

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
Ronald Newlon	*Principal or Designee	
Eliseo Cedeno	*UFT Chapter Leader or Designee	
Mariam DeLeon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ramon medina Marielis Quezada	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brian Mullen	Member/UFT	
Andres Perez	Member/UFT	
Taina Torres	Member/UFT	
Riaz Din	Member/UFT	
Elsa Charles	Member/Parent	
Hector Bueno	Member/Parent	
Zamaris Hernandez	Member/Parent	

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.
- *To ensure that the bottom third students receive rigorous and appropriate instructional support in all courses so more students will progress with their cohort. We will align our instruction and remediation so that credit accumulation of the bottom third will receive 10+ credits in their second year of instruction which will increase by five percent from the previous year's report card.*
- *We will compare the results from our 2010/2011 report card with our 2011/2012 report card to determine if we reached our projected five percent increase.*

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.
- *The school is classified by NYS as a "School In Need of Improvement." The school did not meet its Annual Measurable Objectives for the 2009 – 2010 School Year. The school did meet its Annual Measurable Objectives for the 2010 – 2011 School Year.*

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.

The 10th grade team will look at the 2010/2011 school report card and determine what the five percent increase should be for the 2011/2012 school year. Teachers will determine who the "at-risk" students are in each class. They will provide extended day program which will be instituted to allow students to attain elective credits. Students will also receive peer tutors who will work with the students in the core subject areas. Teachers will also have PM and Saturday classes where content area tutorials are provided.

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.
- Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

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.
 - Implementing effective monitoring and assessment programs for ELL's
 - Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
 - Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

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.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

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.
- 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.

- **Funding is established if necessary**
- **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
- **Interim measurable objectives will be established by the teachers and by the administration.**
- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

- To support goal number 1, we are using the following allocations in Galaxy Title I SWP for teacher per session in professional development as well as Title III LEP teacher per session
- The allocations for funding areas tax levy funding which is targeted towards per session activities, our A.M., P.M. and Saturday tutoring in content areas. Title I funding is targeted toward the funding of the bilingual guidance counselor who meets with families to improve communication in their native language. All of our professional development is provided as needed through Title I funding. We also have additional funding for teacher per session through Title III to meet this goal.

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.
- *Ensure that students receive appropriate instruction and support for all courses so that students' progress with their cohort and they will graduate from high school on time.*

Seventy-five percent of cohort N (our 4th cohort) will graduate

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.
- *Ensure that students receive appropriate instruction and support for all courses so that students' progress with their cohort and they will graduate from high school on time.*

Seventy-five percent of cohort N (our 4th cohort) will graduate

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.
 - e) *The senior grade team will evaluate the transcripts at the beginning of the year to determine the projected outcome of each senior as related to graduation. The data specialist will assist the team in the use of ARIS to further clarify the student who are "on track." A needs assessment will be conducted for each student in Cohort N. An individual action plan for graduation will be made for each student. The Graduation Action Plan (GAP) will be shared with the entire team. Individualized tutoring AM school, PM school and Saturday school will be offered to these students. Students will also be placed into small group instruction based on their needs. Parents will be informed of the GAP and will be asked for support.*
 - f) *Teachers will evaluate the credit accumulation mid-year via the transcript. They will also use the fall and spring term progress reports and make use of the living academic records in Power Schools. Teachers will meet weekly in their grade teams and will discuss if the academic interventions are working and will implement changes if needed.*
 - g) *The Final evaluation of success will be based on the 2011/2012 school report card.*

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. Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers currently meet the criteria to be designated as "Highly Qualified Teachers." If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the "No Child Left Behind Act" and the needs of the school.

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.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school's Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

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) 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.
 - **Funding is established if necessary**
 - **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
 - **Interim measurable objectives will be established by the teachers and by the administration.**
 - **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
- **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students..)** that will support the actions/strategies/activities described in this action plan.
- The allocations for funding areas tax levy funding which is targeted towards per session activities, our A.M., P.M. and Saturday tutoring in content areas. Title I funding is targeted toward the funding of the bilingual guidance counselor who meets with families to improve communication in their native language. All of our

professional development is provided as needed through Title I funding. We also have additional funding for teacher per session through Title III to meet this goal.

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.
- We will build our Facilitative Leadership capacity through research-based inquiry projects and inquiry-based professional development. Student performance will increase by the use and implementation of research-based inquiry projects
- We will compare the results from our 2010/2011 report card with our 2011/2012 report card to determine if we reached our projected five percent increase.

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 determined that in order to accomplish our school-wide goals, that the most effective strategy is to have our teachers working together collaboratively.

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.
 - e) *The 10th grade team will look at the 2010/2011 school report card and determine what the five percent increase should be for the 2011/2012 school year. Teachers will determine who the “at-risk” students are in each class. They will provide extended day program which will be instituted to allow students to attain elective credits. Students will also receive peer tutors who will work with the students in the core subject areas. Teachers will also have PM and Saturday classes where content area tutorials are provided.*
 - f) *Teachers will meet in grade level teams to discuss and evaluate progress and parents will be invited into the school to meet with teachers and discuss their child’s progress and academic intervention strategies. Students will be asked to set individual academic goals.*
 - g) *Funding is in place for extended day and Saturday and morning meeting per session and peer tutors*

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.
- Implementing effective monitoring and assessment programs for ELL’s
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL’s through the bilingual guidance counselor and teacher at the school.

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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.

All teachers currently meet the criteria to be designated as “Highly Qualified Teachers.” If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the “No Child Left Behind Act” and the needs of the school

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.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor’s Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school’s Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school’s CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

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.
- 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.

