program offers our students a Saturday morning ELA Regents preparation class.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Title I funding is utilized to ensure that all of our teachers are highly qualified as well as for many of the professional activities offered to our staff.
- Title I funding is also utilized to help create more parent involvement within our school community.
- Title III funding is utilized to further assist our ELL students with supplementary programs after school and on Saturday's.
- Teacher per session (2-3 days per week) for after school and Saturday programs.

- Teacher per session for after school professional development workshops and extra time spent by teachers for data collection and analysis.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs and for Saturday and after school programs.
- TL funding is utilized to allow the school to run the SIFE Literacy and SIFE Math classes.

ANNUAL GOAL #4 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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Increase the number of college cohort class opportunities for students. In the 2011-2012 school year we will provide a minimum of four college-credit classes as part of the Early College Program, each with a passing rate of at least 80%.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We have been striving to close the gap in college readiness for our English language learners by steadily expanding our Early College program and increase college access for ELL's. As we have done in the past we would like to continue expanding the collaborative work with various academic departments at LaGuardia Community College to create the opportunity for new cohort college courses for our ELL students. As this work has progressed we have seen a need to increase college cohort opportunities for our ELL students in the areas of Science as well as continuing to increase our offerings in the areas the Math, English and Native Languages. Due to changes in demographics as demonstrated by the growth in the number of Tibetan students in our school we have observed an increasing need of our students and their parents to offer a college level course in Tibetan as a native language.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Activity #1: Work with our Early College Coordinator and designated liaisons from our school and LaGuardia Community College to regularly access/evaluate the effectiveness of the support structures of our program and explore further options for college class opportunities for our students.
- Target Population(s): All senior institute students.
- Responsible Staff Members: Members of our Early College Committee: Principal, Early College Coordinator, Guidance Counselors and the LaGuardia Community College Liaison.
- Implementation Timeline: September 2011-June 2012.
- Activity #2: Explore and develop the following college level cohort classes that are taught either by high school teachers as part of their regular teaching load or by LaGuardia Community College faculty:
 - Mat115, Mat200, Mat201-Math
 - Chinese, Tibetan, Spanish Native Language courses

-CSE110-Literacy and Propaganda

-Bio115-Foundations of Biology

- Target Population(s): All senior institute students.
- Responsible Staff Members: Members of our Early College Committee: Principal, Early College Coordinator, Guidance Counselors and the LaGuardia Community College Liaison.
- Implementation Timeline: September 2011-June 2012.

- Activity #3: Students will be assigned to advisories that will provide academic and study-skill support to ensure student success; in addition, we will implement at least one content-specific advisory seminar to help students with their Bio115 class.
- Target Population(s): All students in the Senior Institute who are taking college classes as part of the Early College Program.
- Responsible Staff Members: Team Guidance Counselors, all instructional team members and Early College Coordinator.
- Implementation Timeline: September 2011-June 2012.

- Activity #4: Through the direction of the Principal's Cabinet, where there is representation by the Early College Coordinator, as well as nine other members of the teaching staff, regularly assess the effectiveness of our program and oversee the design of professional development related to college readiness and networking with the college to develop more opportunities.
- Target Population(s): The staff members involved with teaching in the Early College Program.
- Responsible Staff Members: Principal, Assistant Principal, Early College Coordinator, Principal's Cabinet.
- Implementation Timeline: September 2011-June 2012.

Steps for including teachers in the decision-making process:

At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.

- Early College data is received from LaGuardia Community College and from N-CREST at Teachers' College. The administration shares the Early College data with all teachers.
- All teachers do a data analysis based on student Early College Data to inform our school on ways to better prepare students to be college ready.
- All teachers evaluate our Early College Program.
- The teachers in all disciplines provide input to administration on decisions for the development of new cohort Early College classes.
- Teachers provide direct content based and skill support for students in college classes through weekly seminars.
- Teachers make recommendations of students ready to take college level classes in various content areas.
- Guidance Counselors provide students with strategies for how to do well in college and in how to navigate the college system.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- The parents of new incoming ninth graders are informed about the Early College Program at the new student orientation.
- Parents of 10th graders are invited to attend a formal Early College Orientation with detailed information regarding the Early College Program.
- Parents are provided with workshops on how to fill out college applications as well as college financial aid. Our parents are all immigrants and generally are uninformed about the college system in the United States so they are provided with detailed information regarding the college system in this country.
- Translators are available at all of the Early College Parent workshops.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the

needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Teachers are invited to attend the Early College Middle College National Consortium (MCNC) Summer Conference to talk about college readiness and discuss strategies to help students close the gap between high school and college.
- Teachers visit other Middle College Early College Schools to learn strategies to help students to become college ready.
- Teachers attend professional development with LaGuardia Community College professors in their disciplines regarding curriculum alignment and team teaching strategies.
- Teachers participate in LaGuardia Community College "brown bag" discussions where college professors share their best practices.
- Teachers attend the Middle College National Consortium's Winter Conference for leadership training and data analysis.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All of the following activities are intended to help our students to acquire college readiness:

- Resources are provided student leaders to attend the Middle College National Consortium Student Conference on Early College readiness.
- Students participate in college wide activities such as Global Citizenry and World Cultures to share in the college experience.
- Resources are provided for students to attend the Upward Bound Program which provides first hand experiences and visits to college campuses.
- Resources are provided for students to take part in college internships.
- The Liberty Partnership Program provides our students with training in the "E-Portfolio" system utilized by the LaGuardia Community College and many of the other CUNY colleges.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Created college cohort courses will be part of the regular teaching load for HS teachers
- Teacher per session funding for professional development activities.
- In addition to some Cohort classes being taught by high school teachers as a part of regular teaching load, others will be taught by LaGuardia Community College faculty funded through CUNY Early College Collaborative Fund.
- Alignment of resources include funding LaGuardia Community College faculty through the CUNY Early College Collaborative fund and scheduling high school teachers to be able to teach cohort classes as part of their regular work load, as well as scheduling the advisory periods for student support.