- **Funding is established if necessary**
- **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
- **Interim measurable objectives will be established by the teachers and by the administration.**
- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

The allocations for funding areas tax levy funding which is targeted towards per session activities, our A.M., P.M. and Saturday tutoring in content areas. Title I funding is targeted toward the funding of the bilingual guidance counselor who meets with families to improve communication in their native language. All of our professional development is provided as needed through Title I funding. We also have additional funding for teacher per session through Title III to meet this goal.

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.
- To improve teacher quality and effectiveness by incorporating a shared vision of excellence into the daily instructional routines.
- The Principal will conduct a minimum of one formative rubric based observation for each teacher per semester. Each teacher will conduct one rubric based formative assessment with a colleague per semester.
- The Danielson's Framework for Teaching will be used as the research-based model for our schools' formative assessments

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.

Citywide Instructional Expectation Goal.

- Principals and other school leaders are encouraged to:
 - Use sections of Charlotte Danielson's Framework for TeachingEngage in short, frequent cycles of classroom observation ...

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,
 1. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the Teachers will be given the Danielson's Framework at the beginning of the year and will be given time to self-assess. At a later PD the self-assessments will be collected. Teachers will self-assess again at the end of the year and look for growth in instructional practice.
 2. Professional Development will be conducted of the use of the Danielson's Framework. Teams will be given common planning time each week to work on their use of the research-based rubric.
 3. The Principal and the teachers will set up and follow an observation schedule.
 - c) The teachers will be provided thoughtful and timely feedback from the Rubric that will have a direct impact on daily student learning.strategies/activities,
 - d) timeline for implementation.

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 pro Implementing effective monitoring and assessment programs for ELL's
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Improving the communication with parents and families of ELLs through the parent coordinator at the school.

- Improving the communication with parents and families of ELL’s through the bilingual guidance counselor and teacher at the school. vided on pages 11 through 15 in this CEP.

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.

All teachers currently meet the criteria to be designated as “Highly Qualified Teachers.” If new staff members are added, they will undergo a rigorous process to ensure that they meet both the standards of the “No Child Left Behind Act” and the needs of the school.

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.

Title I requirements and guidance regarding the CEP

1. Parents/Guardians of Title I students are participants in the Title I program.
2. In Title I schools, a Title I parent committee must be formed to represent these parents.
3. Under Chancellor’s Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.
4. The school will maintain documentation regarding the use of funds and program implementation.
5. As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component.
6. The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.
7. These activities will be funded using the school’s Title I parent involvement allocation.
8. Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (*adequate representation*), will be involved in an **organized, ongoing, and timely way**, in the planning, review and improvement of the school’s CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

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.
- **Funding is established if necessary**
- **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
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- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

The allocations for funding areas tax levy funding which is targeted towards per session activities, our A.M., P.M. and Saturday tutoring in content areas. Title I funding is targeted toward the funding of the bilingual guidance counselor who meets with families to improve communication in their native language. All of our professional development is provided as needed through Title I funding. We also have additional funding for teacher per session through Title III to meet this goal.

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Clear academic expectations by the faculty will result in greater academic accomplishment by the students.
- Teachers will develop a school-wide grading policy to ensure that academic rigor, high expectation and consistency are maintained within subject areas and across grade levels.

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.
 - Based on our recent Annual School Report Cards and Progress Reports we have determined that the school needs require that we have a rigorous grading policy which is based on the needs of each department and which is applied uniformly and consistently by the teachers of each department.

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:
 - Teachers will take their individual grading policies and will meet within their subject teams to a uniform grading policy per subject. The subject teams will then meet with the grade teams and reach consensus and a uniform grading policy per grade level.
 - The teachers will bring their grading policies to a school-wide professional development session on Election Day and they will work to reach consensus on the new “School-Wide Grading Policy.”
 - After this policy is adopted by the staff, it will then be explained to new staff members as part of the hiring process.

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.
 - Implementing effective monitoring and assessment programs for ELL’s
 - Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
 - Improving the communication with parents and families of ELLs through the parent coordinator at the school.
- Improving the communication with parents and families of ELL’s through the bilingual guidance counselor and teacher at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

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- All teachers currently meet the criteria to be designated as “Highly Qualified Teachers.” If new staff members are added, they will undergo a rigorous process to

ensure that they meet both the standards of the “No Child Left Behind Act” and the needs of the school.

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.

Title I requirements and guidance regarding the CEP

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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.
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- **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**

The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

The allocations for funding areas tax levy funding which is targeted towards per session activities, our A.M., P.M. and Saturday tutoring in content areas. Title I funding is targeted toward the funding of the bilingual guidance counselor who meets with families to improve communication in their native language. All of our professional development is provided as needed through Title I funding. We also have additional funding for teacher per session through Title III to meet this goal.

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	114	114	114	114	18	2	67	8
10	42	60	51	43	32	4	58	11
11	54	64	60	81	27	9	41	5
12	63	24	32	52	14	6	27	3

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	Academic Intervention Includes the following:Pm and saturday academy. Weekly English team meetings to align the curriculum for all grade levels
Mathematics	There is peer tutoring after school and during school hours.The entire Math staff works after school and 3 of our math teachers run a saturday program, and the students are places according to their academic ability and needs for the regents
Science	4 years of Science. An Extra period of Science is provided for Seniors to make up Regents requirements. Saturday academy is weekly to address students' individual needs. Technology, worksheets, Regents Prep and one on one conferences are conducted to assist students in meeting standards and monitoring themselves.
Social Studies	Our social studies department conducts transcript analysis in September to identify the students who are deficient in credits and regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday academy. We have Staff available everyday after school and Saturdays for both Global and U.S. tutoring. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills an help develop the necessary thematic and DBQ essay skill for the regents
At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> <p>Students are provided with individual conferences to plan how to improve their overall achievement Students review transcripts with counselor and are informed/ made aware graduations requirements and first steps for college applicationsounseling Peer Mediation,Group Counseling,Referral to Social Worker</p>
At-risk Services provided by the School Psychologist	We have a school based support team. Also, we have a boys and a girls club to promote discussion of relevant issues for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.