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	115	115	115	115	115	As Needed	As Needed	As Needed
10	114	114	114	114	114	As Needed	As Needed	As Needed
11	122	122	122	122	127	As Needed	As Needed	As Needed
12	25	25	65	65	139	As Needed	As Needed	As Needed

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
ELA: -Extended Day/Regents Prep/tutorial services -Saturday Explorer's Literacy Program/ Regents Prep	Teams meet in the Extended Day program twice per week from 3:30-4:30 PM Saturday Explorer's Literacy Program/ Regents Prep Program is held every Saturday from 9 AM – 1 PM. Students are provided with metro cards. One-on-one instruction-Based on student need. After school 3:30-4:30 PM

-Tuesday Seminar	Small group instruction seminar-Based on student need. 9:15 -11:45 AM
-Wednesday Seminar	Small group instruction seminar-Based on student need. 11:45 AM-12:35 PM
Mathematics: Extended Day/Regents Prep/tutorial services	-Teams meet in the Extended Day program twice per week from 3:30-4:30 PM (Small Groups)
Saturday Explorer's Literacy Program/ Regents Prep Program	-Saturday Explorer's Literacy Program/ Regents Prep Program is held every Saturday from 9 AM – 1 PM. Students are provided with metro cards.
Tuesday Seminar	-Small group instruction seminar-Based on student need. 9:15 -11:45 AM
Wednesday Seminar	-Small group instruction seminar-Based on student need. 11:45 AM-12:35 PM
Science: Extended Day /tutorial services	Teams meet in the Extended Day program twice per week from 3:30-4:30 PM (Small Groups)
Tuesday Seminar	Small group instruction seminar-Based on student need. 9:15 -11:45 AM
Wednesday Seminar	Small group instruction seminar-Based on student need. 11:45 AM-12:35 PM
Monday Science Literacy Program	After school hands on Science literacy program. 3:30 PM-5:30 PM
Social Studies: Extended Day/ tutorial services	Teams meet in the Extended Day program twice per week from 3:30-4:30 PM (Small Groups)
Tuesday Seminar	Small group instruction seminar-Based on student need. 9:15 -11:45 AM
Wednesday Seminar	Small group instruction seminar-Based on student need. 11:45 AM-12:35 PM
At-risk Services Provided by the Guidance Counselor:	All six teams have one Teacher/Counselor to provide students with counseling for personal, social, emotional, and school problems as well as career and college counseling. The counselors are available to meet with students from 8:00 until 3:30 everyday. In addition, one crisis counselor is on duty each day. Guidance Seminar-Held during various class periods.
At-risk Services provided by the School Psychologist	At-risk Services Provided by the Guidance Counselor:

At-risk Services provided by the Social Worker	At-risk Services Provided by the Guidance Counselor:
At-risk Health-related Services	<p>The Health Services Office at LaGuardia Community College offers students a wide range of services including: complete physicals for athletic activities, vision and hearing testing, First Aid, prescription and treatment for illnesses, family planning services, testing/treatment of STDs, nutrition/weight counseling, substance abuse and health education counseling, counseling for school and personal problems, and referrals to outside agencies. The clinic is open daily from 9:00 am-9:00 pm.</p>

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 24Q530 **School Name:** International High School at LaGuardia Community College

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: XSchool Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Areas where school was identified for improvement:

- ELA: Identified student subgroups: All students (Performance index 170; AMO 173), Limited English proficient students (Performance index 161; Safe Harbor 169), and economically disadvantaged students (Performance index 169; Safe Harbor 172).
- Graduation rate: Identified student subgroups: All students (Graduation rate 65%; Progress target 74%), Hispanic or Latino students (Graduation rate 59%; Progress target 67%), Asian students (Graduation rate 75%; Progress target 77%), Limited English proficient students (Graduation rate 61%; Progress target 70%) and economically disadvantaged students (Graduation rate 71%; Progress target 74%).

The school identified individual students and did an inquiry study and found the following specific academic issues caused the school to be identified:

- Students who have not passed the ELA exam: Altogether, there were 12 students who did not pass the ELA exam. Other than the 3 students who dropped out already, the vast majority of the remaining 9 students have attendance issues due to family and other personal problems. Our guidance counselors have been working on ways to solve some of these attendance issues with the students and their parents. We want to strategize ways to help these students to remain in school and pass the ELA exam. Furthermore, we've already started to examine our 2012 cohort including all subgroups in order to conduct an inquiry study for students who failed the ELA exam in order for us to strategize preventative steps to help these students.
- Graduation rate: For students in all subgroups not meeting graduation requirements teachers and administrators conducted an inquiry study and found out that among the 33 students who had not graduated: 15 subsequently graduated this past year, 6 of the students remain and as with all ELL students they need more time and will be provided with all the necessary support as they work towards the completion of all graduation requirements. The remaining 12 students dropped out. All of the students who dropped out had attendance issues and family problems. We will conduct a study to see how we might better support students with attendance problems through our guidance program.

Findings of 2010-2011 Peer Review Report:

- International High School at LaGuardia did not undergo an SQR during the 2010-11 school year but rather had a Peer Review during the 2010-2011 school year. The findings of this Peer Review were that the school is well developed for all four quality statement. According to the Peer Review, this is what the school does well:
 - The school has developed a highly effective program of Peer Evaluation of Teachers (PET) that has resulted in coherent and cohesive teaching practices across all levels. (4.1)
 - The school has a variety of systems to monitor, track and intervene when students are falling behind in their work, resulting in high course passage rates. (3.3)

- The school has strategically implemented sophisticated support systems for high risk students, and new college students, resulting in higher levels of student success. (1.3)
- These are the recommendations of the Peer Review as to what the school needs to improve:
 - Monitor and mentor teacher in the curriculum design process to ensure consistent levels of rigor and differentiation. (1.1)
 - Incorporate more experiential learning and interdisciplinary connections in both day-to-day lessons and in project based instruction. (1.2)
 - Use or create assessments that better articulate student mastery of higher order thinking skills across integrated, differentiated content areas. (2.2)

We are now implementing all of these recommendations.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Instructional teams will identify students who did not pass the ELA exam and then conduct an inquiry study to perform a needs analysis. The results of this study will be used to inform our instruction as well as our curriculum and professional development. Teachers will work in instructional teams to develop curriculum that offers consistent levels of rigor and differentiation.
 - Based on this needs analysis instructional teams will create support plans and strategies to support these students who are at risk of not passing the ELA Regents exam. Some of strategies will include:

Within the Academic Program:

- Utilizing differentiated instruction within the classroom to target students identified in the accountability subgroups in order to improve student scores on the ELA exam and also to create assessments that better articulate student's mastery of higher order thinking skills.

Before and After School Program:

- Teachers will provide before or after school tutoring for individual students and small groups around English Language Arts.
- Teachers will provide before and after-school prep courses on ELA.
- The Liberty Partnership Program offers our students a Saturday morning ELA Regents preparation class.
- Our Saturday Literacy Program and Monday afternoon Science Literacy Program will be offered to improve literacy/English proficiency.
- Guidance outreach to family and students including conferences, close communication with parents and parent workshops on graduation requirements and the ELA exam.
- For graduation intervention: All of the above will be utilized plus:
 - One to one portfolio mentoring.
 - Summer school portfolio class.

Supplemental Summer School Program:

- Teachers will conduct summer courses on English literacy.
- Teachers will conduct summer courses on ELA prep.
- Teachers will conduct a portfolio class to help students in completing their graduation portfolios.

Purchase of Instructional Materials:

- To purchase additional literacy building materials such as books, CD's and software for English language development and ELA Regents preparation.
- To purchase materials and resources needed for research, professional development and curriculum writing for improving student English language skills.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Development:

- We are offering the following workshops for the entire staff focusing on developing literacy and language across all subject areas in order to provide our staff with the tools they need to help students pass the ELA Regents as well as meet all graduation requirements:
 - Helping teachers to better assist their students with strategies and skills to better prepare them to take the ELA Regents exam.
 - Looking at the work of ELL students through the lens of language acquisition to assist ELL's in the classroom.
 - Differentiation for ELL's.
 - Engaging ELL's in the classroom.
 - Project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students. Strategies to help teachers incorporate more experiential learning instruction into their curriculum in order to help literacy development.
 - Examining rich tasks and student work in order to assess the work of ELL's.
 - Meaningful tasks.
 - Literacy across content areas.
 - Strategies to help our ELL SIFE students to pass their classes and prepare for the ELA Regents exam.
- Professional development workshops with all the International High Schools in our INPS (Internationals' Network for Public Schools) network on curriculum and literacy.
- Support teachers to participate in inter-visitation to model successful strategies across all content area instruction when working with students to prepare for the ELA Regents exam.
- Encouraging teachers to participate in Q-TEL workshops.
- Support teachers in content-specific classes time necessary to research, share, coordinate and write curriculum to support building competencies related to English language literacy skills and preparation for ELA Regents exam.
- Support teachers to attend the Middle College National Consortium (MCNC) winter and summer conferences on Early College readiness.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

International High School at LaGuardia Community College is arranged in interdisciplinary teaching clusters, whereby 4 teachers in the major subject areas (math, science, English and social studies) share the same group of students along with one guidance counselor. As a result, International High School has a peer teacher-mentoring program, which meets weekly, that includes the following elements:

- **Interdisciplinary planning** – by exchanging ideas, strategies, and resources, teachers can plan interdisciplinary projects that mutually reinforce the content, new vocabulary, and concepts inherent in each. This gives students a richer understanding of what is being taught in all subject areas.
- **Case management** – since several teachers share the same students, problems with attendance, comprehension, and achievement can be dealt with much more quickly.
- **Analyzing student work** – cluster team teachers who share the same students have the opportunity to analyze an underachieving student's work from a variety of disciplines. This affords teachers the chance to better design an action plan to address his or her particular academic needs.
- **Peer Review and Support** – teachers observe their cluster team and discipline colleagues in order to support one another's efforts in the classroom. A post-observation meeting gives them the chance to share ideas and strategies related to pedagogy, content, assessment, and classroom management.
- **Team Teaching** – Whenever the budget allows for it teachers work together both in and out of the classroom. This allows teachers to plan classes, create and share curriculum across disciplines.
- **Mentoring of New Teachers** – to allow new teachers to gain from the experience of a more experienced peer mentor teacher. Monitor and mentor new teachers in the curriculum design process to ensure consistent levels of rigor and differentiation.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- International High School at LaGuardia will notify its parents about the school's identification for school improvement through a direct mailing and also by back packing letters home to parents. The letters will be sent out in a variety of languages to meet the needs of our parents. We will send out the letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, French and other languages as needed. Parents, through the PTA, will also have the opportunity to discuss in more detail school improvement issues at the monthly PTA meetings. Translators will be available at the PTA meetings to assist parents in communicating. If necessary, the school will use interpreters available through the DOE Translations Unit at the PTA meeting.

**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. Rello Anselmi/Cyndi. Kerr	District 24	Borough Queens	School Number 530
School Name International HS @LaGuardia			

B. Language Allocation Policy Team Composition

Principal John Starkey	Assistant Principal Harry Schutz
Coach type here	Coach type here
ESL Teacher Carol Tureski	Guidance Counselor Theon McGhie
Teacher/Subject Area David Casey/ESL	Parent
Teacher/Subject Area Jaclyn Valane/Science	Parent Coordinator Iris Jaquez
Related Service Provider type here	Other CFN Ach. Mgr.-Sarah Evans
Network Leader Cyndi Kerr	Other type here

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	9	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	495	Total Number of ELLs	381	ELLs as share of total student population (%)	76.97%
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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. 

In order to identify English Language Learners (ELLs) in our school:

1. All students admitted to The International HS at LaGuardia from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. Only the families of new admits, from out of the state or, most frequently, from their native country, are administered the Home Language Identification Survey HLIS (in their native language if available). This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a licensed and trained pedagogue. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. If the students native language is Spanish they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. The students's LAB-R/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and if necessary the Spanish LAB are:

- For the administration of the HLIS: John Starkey school principal and licensed ESL teacher who speaks Spanish, works in conjunction with Theon McGhie, licensed Guidance Counselor.

- The administration of the formal initial assessment in literacy, math and English (LAB-R) is conducted by: David Casey (licensed ESL teacher, who speaks Chinese and Korean) and John Starkey, (licensed ESL teacher, who speaks Spanish).

If families speak another language than we have additional pedagogues on staff who speak Spanish, Chinese, Bengali, Urdu, Hindi, French, Polish and Russian. When necessary the DOE Translation Unit is utilized to assist us with the translating of other languages.

All ELLs, as identified in on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.