<p>At-risk Services provided by the Social Worker</p>	<p>Provides Crisis Intervention for students on demand . Referral services for students and families for example on issues such as child care, mental health services, domestic violence, Planned Parenthood for sexual health Provide girls with a girls' club { GLOW } to enhance self-esteem and leadership skills Parent teacher conferences to assist students with behavior and academic challenges Provide individual and family counseling Students with special needs and provide counseling with I.E Ps Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd, Montefiore, Cardinal McClosky Services and others Group Counseling Individual Counseling, Referrals to outside agencies,</p>
<p>At-risk Health-related Services</p>	<p>School Based Support Team- Meeting the I.E.P's [of special education students Good Shepherd –Provides us with YABC students who passed their Regents to assist teachers with students in the classrooms. Montefiore Clinic- Mental Health and immunization</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X268 **School Name:** Kingsbridge International High School

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: School 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.

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.

Initiate a school-wide process for increasing student engagement and enhancing the school's sustainable and supportive learning environment. The objective is to improve student attendance, enhance participation, increase time on task, minimize negative behaviors and make positive adjustments to classroom management, and increase student achievement in English language acquisition and improve social skills.

Annual Goal #1

- *As per the Citywide Instructional Expectations for 2011 – 2012, our teachers will be engaged (on a regular basis) in collaborative Inquiry Work to improve the "Performance Index" (P.I.) in English Language Arts (ELA) for the category of "all students" on the NYS School Report Card for Cohort N (June 2012 Graduating Class) by five percent from its current point (as of September 2011) or achieve AYP (Adequate Yearly Progress) Target.*
- We will build our Facilitative Leadership capacity through research-based inquiry projects and inquiry-based professional development. Student performance will increase by the use and implementation of research-based inquiry projects
- We will compare the results from our 2010/2011 report card with our 2011/2012 report card to determine if we reached our projected five percent increase.

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 determined that in order to accomplish our school-wide goals that the most effective strategy is to have our teachers working together collaboratively.

Instructional strategies/activities:

- *The 11th grade team will look at the 2010/2011 school report card and determine what the five percent increase should be for the 2011/2012 school year. Teachers will determine who the "at-risk" students are in each class.*

They will provide extended day program which will be instituted to allow students to attain elective credits. Students will also receive peer tutors who will work with the students in the core subject areas. Teachers will also have PM and Saturday classes where content area tutorials are provided.

- Teachers will meet in grade level teams to discuss and evaluate progress and parents will be invited into the school to meet with teachers and discuss their child's progress and academic intervention strategies. Students will be asked to set individual academic goals.
- Funding is in place for extended day and Saturday and morning meeting per session and peer tutors

Annual Goal #2 As per the Citywide Instructional Expectations for 2011 – 2012, our teachers will be engaged (on a regular basis) in collaborative Inquiry Work to:

- A. Strengthen student work by examining and refining curriculum, assessment, and classroom instruction that will include one literacy and math task unit aligned to the Common Core.
- B. Strengthen teacher practice by examining and refining the feedback teachers receive.

Annual Goal #3 To improve the percentage of teachers who advance at least one level overall on Domain 2 The Classroom Environment from Charlotte Danielson's "Framework for Teaching."

This goal addresses a "Citywide Instructional Expectation Goal."

- Principals and other school leaders are encouraged to:
 - Use sections of Charlotte Danielson's Framework for Teaching
 - Engage in short, frequent cycles of classroom observation ...

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.

- School Response: As mandated by Title I, the school sets aside 10% of its Title I funds for professional development and school improvement.
- The Total School Budget for fiscal 2012 is shown below:

Total	546,351
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- The allocations for Title I are shown below:

Title I SWP	546,351
TITLE I TRANSLATION SERVICES	0
Title I Translation SWP	1,416

Budget and resources alignment

- Funding is established if necessary (*for professional development and school improvement*)
- Professional development is provided as needed. (Teachers: Inquiry Teams, Grade Teams, Subject Teams)
- Interim measurable objectives will be established by the teachers, team leaders and Principal.
- Structures will be aligned with goals and initiatives and monitored.
- The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.

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

- All new teachers are assigned to mentor and will be part of a subject team and a grade team.
- All teachers receive school-wide professional development on a regular basis. Teachers meet each week and participate in school-wide PD's, subject - area meetings, interdisciplinary grade level meetings. There are also

meetings with the team leaders and the Principal. There are structured inter-visitations, Chancellor's Professional Development Days, and off-site professional development opportunities.