2. We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ESL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Twice each year, in the Fall and then again in the Spring all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ESL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible the invitation letters are sent out in the parent's preferred languages. The school attempts to schedule parent orientation sessions at times convenient for the parent's in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent

orientation meeting are kept on file. The parent orientation meeting is facilitated by certified pedagogues. The licensed pedagogues who explain the three programs to our students are: Carol Tureski (certified in ESL and speaks Spanish), John Starkey (certified in ESL and speaks Spanish), Allison McCluer (certified in science), Arlene Gonzalez (certified in math and speaks Spanish). These pedagogues are assisted by other staff members who speak many of the others native languages spoken by our families including Bengali, Polish, Chinese, Korean and Russian. In addition we utilize the DOE translation unit for support. During this meeting parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ESL).

The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester; however, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation parents are informed which programs we offer. If parents wish to have their child enrolled in a different model than they are provided with information on other schools in our area which offer the other models.

3. As Program Selection forms are submitted, the school collects and reviews each Parent Survey and Program Selection Form for accuracy to ensure that they were properly completed, signed and dated and also to ensure that the school does not give a second HLIS to parents of students transferring from another school who already has a home language code in ATS. Theon McGhie, Guidance Counselor, is responsible to collect the original parent survey and program selection forms within ten days of the students enrollment. Our parent coordinator, Iris Jaquez makes copies of the Parent Survey and the Program Selection forms. She files the original copy in students' permanent record folders and a second copy is placed in the cumulative folder and kept in the main office. In addition, our parent coordinator, Iris Jaquez creates a check-list of all students which is kept in the folder and students are checked off as the Program Selection forms are returned.

- Theon McGhie, Guidance Counselor, is responsible to keep an accurate and updated file on parents who choose a bilingual program that the school is unable to offer as a result of insufficient number of students.
- Harry Schutz, Assistant Principal, enters the required information for newly identified ELLs is entered into the ELPC screen in ATS.

The pedagogues John Starkey and Theon McGhie, make every effort is made to ensure that all Home Language Survey Forms (HLIS) and Program Selection Plans are collected during the initial screening session with the licensed pedagogue. If all Program Selection forms and Home Language Survey forms have not been submitted during the initial screening than individual calls are made by our parent coordinator, Iris Jaquez, to ensure that the forms are all collected within 10 days of the students' enrollment. When necessary the DOE interpretation Unit is utilized so that the calls can be made in the parent's native language. Outreach continues until the forms are returned to the school. If the call is not successful, parents are asked to come in to school to complete the forms. Students enter the school throughout the school year.

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

During the fall semester Entitlement letters are distributed by mail to all parents of new entrants indicating if they are entitled to ELL services. Placement letters are also sent out to the parents of all students who based on their Lab-R scores are entitled to ELL services based on the choice selected by parents in the Home language Survey and Parent choice letters. In addition, Continuation Entitlement letters are sent out to the parents of all continuing students who are still entitled to ELL services. Non-Entitlement letters are sent out to the parents of students who scored above the LAB-R cut score based on the school's recorded hand-score. Non Entitlement/Transition letters are sent out to the parents of all students who had previously been ELL's and had been receiving ELL services but who had now

passed the NYSESLAT exam and were no longer entitled to ELL services. Every effort is made to send out all of the above letters in the parent's native language. Whenever possible, the DOE Translation Unit is utilized to translate the letters into languages spoken by our parents. Students are given an additional copy of these letters to take home by their guidance counselor. We utilize our school phone messenger service to communicate with parents in their native language and to alert parents in their native languages that the letters had been mailed and whenever possible our parent coordinator also follows up with direct phone calls to the parents. Additional followup is made at parent teacher conferences as needed. We utilize both staff translators as well as the DOE Translation services in order to help our staff communicate and reach out to our parents in their native language so that we can be sure that they fully understand the procedures we utilize to place their ELL students into the proper program they request so that we honor the parent's choice of programs for their child. Copies of all Entitlement, Placement, Continuation Entitlement Non-Entitlement/Transition letters are kept in the main office.

4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Based on the LAB-R if a child is identified as an ELL and entitled to services the parent choice letter and home language survey is carefully examined and the parent choice recorded by Theon McGhie, Guidance Counselor to see that the parents wishes are being honored. A placement letter is then sent out. Placement letters records are maintained in the main office by the Parent Coordinator, Iris Jaquez, and Assistant Principal, Harry Schutz. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

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

5. Trend in parent choice letters:

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters the trend clearly shows that 100% of our parents have clearly chosen the ESL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend.

6. Alignment with parent requests:

The program models are clearly aligned with parent requests. We clearly explain to the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. Based upon the HLIS and selection form data which clearly shows a trend in parent choice for the ESL model. According to the HLIS and selection form data 100% of our parents choose the ESL model.

Part III: ELL Demographics

A. ELL Programs

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	381	Newcomers (ELLs receiving service 0-3 years)	268	Special Education	0
SIFE	71	ELLs receiving service 4-6 years	103	Long-Term (completed 6 years)	10

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	268	44	0	103	27	0	10	0	0	381
Total	268	44	0	103	27	0	10	0	0	381

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										42	48	51	35	176
Chinese										19	21	13	17	70
Russian										0	5	0	2	7
Bengali										11	3	10	4	28
Urdu										3	2	0	2	7
Arabic										1	0	4	2	7
Haitian										0	3	2	1	6
French										0	0	2	0	2
Korean										0	0	0	1	1
Punjabi										0	0	2	2	4
Polish										1	0	2	4	7
Albanian										0	0	1	0	1
Other										21	11	14	19	65
TOTAL	0	98	93	101	89	381								

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. Instruction:

- a. Instruction at our school is a departmentalized model, delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.
- b. Our school uses all of these program models. Each group of students is block programmed and those students travel

A. Programming and Scheduling Information

together throughout the day. Within their blocks 9th and 10th grade students are mixed, as are 11th and 12th grade students. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

2. Mandated Instructional minutes:

As per CR Part 154, all students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

3. Delivery of content material:

All students take math, science, social studies, and ESL and/or English every year. Although the language that ESL/content area teachers use to deliver instruction English, students use both English and their native languages to explore content through various projects and the focus of control for language is student-driven by the content and the students' needs, thus providing content area support for ELL's. 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.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research based instructional approach utilizes five strategies which consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher generated activities. The educational principals of The International HS at LaGuardia include an approach to curriculum that is student centered, inquiry driven and project based revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts as well as bilingual paraprofessionals to assist in the classroom.

4. Ensuring that ELLs are appropriately evaluated in their native languages?

At the International High School at LaGuardia ELL's are appropriately evaluated using the instructional strategies as described in question # 5 (a-d) below. At Orientation incoming ELL's are given a native language assessment. At the International HS we greatly value student's native languages. All of our interdisciplinary classes have native language components to them. We also offer college native language classes in many languages. We have a comprehensive native language performance based assessment which all of our ELL students must complete.

5. Differentiating instruction of ELL groups:

At International High School our ESL program is taught through content area courses. All of our class periods are 70 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction. Our advanced student also exceed the required 180 minutes per week of English Language Arts.

The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
- In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.

A. Programming and Scheduling Information

- Language skills are most effectively learned in context and embedded in a content area.
- The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
- Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
- The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
- Career education is a significant motivational factor for adolescent learners.
- The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.

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

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

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)	Dual Language	Freestanding ESL
considered the lower institute and the 11th and 12th grades are considered the upper institute. The school is organized into six interdisciplinary teams (7th and 8th grades mixed groups) and three upper institute interdisciplinary teams (11th and 12th grades mixed groups). The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and language acquisition support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.			
Plan for Newcomers: 50% Newcomers to the school along with their parents			
coordinator. All students new to the United States and to NYC are given the Lab R exam which assesses the students English language abilities. For students transferring in from NYC schools test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in 125% to discuss the specific needs of the student.			
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.

program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE Leadership team along with the student’s individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors

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.

A Programming and Scheduling Information

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. Describe targeted intervention programs for ELLs in ELA, Math and other content area (specify ELL subgroups targeted). List range of intervention services and language in which they are offered.

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

- Saturday Literacy Program (Explorer's Club/ESL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Beginning level students only. Certified ESL teachers along with content area teachers in Social Studies, English, Math and Science will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English, Social Studies and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snack will be purchased to support the Saturday Academy.
- Science Literacy Program—classes will meet a total of 30 sessions beginning in September through mid June from 4:30 p.m. to 6:30 p.m. 12-15 students will be served. Group size will be maintained at 6-8 students per teacher. This class will be targeted to Beginning and Intermediate level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy through a hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments as well as practice with number calculations using various mathematical and arithmetical formulas.
- SIFE ESL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- SIFE Math Literacy class- specially addresses instruction in math literacy as well as and in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- Year Book---This class will improve literacy skill and performance of 15-20 Intermediate/Advance level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students' English language development is enhanced. Students will meet 30 sessions, once a week for 70 minutes from late September to early June. Student will publish annual school year book in spring and produce digital year book at the end of the year. Software, General supply, snack will be purchased to support this class.
- Student Community Involvement—ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with

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.
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10. What new programs or improvements will be considered for the upcoming school year?
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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. Describe targeted intervention programs for ELLs in ELA, Math and other content area (specify ELL subgroups targeted). List range of intervention services and language in which they are offered.

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Courses Taught in Languages Other than English

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 Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into six learning communities each comprised of five teachers and seventy-five students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

All members of the International High School faculty serve on one of the four school-wide committees, Teaching and Learning, Personnel, Student Life, and Support Services. The first two committees mentioned are charged with the implementation of different aspects of the school-wide instructional approach to further assist teachers with the implementation of our curriculum. The Student Life Committee allows for open lines of communication between students and staff and empowers students to become a partner in planning their educational opportunities. The Support Services Committee works to support students, to ensure that their affective needs are being met so that they may fully participate in the instructional program. The faculty run committees plan and coordinate staff development day activities, which focus on improving instruction. Faculty meetings have also had workshops in the areas of crisis management run by our counselors from Support Services. ELL techniques, literacy and native language Instruction workshops were also led by staff members.

Our SIFE Leadership team meets regularly to discuss curriculum issues and students progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

2. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

Professional development for all staff including teachers, guidance counselors, paraprofessionals, school aides and all H-bank Community positions at The International High School at LaGuardia is geared toward improving ELL academic achievement and language development; we build teacher and staff capacity in these areas by a variety of means; such as the workshops offered through The Internationals Network for Public Schools (INPS) and Q-TEL and then internally "turn-key" the professional development to other Guidance Counselors and teachers on staff.

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

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c. Q-TEL/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.

d. RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.

e. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.

f. Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

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

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?

The International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Parent ESL classes are held on Saturday mornings from 9 am to 12 pm for parents wanting to learn English. This class utilizes the "We are New York" curriculum and study guide materials furnished by the Mayor's Office of Adult Education.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. Some possible topics based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 30, 2011).
- Two 2-hour sessions to: a) Title I Annual Parent Meeting; b) Protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE). (Held: October 26th and 27th, 2011).
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned: December, 2011).
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school. (Planned for: 2 evenings in December 2011 and January 2012).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for February, 2012)
- One 2-hour session on the Early College Program at The International HS @ LaGuardia Community College. (Planned: March, 2012)
- Two 2-hour sessions on the communion and relationship between parents and their teens. (Planned: April and May, 2012)
- One 2-hour session on awareness of gangs and how to keep your child safe. (Planned for June, 2012)

The International High School at LaGuardia Community College takes the responsibility of providing each parent with written and oral translation/interpretation services extremely seriously. Every effort is made to ensure that parents whose language is one of the primary languages covered by Chancellor's Regulations A-663 are provided with written notification of their rights regarding translation and interpretation services in the appropriate language as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. Our parent coordinator sends out monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of the parents' rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold orientations for new parents at least twice a year in August and in February through the Parent Teacher Association which informs parents of their rights in terms of translation and interpretation services. Translators/Interpreters are provided at each of these meetings. Parents are also informed of the translation/interpretation services available to them at the parent teacher conferences held in October and again in March. In addition, the information is posted in a conspicuous location near the primary entrance to the high school in the covered languages.

International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessionals, plus our parent coordinator as well as staff in our H-bank community title positions who speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the LaGuardia College Community to help with oral translations for parents. As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of twelve International High Schools who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the phone.