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.
 - **Parents receive notice of the school's status via letters, via the articulation of the School Leadership Team with the Parent Teachers' Association, and via the school's online portal and through direct email correspondence.**
 - **In addition, the parents have online access to the ARIS Parent Link and to our guidance counselor and our bilingual social worker.**
 - **Every year, all parents, teachers and 9th – 12th grade students are surveyed about the learning environment in their school, and the results are provided to the school and the public. (Learning Environment Survey)**

Surveys focus on four key aspects of a school's learning environment:

- 1. Safety and respect**
- 2. Academic expectations**
- 3. Communication**
- 4. Parent, teacher and student engagement**

Quality Review

- **During the school year, each school receives an on-site review by experienced educators and a detailed report on how well the school is organized to support student achievement.**
- **The Quality Review Report focuses on how well the school:**
 - 1. Assesses child performance**
 - 2. Improves academic achievements**
 - 3. Meets academic goals**
 - 4. Plans staff development and student support services**
 - 5. Monitors student progress**

Progress Report

Every fall, each school receives a report and a letter grade (A, B, C, D or F) measuring its success during the prior school year in meeting student proficiency on state exams, accelerating student learning, and promoting a supportive and safe school environment.

The Progress Report focuses on:

- 1. Student performance on state English Language Arts and Math exams**
- 2. The amount of growth students made in English Language Arts and Math**
- 3. The school environment, as measured by the School Survey and attendance**

An important feature of the Progress Report is that it measures each school's contribution to student academic progress, no matter where each child begins his or her journey to proficiency and beyond.

To access a school's accountability reports on the NYCDOE website:

- 1. Visit <http://schools.nyc.gov>.***
- 2. Enter school's name or number into the "Find a School" search box.***
- 3. Your search results will appear on the left. Click on the school's name.***
- 4. A new window will open and the school's webpage will appear.***
- 5. Click on the "Statistics" link on the left-hand side of the page under, "About Us."***
- 6. Now you should be able to access the school's accountability reports along with other valuable information.***
- 7. If you have any questions, you may visit <http://schools.nyc.gov/accountability> or email the Office of Accountability at accountability@schools.nyc.gov. You may also talk to your school's parent***

Service and program coordination

Parents/Guardians of Title I students are participants in the Title I program.

In Title I schools, a Title I parent committee must be formed to represent these parents. (School Leadership Team)

Under Chancellor's Regulation A-655, the School Leadership Team will be responsible for facilitating this required consultation with Title I parent representatives.

The school will maintain documentation regarding the use of funds and program implementation.

As a Title I school. The SLT and Title I parent representatives will jointly develop and agree upon a parent involvement policy including a school-parent compact as a component. (policy is in the CEP)

The parent involvement activities included in the policy will be focused on improving student achievement and will be aligned with CEP goals.

These activities will be funded using the school's Title I parent involvement allocation.

Title I, Part A, Section 1118 requires that as a receiving Title I funds school, that the parents/guardians (adequate representation), will be involved in an organized, ongoing, and timely way, in the planning, review and improvement of the school's CEP including the joint planning, review, and improvement of the school parent involvement policy and school-parent compact.

**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 Marina Cofield	District 10	Borough Bronx	School Number 268
School Name Kingsbride International High School			

B. Language Allocation Policy Team Composition

Principal Ronald Newlon	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Leonardo Iglesias/ESL	Guidance Counselor Suzette Persaud
Teacher/Subject Area Brian mullen/Social Studies	Parent Miriam D'Leon
Teacher/Subject Area Andres Perez/Science	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Marina Cofield	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	4	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	20
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	518	Total Number of ELLs	518	ELLs as share of total student population (%)	100.00%
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Part II: ELL Identification Process

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

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

1. The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete documents including the Home Language Survey. Once parents indicate a language other than English for the student's language, students are then designated for LAB-R testing, which is administered within 10 days by our ESL Teacher or Guidance Counselor. According to the LAB-R results, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the LAB-R assessment. The HLIS is a document we use to determine if the students speak a language other than English. There is also an informal interview in both English and the Native language. The students and parents are asked specific questions about their background and English abilities. All parents and students are provided to the best of our ability translators at the intake process. We have many pedagogues who are bi-lingual. We have speakers of Spanish, French, Arabic and Bengali on staff to assist in the intake process. Parents are informed of our Rosetta Stone account at the school in order to help their English development. This school does not administer the Spanish LAB for Spanish-speaking ELLs because we are ESL. The pedagogues who administer the initial screening are our guidance counselor, Suzette Persaud and social worker Carmen Escobar. The HLIS is administered by several teachers including Andres Perez, Leonard Iglesias as well as the guidance counselor and social worker. The HLIS is completed with the assistance of a pedagogue, and we always try to match the parents with people who speak their native language. Andres Perez, our testing coordinator, conducts all Lab-R testing. He is a licensed pedagogue. He also administers the NYSESLAT exam to our students. The ESL teachers review NYSESLAT results to evaluate ELLs and to ensure our students are receiving the proper instruction. Students' growth in English development is charted annually and compared to regents and classwork progress.

2. Beginning this year, we will show the Department of Education approved Parent orientation video and we will address any concerns that may arise. Our analysis of the parent surveys consistently shows that parents choose ESL for their children. Parents are also provided with the option for other services if they so choose. The outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available is we create a list of students that we have who have requested a different program. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs.

3. In addition to what is done in #2 above, an Entitlement Letter will be provided for the parent. The entitlement letter addresses ESL placement or non-placement based on LAB-R results. The form is duplicated and kept on file. The guidance counselor and social worker are responsible for the entitlement letters, and these letters are distributed at the intake process along with parent survey and program selection forms. The guidance counselor collects these forms and a file is created for every student with a checklist of required documents.

4. At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of members of the intake team. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the Parent Coordinator, ESL Coordinators and/or guidance counselor. Every student has an intake file with a checklist of required documents. The list is distributed to grade team members to assist the guidance counselor in collection of these documents.