2. Partnerships with Community Based Organizations to offer services to ELL Parents:

At the request of many of our ELL parents who were concerned about their rights as tenants and fair housing in NYC we contacted the Asian Americans for Equality (AAFE) which held a workshop and Question/Answer session for our ELL parents. We plan to continue this collaboration and expand it in the coming year. This workshop was held on October 26th and October 27th 2011). Also, due to requests

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

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

Native Language 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.



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

B. Programming and Scheduling Information--Continued

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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. Describe targeted intervention programs for ELLs in ELA, Math and other content area (specify ELL subgroups targeted). List range of intervention services and language in which they are offered.

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

- Saturday Literacy Program (Explorer's Club/ESL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Beginning level students only. Certified ESL teachers along with content area teachers in Social Studies, English, Math and Science will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English, Social Studies and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snack will be purchased to support the Saturday Academy.
- Science Literacy Program—classes will meet a total of 30 sessions beginning in September through mid June from 4:30 p.m. to 6:30 p.m. 12-15 students will be served. Group size will be maintained at 6-8 students per teacher. This class will be targeted to Beginning and Intermediate level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy through a hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments as well as practice with number calculations using various mathematical and arithmetical formulas.
- SIFE ESL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- SIFE Math Literacy class- specially addresses instruction in math literacy as well as and in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- Year Book---This class will improve literacy skill and performance of 15-20 Intermediate/Advance level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students' English language development is enhanced. Students will meet 30 sessions, once a week for 70 minutes from late September to early June. Student will publish annual school year book in spring and produce digital year book at the end of the year. Software, General supply, snack will be purchased to support this class.
- Student Community Involvement—ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with

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.
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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

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into six learning communities each comprised of five teachers and seventy-five students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

All members of the International High School faculty serve on one of the four school-wide committees, Teaching and Learning, Personnel, Student Life, and Support Services. The first two committees mentioned are charged with the implementation of different aspects of the school-wide instructional approach to further assist teachers with the implementation of our curriculum. The Student Life Committee allows for open lines of communication between students and staff and empowers students to become a partner in planning their educational opportunities. The Support Services Committee works to support students, to ensure that their affective needs are being met so that they may fully participate in the instructional program. The faculty run committees plan and coordinate staff development day activities, which focus on improving instruction. Faculty meetings have also had workshops in the areas of crisis management run by our counselors from Support Services. ELL techniques, literacy and native language Instruction workshops were also led by staff members.

Our SIFE Leadership team meets regularly to discuss curriculum issues and students progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

2. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

Professional development for all staff including teachers, guidance counselors, paraprofessionals, school aides and all H-bank Community positions at The International High School at LaGuardia is geared toward improving ELL academic achievement and language development; we build teacher and staff capacity in these areas by a variety of means; such as the workshops offered through The

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a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

c. Q-TEL/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.

d. RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.

e. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.

f. Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

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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?

The International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Parent ESL classes are held on Saturday mornings from 9 am to 12 pm for parents wanting to learn English. This class utilizes the "We are New York" curriculum and study guide materials furnished by the Mayor's Office of Adult Education.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. Some possible topics based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 30, 2011).
- Two 2-hour sessions to: a) Title I Annual Parent Meeting; b) Protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE). (Held: October 26th and 27th, 2011).
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned: December, 2011).
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school. (Planned for: 2 evenings in December 2011 and January 2012).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for February, 2012)
- One 2-hour session on the Early College Program at The International HS @ LaGuardia Community College. (Planned: March, 2012)
- Two 2-hour sessions on the communion and relationship between parents and their teens. (Planned: April and May, 2012)
- One 2-hour session on awareness of gangs and how to keep your child safe. (Planned for June, 2012)

The International High School at LaGuardia Community College takes the responsibility of providing each parent with written and oral translation/interpretation services extremely seriously. Every effort is made to ensure that parents whose language is one of the primary languages covered by Chancellor's Regulations A-663 are provided with written notification of their rights regarding translation and interpretation services in the appropriate language as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. Our parent coordinator sends out monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of the parents' rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold orientations for new parents at least twice a year in August and in February through the Parent Teacher Association which informs parents of their rights in terms of translation and interpretation services.

Translators/Interpreters are provided at each of these meetings. Parents are also informed of the translation/interpretation services available to them at the parent teacher conferences held in October and again in March. In addition, the information is posted in a conspicuous location near the primary entrance to the high school in the covered languages.

International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessionals, plus our parent coordinator as well as staff in our H-bank community title positions who speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the LaGuardia College Community to help with oral translations for parents. As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of twelve International High Schools who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the phone.

2. Partnerships with Community Based Organizations to offer services to ELL Parents:

At the request of many of our ELL parents who were concerned about their rights as tenants and fair housing in NYC we contacted the Asian Americans for Equality (AAFE) which held a workshop and Question/Answer session for our ELL parents. We plan to continue this collaboration and expand it in the coming year. This workshop was held on October 26th and October 27th 2011). Also, due to requests

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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)										28	13	6	1	48
Intermediate(I)										43	56	62	44	205
Advanced (A)										27	23	32	46	128
Total	0	0	0	0	0	0	0	0	0	98	92	100	91	381

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										10	7	2	0
	I										25	27	31	21
	A										37	35	34	38
	P										16	18	22	31
READING/ WRITING	B										26	10	6	0
	I										36	53	56	44
	A										21	19	23	40
	P										5	5	4	6

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	73	0	42	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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. For newcomers we use the ALLD for assessing Spanish speaker literacy and for SIFE we use the QRI, a vocabulary/reading comprehension assessment given twice a year to measure baseline and progress. The ALLD assessment provides us with student's grade level in reading comprehension and in math for those students whose native language is spanish. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The QRI assesses students's reading level in English. The tool allows us to assess student's decoding skills, vocabulary and comprehension. This information helps inform our school's instructional plan allowing us to design curriculum to address the specific needs of students. It is particularly helpful for those students in our SIFE class and is a useful tool to share with our content area teachers and after school tutors.

2. An analysis of our LAB-R and NYSESLAT results for the school 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.

3. The most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. After examining student's results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be high on the NYSESLAT. The results of the listening section varied and seemed to depend on the topic of the reading. The implications for the school's LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. 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 into all content area curricula, which means increased professional development for all teachers into ways of achieving this goal. The pedagogues involved in this process are, David Casey (ESL license), Carol Turesk (ESL licence), John Starkey (ESL licence).