5. Our school only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. The school monitors trends in parent choices by charting parent responses and comparing the data by the intake team

6. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction. Presently, we have an enrollment of 479 students, eighty-two of which are English Language Learners. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. We align our program models with parent requests by adhering to the ESL model that the parents are made aware of during the intake process. If the parents prefer a different model, we refer them the borough of enrollment. All parents are encouraged to participate in our model, and if they are not satisfied we will assist them in finding an appropriate model.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Self-Contained										113	131	131	143	518
Push-In														0
Total	0	113	131	131	143	518								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	518	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	8
SIFE	53	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	406

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	87	38		22	4		409	9		518
Total	87	38	0	22	4	0	409	9	0	518

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	100		102		106		99		407	0
Chinese									0	0
Russian	2								2	0
Korean									0	0
Haitian									0	0
French	3		9		1		10		23	0
Other	8		20		124		34		186	0
TOTAL	113	0	131	0	231	0	143	0	618	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish													
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in heterogeneous-ungraded ESL classes. The remainder of their program is based their academic requirements. The teachers work in collaborative grade and subject team to assess student needs and create academic programs for at-risk students. Our classes are departmentalized in order to best serve our students for both credit and regents exams requirements.

2. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our students travel in blocks and have a heterogeneous mix.

3. Content area instruction is delivered in English. We have established a LAP team which includes the principal, Network ELL Compliance Specialist, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas,

A. Programming and Scheduling Information

Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our teachers employ the workshop model in our classes and students are grouped with different levels of English within the class. This is done to ensure that content becomes comprehensible and to enrich language development through the students' peers.

4. ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is monitored by teachers in grade team levels.

5. ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items in #3 above, ELL students are enrolled in online programs Achieve 3000, Rosetta Stone and SCANTRON for Literacy support. Students at different levels are provided with literacy and language support in both their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendance in coordination with the guidance counselor and the individual grade teams. The grade teams administer baseline exams in their respective departments and then create an academic plan based on the ability of the student. Our SIFE students are enrolled into our P.M. School and Saturday academy also. Our newcomers (less than 3 years) are teamed up with a student buddy whose English level is advanced in order to expedite the process of learning English. All newcomers are evaluated in grade teams to ascertain their strengths and weaknesses and to teach them accordingly. Our plan for Long-Term ELLs is to continue their process for English language development using P.M. and Saturday academy for both enrichment and regents requirements. We have after school writing programs and verbal SAT prep for student achievement.

6. Teachers of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. Our instructional strategy includes workshop model, weekly grade and subject team meetings to assess student achievement and create alternative strategies for lower achieving students. These strategies include scaffolding for the writing process focusing on sentence and paragraph development as opposed to writing large essays they may not be capable of at that time. All teachers have grade appropriate textbooks and literature to assist instruction, computers and smartboards are available to every teacher, and all grade teams are conducting inquiry work in an attempt to increase student vocabulary skills.

7. Based on IEPs our school has mainstreamed students with disabilities into an ESL least-restrictive program. Students are given support and adequate instructional means as per their NYSESLAT and LAB-R results. Students are given access to tutorial services twice weekly during the school day. Additionally, Saturday ESL classes provide support for English Language Learner student with disabilities. Students are given access to Rosetta Stone and Achieve 3000.

Courses Taught in Languages Other than English ⓘ

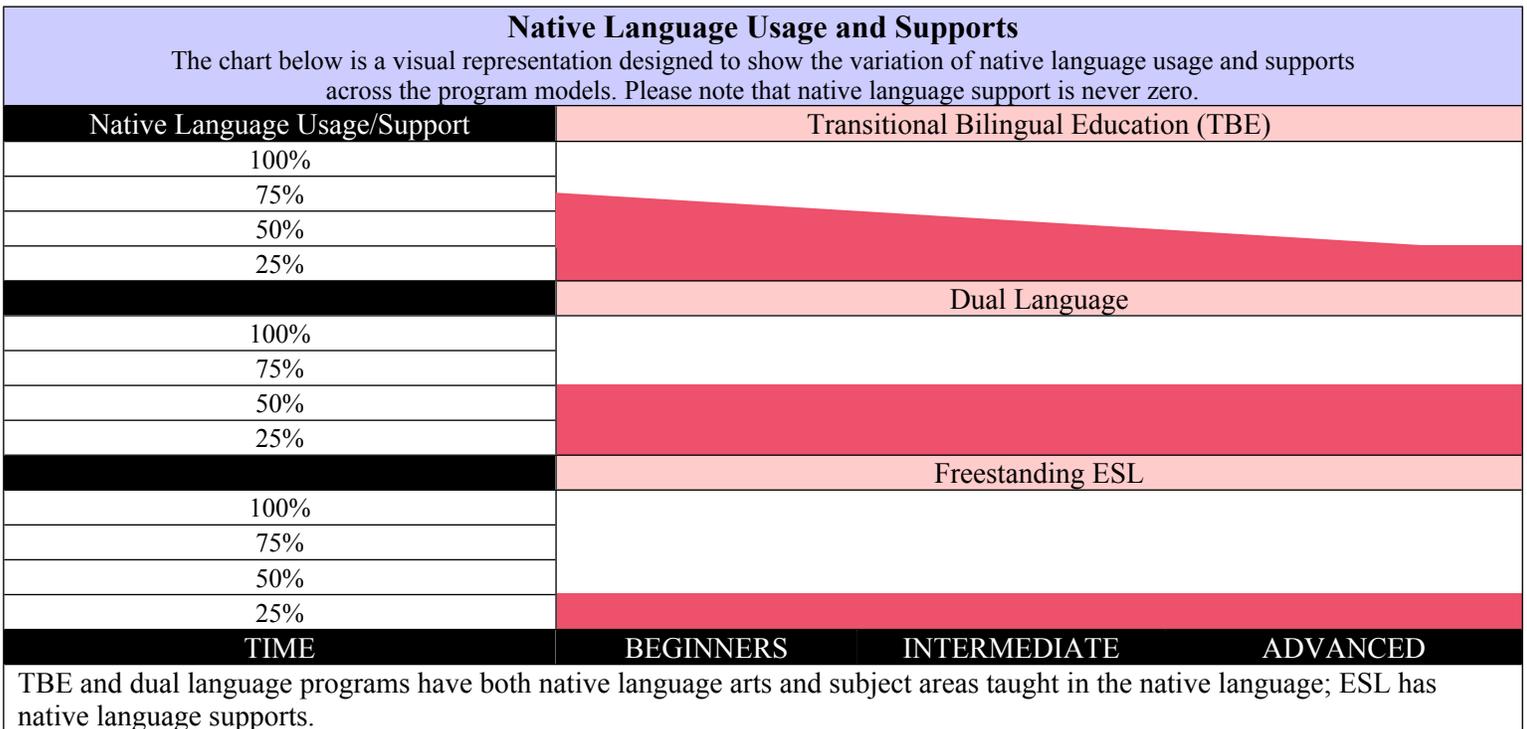
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:	2			
Science:	2			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ESL support teacher for every regents level course. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language. With our interventions in Sciece and Social Studies, we saw a dramatic increase in our regents pass rate. U.S. history moved from 47% to 84% and Global History moved from 45% to 71%.

9. Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another.

10. Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. Our traditional P.M. and Saturday classes will be geared to help student achievement and maintain studnets on a path to graduate in 4 years.

11. None

12. ELL students are not excluded from any programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.

13. Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have access to

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. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ESL support teacher for every regents level course. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language. With our interventions in Science and Social Studies, we saw a dramatic increase in our regents pass rate. U.S. history moved from 47% to 84% and Global History moved from 45% to 71%.

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10. Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. Our traditional P.M. and Saturday classes will be geared to help student achievement and maintain students on a path to graduate in 4 years.

11. None

12. ELL students are not excluded from any programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.

13. Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have access to

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. We have the Committee for Hispanic Children and Families. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey admistered by the Parent Coordinator is also utilized to address the the needs of parents.

We have used the Committee for Hispanic Children and families last year, but we are currently searching for a viable outside organization to assist in meeting the needs of our parents.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the oppurtunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

There are no assistant principals at Kingsbridge. All staff has a weekly 35 minute meeting every Monday morning. This is a per session event in which all staff members attend. Instructional strategy is a component of every weekly PD meetings. teachers share instructional strategies at these meetings, with specific detail and attention paid to our ESL learners. We have outside people attend meetings from periodacly in an attempt to provide new insights. One person from each department will attend an outside PD and turn-key train the members of the respective department.

The school currently has 9th and 10th grade students with ELLs. The transition from elementary school to middle school is a challenge for these students and the school is currently working on ways to support them.

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.

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Teachers, particularly in 9th grade, are trained to assist ELLs as they transition from one school level to another by our in-house weekly PD meetings. Our ESL teachers provide specific strategies to the rest of the staff in order to create the smoothest transition possible for ELLs as they transition from one school level to the next.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. The minimum of 7.5 hours of ELL training is easily met in our weekly PD meetings. Teachers share research based strategies on the most effective ELL instruction. Records of these meetings are kept by the Principal as he creates the weekly agenda.

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. We have the Committee for Hispanic Children and Families. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the Parent Coordinator is also utilized to address the the needs of parents.

We have used the Committee for Hispanic Children and families last year, but we are currently searching for a viable outside organization to assist in meeting the needs of our parents.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the opportunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents

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Part V: Assessment Analysis

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

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

1. ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These

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

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)										68	63	46	45	222
Intermediate(I)										31	51	55	63	200
Advanced (A)										12	14	16	18	60
Total	0	0	0	0	0	0	0	0	0	111	128	117	126	482

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										68	58	49	53
	I										31	53	52	57
	A										12	17	16	16
	P										0	0	0	0
READING/ WRITING	B										84	72	64	62
	I										20	43	58	54
	A										7	13	5	10
	P										0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	108	0	55	0
Integrated Algebra	46	138	20	42
Geometry	22	98	15	42
Algebra 2/Trigonometry	30	0	16	0
Math				
Biology				
Chemistry				
Earth Science	25	63	16	30
Living Environment	23	67	18	48
Physics				
Global History and Geography	60	78	30	19
US History and Government	54	64	40	33
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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. ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom. The data is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.

2. Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.

3. The NYSESLAT is a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure comparable proficiency results in the category of Reading and Writing. While students are immersed in a predominantly all-English setting, it appears that their writing and reading skills still lack proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs attaining success on Regents examinations as well as making a year or more progress on in-house standardized assessments . Additionally, progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting. The modalities affect instructional decisions in the grade team level. Teachers incorporate all 3 modalities into their instructional plans to help increase achievement and to support the growth of the students learning English.

up

4. A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student

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>Kingsbridge International HS</u>		School DBN: <u>10X268</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald Newlon	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Leonardo Iglesias	ESL Teacher		1/1/01
Miriam D'Leon	Parent		1/1/01
Brian Mullen/Social Studies	Teacher/Subject Area		1/1/01
Andres Perez/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suzette Persaud	Guidance Counselor		1/1/01
Marina Cofield	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X268** School Name: **Kingsbridge International H.S.**

Cluster: _____ Network: **Marina Cofield**

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

Part A: Needs Assessment Findings

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

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

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

100% of our school community and parents need translation services. All of our students are immigrant children and their are multiple languages spoken in our school, with Spanish being 90% of the speaking population. All of our home letters are translated into the native languages. Also, our interpretation needs are met with adult translators as well as student translators for all school community events.