4) In reviewing the results of the New York State Regents Exam out of 73 ELLs who have taken the Comprehensive English exam 42 have passed. As members of the NY State Performance Standards Consortium we have a waiver requiring us to only give the Comprehensive English Regents Exam and allowing us to use portfolio projects in place of the other subject areas NYS Regents exams.

Most of our Advanced ESL students have very little problem passing the ELA English Regents exam. In general, they do well on all sections of the exam. We feel that this is mostly due to our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, speaking, writing and speaking skills across all disciplines. We need to continue reinforce our students cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

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 @ LaGuardia</u>		School DBN: <u>24Q530</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Starkey	Principal		11/21/11
Harry Schutz	Assistant Principal		11/21/11
Iris Jaquez	Parent Coordinator		11/21/11
David Casey	ESL Teacher		11/21/11
	Parent		
Jaclyn Valane	Teacher/Subject Area		11/21/11
Carol Tureski	Teacher/Subject Area		11/21/11
	Coach		
	Coach		
Theon McGhie	Guidance Counselor		11/21/11
Cyndi Kerr	Network Leader		11/21/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q530 **School Name:** International HS at LaGuardia

Cluster: ONE **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.

• The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from our Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International High School is to provide all parents with written translation and oral interpretations through all means available to us.

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.

• The needs assessment of our school written translation and oral interpretation policy are summarized as follows: All of students entering International High School come from families who are recent immigrants and have been in the US for less than 4 years at the time they apply. Due to this admission policy it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 49 countries and speak over 35 different languages. The five largest language groups represented in our school are Spanish, Chinese, Polish, Tibetan and Bengali. As per Chancellor's Regulations A-613 we provide translation services to all parents whose primary language is a covered language and who require language assistance services. In addition, when we have more than 10% of our parents who speak a primary language that is neither English nor a covered language, we obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required. Currently we have a total of 495 parents who may require translation and interpretation services. The largest number of our parents speak languages as follows: Spanish speakers-217 (43.8%), Chinese speakers-80 (16.2%), Tibetan speakers-44 (8.9%), Bengali speakers-33 (6.7%), Polish speakers-15 (3%), Arabic speakers-13 (2.6%), Urdu speakers-10 (2%). The remaining 83 parents (16.8%) speak 28 other languages, however when needed or requested we utilize the Translation and Interpretation unit to communicate and interpret for for these parents at conferences and meetings.

- This information is reported to our parents and the school community through our School Leadership Team and is also a part of our School Parent Compact and School Parent Involvement Policy section of the school's LAP and in the CEP which are created together with our parent representatives. These documents are also distributed to parents at PTA meeting through the Parent Association as well as through our school newsletter which is mailed home to all parents and also handed out to parents at the parent orientations offered twice per year for new students. In addition, these documents are available to the entire school community in the main office of the school.

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 letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-French, and other languages as the need arises.
- International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former students who are attending LaGuardia Community College. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eleven International High Schools who are able to share resources and written translations when necessary. Since we are located on the campus of LaGuardia Community College we've often been able to reach out to the college community to help out with written translations. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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.

- We will utilize our telephone calling machine to reach out to the parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native languages regarding important school events, messages, etc.
- International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the LaGuardia College Community to help with oral translations for parents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eleven International High Schools who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

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>.

- International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.
- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room MB-52.
- International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School the only languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
- International High School will provide information in each of the covered languages concerning the rights of parents to translation and

interpretation services and how to access such services on its school website.

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 LaGuardia	DBN: 24Q530
Cluster Leader: Corinne Rello Anselmi	Network Leader: Cyndi Kerr
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 381
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 9 # of content area teachers: 18

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: Language Instruction Program: The International High School implements comprehensive freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 374 ELLs. We implement freestanding ESL push-in and ESL methodology through all content areas. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction to help our student quickly acquire English proficiency to achieve State standards.

All of our students are NYSESLAT tested. The newly arrived over-the-counter students are tested in LAB-R. In compliance with Part 154 regulation, through ESL push-in model and ESL through content area methodology, our beginning level students receive ESL instruction exceeding 135min. per day; intermediate level students receive exceeding 90 min. per day; and advanced level students receive exceeding 45 min ESL and 45 min ELA per day and are given opportunities to take college level English and other content area classes as well.

Parents and students chose this program at the time of admission and opt to continue or refuse the transfer option annually thereafter.

All of our ESL teachers are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually.

All classes are mix-graded and heterogeneously grouped, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remain linguistically and cognitively appropriate.

Monthly native language projects in various content areas are also a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. Through those project works, students learn the difference in language structures and to appreciate the various cultural differences and similarities among our students.

Specific language strategies are used to assist our ELL students in their learning and enhancement of first and second languages including: natural approach; peer mediated instruction; language experience approach; content-based academic language learning approach (CALLA); hands on, student centered, activity based, project driven learning; semantic mapping; total physical response (TPR); multilingual/multilevel materials; and, the writing process.

Supplemental Title III Instructional Program:

The Title III program provides English Language Learners with supplemental instruction in a Saturday Literacy Program and 3 after school programs. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate and Advanced levels on the

Part B: Direct Instruction Supplemental Program Information

NYSESLAT. Teachers will be paid per session rate.

Saturday Program (Explorer’s Club/ESL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Beginning level students only. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed content area teacher to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure “Places to go in New York City” by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, additional instructional materials and additional classroom supplies such as graphing paper and various other art supplies and film for the creation of student journals as well as funds to cover the cost of museum admissions will be purchased to support the Saturday Academy. Several novels to be ordered for the class include: The Code by Mawi Asgedom (Publisher: Hampton Brown) and Breaking Through by Francisco Jimenez (Publisher: Houghton Mifflin).

Science Literacy Program—classes will meet a total of 30 sessions beginning in September through mid June from 4:30 p.m. to 6:30 p.m. 12-15 students will be served. Group size will be maintained at 6-8 students per teacher. This class will be targeted to Beginning and Intermediate level students. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed science or math teacher to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy through a hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments as well as practice with number calculations using various mathematical and arithmetical formulas. Additional Instructional supplies needed for this class include: the dissection of various organisms. The two planned dissections include Common Sea Anemone and Starfish. The class will also utilize teacher designed Literacy Guides to assist students with their laboratory research at no cost.