Part B: Strategies and Activities

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

We have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE translation services for all letters to be sent home to our ELL families. We have in-house staff available for translation, as well as parent volunteers and students who have developed a certain level of mastery of English.

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

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

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

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

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: Kingsbridge International H.S.	DBN: 10X268
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Marina Cofield
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 493 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 20 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 15

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:

At Kingsbridge International High School (KIHS), we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future in college and beyond. In order to do so, we provide them with the linguistic, cognitive, cultural, social, and emotional skills essential for success.

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 493 ELL students.

We have developed an extended day program to support our students with their academic development. We currently have an early entry before AM school, after PM school and at our Saturday Academy to ensure that our students are on track to graduate within four years. Title III designated classes are as follows: AM SCHOOL ESL/Bilingual Faculty: Math, Jose Peguero (Bilingual Math License), English, Priscilla Edwards (ESL-English License), Sima Narvaez, Social Studies (ESL-Global/US History License) PM SCHOOL ESL/Bilingual Faculty: English: Leonardo Iglesias-Carusso (ESL-English License), Math: Rafael Modesto (Bilingual/Spanish Math License), English Elective Credit: Frances Cleary (ESL-English License), Global/US History Review: Seth Wiznitzer (ESL-Social Studies License), Science Regents Prep/Review: Andres Perez (Bilingual Physics, General Science License), SATURDAY ACADEMY ESL/Bilingual Faculty: Math: Jose Peguero (Bilingual Math License), Science: Andres Perez (Bilingual-General Science/Physics License), Math: Rafael Modesto (Bilingual Math/Spanish License), Social Studies: Seth Wiznitzer (ESL-Social Studies/Global/US History License), English: Priscilla Edwards (ESL-English License). The ESL/Bilingual educators meet daily with the core curriculum teachers to make sure that ESL/Bilingual strategies are in place in all Title III classes, every day. These eight ESL/Bilingual teachers meet 3-4 times a week with the entire staff in Subject and Grade Team meetings to develop the necessary methodology and student profiles for the higher level teaching that involves the Title III requirement for Memo 67 from the Chancellor's office. It is very clear that we have an articulate and clear-headed set of goals that will satisfy all city, state, and federal requirements. These three programs are geared towards maintaining students' credit accumulation as well as Regents preparation and in the academic gaps that ELL experience as they transition into the use of a new language, English. We also offer enrichment programs for our students who have met or maintained the state mandated progress of their cohort for graduation. All grade levels (9,10,11,12) are offered morning and after school programs, as well as during the Saturday Academy. Our SIFE students and our low performers (bottom third in each grade) on the LAB-R exam are the subgroups that are heavily targeted to attend our supplemental academic programs. Students attend the programs from 7 a.m. to 7:55 a.m., 3 p.m. to 5 p.m. after school and from 8 a.m. to 1 p.m. on Saturdays. The many classes being taught by trained ESL/Bilingual staff teach in their classrooms with class libraries, Smart Boards, and all the necessary materials for proper and appropriate instruction for our 100% ELL population. The program runs for the entire school year, from September to June. All classes are given in English with ESL/Bilingual support. Our 1:4 ratio requirement is met with co-teaching and co-planning with the entire staff that works with

Part B: Direct Instruction Supplemental Program Information

these three programs. The instructional focus for all three programs are the same: credit recovery, test preparation and we even provide students that are in the gifted and talented program opportunities to tutor their peers under the direction of an ESL/Bilingual teacher. We rectify the non-certified ESL/Bilingual teachers with our daily and weekly meetings as our entire grade and subject teams go over the IEPs for each and every student. Students are professionally taught and our 1:4 ratio requirement is more than met in a very profound way. The academic language of an ESL/Bilingual curriculum is used successfully 100% of the time. We have so many meetings in discussing individual students' needs; we meet and surpass our goals each school year. Our students are very lucky to have such a consistent, well blended teacher/parent/ESL/Bilingual strategies for success. In regard to the credit recovery program that we offer during our three Title III sessions before and after the regular school day, it is always geared towards state mandated core curriculum standards. The several credit recovery programs are not only offered in higher levels than what is required by the various government agencies, it is far beyond what is expected. The language acquisition for our students is above average when compared to other schools with our SIFE and ELL population. All eight ESL/Bilingual teachers meets daily and/or weekly to rotate with the other State certified teachers, (many of whom are now working on their ESL endorsements) during all THREE programs, i.e., AM/PM/Saturday Academy as described in this plan. There are 20 teachers working in our programs, all of which are either fully certified in ESL/Bilingual or in their core subjects with co-teaching with the content area teachers with regular licences. These remaining teachers are either pursuing or considering obtaining their own ESL licenses in local universities to increase the number of ESL/Bilingual educators on our staff. All teachers use ESL strategies on a daily basis. We use our professional periods and also we switch lunch times with prep periods to achieve our goals. The school has the opportunity to have the same lunch period, so that time is sometimes used in PDs tailored to enrich our school's population as well as a time to meet with certain students and parents for a successful progress report meeting that involves the entire grade team teachers, including the Guidance Counselor, Suzette Persaud, and the Social Worker, Carmen Escobar. Translation for these meetings are provided by teachers and/or other staff members. We even use our advanced students to translate to parents in Arabic, Italian, or French as needed. The materials used are Regents review books, former Regents exams, teacher created materials, smartboards, computers and other technology to enhance instruction.

We currently have approximately 100 ELL participating in our Saturday Academy, 120 ELL participating in our After School PM program and 30 participating in our early AM morning program. A lion's share of licensed ESL/Bilingual teachers are always on hand for every single session of our three programs. These programs gives us the opportunity to reach at least fifty percent of our population with various programs including Physical Education, Book Club, SAT Vocabulary, Science Enrichment, Rosetta Stone English and Native language building, Math Solutions, Homework Help and Regents Reviews.

Students have access to on-line programs Rosetta Stone and Destination Math. Students will also make use of classroom libraries to read a more diverse selection of books. These students will also attend a "writing center" twice a week to improve organization of essays, and to write in styles that enhance learning and preparation for college courses. Students will participate in writing opinion based essays and research based essays as per the NYS Core Curriculum standards.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Each teacher is responsible for language and content instruction. Rather than having classes designated as "ESL classes", we use ESL methodology to develop language proficiencies in the four modalities in every class. Such strategies include:

Part B: Direct Instruction Supplemental Program Information

- Explicit, extensive instruction in reading and writing strategies;
- Multi-level classroom libraries in each discipline;
- Textbooks at different reading levels for the students to use at home and in school, such as the extensive "Windows and Mirrors" program that we purchased for our English Department;
- Extensive use of scaffolding strategies to build on students' prior linguistic and content knowledge;
- Writing components to all content area projects;
- Oral presentation of written work ;
- Debate/Drama presentations, this also includes students creating a visualization of the work studied;
- Integration of QTEL methodologies in all content areas ;
- Collaborative, interdisciplinary learning projects that reinforce vocabulary and content;
- Explicit instruction of the aspects of language appropriate to the topic being taught, e.g. past tense in a history class, imperatives in a math class, etc. ;
- Common Core Tasks;

The program has eight teachers with ESL/Bilingual certification. The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

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:

Teachers work together in their small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. They share ways in which to embed multiple opportunities for language development across all subject areas. At daily meetings they sit down together not only to discuss the progress of their shared community of learners, but to critique each other's work through the analysis of student writing and feedback from peer observations. In addition to these times, we use full day PD activities on Election Day and other student non-attendance days to get additional instruction from outside agencies including experts in ELL populations. Our lead teachers, Andres Perez, John Whiting, and former ESL/Bilingual teachers, like Kimberly Swanson from Columbia University and

Part C: Professional Development

outside agencies such as instruction by Charlie Glassman, all take an active role in these many opportunities for training our entire staff.

It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We can achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Every day, all teachers meet for 45 minutes in the morning for professional development. This is a time to discuss student achievement, lesson plans, and other activities. During this time, there will specific attention given to assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations.

The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. All of our teachers receive training on a weekly basis during the principal's weekly PD sessions. The entire staff meets every Monday to discuss ELL strategies, our inquiry work project, student achievement and progress and Regents readiness for our students. The staff meets every Monday from 7:55 a.m. to 8:35 a.m. and these PD's run for the duration of the school year. The New York City Leadership Academy provides monthly Professional Development.

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: The rationale for all of our parent engagement activities is to increase parental involvement in the education process of our students. We provide translation services for all the parents in the languages required. Mostly Spanish, but we also have translators, sometimes high level students, translate Bengali, French, Arabic, among others as required by the parents' involved.

We also hold frequent meetings and events for parents to ask questions to teachers about their child's performance. To supplement this, we plan on holding informational sessions to discuss our assessment tools and demystify the process, so they feel comfortable engaging in meaningful dialogues with the school regarding their student's achievement.

Using these methods, we can ensure that students are meeting expectations and can determine the reasons why a student is not. From there, both the school and families can move forward together to best help their child succeed. We want parents to be fully immersed in the culture of our school, and to be an integral part of their child's education. The activities we provide to parents in addition to all of the mandated activities are a parent orientation in August is to familiarize the parents with the school's mission and the methodology of our classroom teachers; we also inform parents of state requirements

Part D: Parental Engagement Activities

for graduation as well as all of our after school programs. We also have monthly PTA meetings on the first Wednesday of every month to discuss critical and current school issues such as upcoming Regents exams, grading policies and credit accumulation. We utilize the New York City Leadership Academy for assistance with these parental notifications. Our notifications are done through mailings, phone calls and emails with the Guidance Counselor, Suzette Persaud and the Social Worker, Carmen Escobar by following up on the initial contact to make sure that parents are aware of the informational meetings. It is difficult to not be informed. This procedure provides the necessary results by having a high percentage of parents attend the many functions dedicated to only parents.

The PTA meets on the first Wednesday of the month for two hours from 6:00 pm to 8:00 pm. Example agendas are as follows. On Wednesday, October 5, 2011 the PTA was instructed on the use of Rosetta Stone by Ms. Torres and Ms. Edwards. On Wednesday, November 9, 2011 the PTA was instructed on the school wide grading policy and attendance by Ms. Carmen Escobar, our Social Worker. On December 7, 2011, the PTA was instructed on the School Small Group Instruction programs by Mr. Newlon, Principal. January 11, 2012, the PTA was instructed on College Readiness by Suzette Persaud, our Guidance Counselor. Future PTA meeting will explore other topics such as post high school plans, school uniforms, field trips, etc. We continue to get parent input on all levels of our programs. All these meetings make our parents feel at home by having refreshments provided by our cooking club such as various cookies and coffee.

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. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		