Before/After School Tutoring Program- Targeted intervention in Social Studies, the students’ native language, English, Math and Science. ESL and content area teachers in Social Studies, English, Math and Science provide support to students in all of the ESL sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-group which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade portfolio and Senior Graduation portfolio projects which include the Social Studies Research paper, Native Language Project, Math Project, Science Project, English Literary Essay, Creative Project as well as their Mastery Statement. These classes are taught by licensed in both ESL and the content areas.

Year Book---This class will improve literacy skill and performance of 15-20 Intermediate/Advance level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students’ English language development is enhanced. Students will meet 30 sessions, once a week for 2 hours (3:30 p.m. to 5:30 p.m.) from late September to early June. Student will publish annual school year book in Spring and produce digital year book at the end of the year. Each class will be taught by a certified fully licensed ESL teacher with support from a fully licensed art content area teacher. Additional software and additional classroom supplies such as cameras will be purchased to support this class. The cameras and purchased software are necessary to assist students with the layout

Part B: Direct Instruction Supplemental Program Information

of the digital yearbook.

Student Community Involvement—

The Title III program will provide ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past year our students and staff have worked with a variety of outside community based organizations such as YCC, Global Kids, and the Anti-Defamation League. Thirty-five students will participate in a leadership training program provided by the Young Citizens Center and Global Kids. Over the past years participants in these programs identified, planned and implemented projects covering themes such as: 1) preventing bias, sexism and racism through dialogue facilitation, 2) Helping tenants know their rights regarding housing issues, 3) Preserving our water and keeping it clean: Cleaning up the East River with Oyster Seeds, 4) Providing Resources to increase literacy in your Native Language, 5) Young Immigrants and Access to Financial Aid, 6) How to handle depression and eating disorders. Our staff will be trained by the two organizations. Seven of our teachers will spend forty hours in total in support of partnership work with community organizations. Each class will be taught by a certified fully licensed ESL teacher as well as six other fully licensed content area teachers in Social Studies, Science, English and Math. These are all supplemental activities which will aid our students in acquiring English and improving both written and spoken literacy skills through a variety of community involvement activities. Students will conduct surveys, interviews in order to complete the culminating action research project.

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

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by fellow faculty members and school administrators.

Teachers working in the supplementary instructional program will receive 11 sessions of professional development.

Planned Timeline:

1. One 2-hour session on strategies to support SIFE students to access texts. (Held: Sept. 6, 2011, facilitated by an ESL licensed pedagogue).
2. One 2-hour session SIFE Workshop to support our ELL SIFE students. (Held: Sept. 7, 2011, facilitated by an ESL licensed pedagogue).
3. One 1-hour session on project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students. (Held: Sept. 20, 2011, facilitated by a ESL licensed

Part C: Professional Development

pedagogue).

4. Two-2 hour sessions at INPS Conference. (Held: Nov. 8, 2011, facilitated by ESL licensed pedagogues).

5. One 1-hour session on differentiation for ELLs. (Planned for: November 28, 2011, to be facilitated by ESL licensed pedagogue).

6. One 1-hour session on experiential education techniques for ELLs, including cooperative learning strategies. (Planned for: Dec. 20, 2011 to be facilitated by ESL licensed pedagogues).

7. One 1-hour session on examining rich tasks and student work in order to assess the work of ELL's. (Planned for: Jan. 17, 2012 to be facilitated by ESL licensed pedagogues).

8. One 2-hour session on curriculum ideas involving movement and role playing to engage ELL's in classroom learning. (Planned for: Jan. 30, 2012, to be facilitated by ESL licensed pedagogues).

9. One 1-hour session on using language acquisition to assist our ELL's in the classroom. (Planned for: Feb. 28, 2012, to be facilitated by ESL licensed pedagogues).

10. One 1-hour session on looking at the work of ELL students through the lens of language development. (April 24, 2012, to be facilitated by ESL licensed pedagogues).

Once again this coming year ten schools in the Internationals Network of Public Schools (INPS) will jointly plan and coordinate after school workshops to support teachers. Staff from all ten schools will continue to be engaged in workshops to discuss second language acquisition, project based education, collaborative learning, thematic interdisciplinary instruction, scaffolding, and language development in the content area. This coming year members of our staff will continue to participate in other Q-Tel sponsored training workshops led by Dr. Waiqui. One of our goals is to eventually have all members of our staff receive this vital Q-Tel training. Over the next year International High School will conduct workshops and staff development on curriculum sharing within the school and will work jointly with the other ten INPS schools to conduct curriculum sharing so that teachers and staff can benefit from shared knowledge and professional development. (One all day workshop was held on Staff Development Day, November 8, 2011. Future workshops are in the planning stages).

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
- how parents will be notified of these activities

Begin description here: Title III program will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. In addition, parent ESL classes will be held on Saturday mornings for parents wanting to learn English. Teachers will be paid per session rate. Instructional material will be purchased to support parent activity.

Parent Workshops--- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school. All parents are targeted for these workshops. The workshops are facilitated in English with assistance from staff and student translators in Spanish, Chinese, Bengali,

Part D: Parental Engagement Activities

Polish, Tibetan and other languages as needed. This year’s topics will include: International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Parent ESL classes are held on Saturday mornings from 9 am to 12 pm for parents wanting to learn English. This class utilizes the “We are New York” curriculum and study guide materials furnished by the Mayor’s Office of Adult Education.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. Some possible topics based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 30, 2011).
- Two 2-hour sessions to: a) Title I Annual Parent Meeting; b) Protecting you against job and housing discrimination and your rights presented by one of our CBO’s, The Asian Americans for Equality-AAFE). (Held: October 26th and 27th, 2011).
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned: December, 2011).
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school. (Planned for: 2 evenings in December 2011 and January 2012).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for February, 2012)
- One 2-hour session on the Early College Program at The International HS @ LaGuardia Community College. (Planned: March, 2012)
- Two 2-hour sessions on the communion and relationship between parents and their teens. (Planned: April and May, 2012)
- One 2-hour session on awareness of gangs and how to keep your child safe. (Planned for June, 2012)

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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. 		

Part E: Budget

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

Allocation Amount: \$

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