



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : INTERNATIONAL COMMUNITY HIGH SCHOOL

PROUD MEMBER OF THE INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS

EXCLUSIVELY SERVING IMMIGRANT TEENS NEW TO THE ENGLISH LANGUAGE

WWW.INTERNATIONALSNPS.ORG

DBN: 07X334

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SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Berena Cabarcas	*Principal or Designee	All on File
Michael Armstrong <small>Representative on July 15th, 2011</small>	*UFT Chapter Leader or Designee	
Andriana Liriano	*PA/PTA President or Designated Co-President	
Ousseynou Ndiaye	DC 37 Representative, if applicable	
Adribe Cortoreal	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Juan Hernandez	Member/ Title I Parent Representative	
Margairta Nunez	Member/PTA	
Rafael Balbuena	Member/PTA	
Hilda Ortiz	Member/PTA	
Felix Santana	Member/ PTA	
Rafael Martinez	Member/ PTA	
Sarah Evans	Member/Teacher	

This signature page was signed on June 15th, 2011 when the goals were first drafted.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012 using a formative process, each teacher will have three initial exposures to using parts of the Charlotte Danielson's Framework for Teaching.

Comprehensive needs assessment

As per our 2010-2011 School Quality Review, our system for assessing teacher effectiveness needs to improve. Last year, initial exposure to the Framework for Teaching was provided to teachers who were in their third year of teaching. The 2011-2012 instructional year marks the first year of training our entire staff to use Danielson's Framework for Teaching. The emphasis for this first year is on establishing a formative process using only a few of the framework's domains as emphasized by the NYC Department of Education. We will introduce the domains through a process of self and peer assessments.

Instructional strategies/activities

Activities:

- Professional development sessions with Charlotte Danielson for principal & assistant principal during the summer
- Assistance from CFN-106 to determine the DOE domain targets
- A series of 4 full faculty workshops where self assessments and peer assessments are used from September to December
- Certification of an administrator through the Teachscape training sessions that generate inter-rater reliability among evaluators using the
- Peer observation rounds from February to May
- Discussions in interdisciplinary teams and departments that inform two separate teacher leadership groups (interdisciplinary team leaders and professional development committee comprised of department leaders)

Staff & Resources: Administration, teacher leaders, interdisciplinary teams, departments and mentors using resources made available through the DOE's CFN-106

Target Learning Populations: Administration, guidance staff, interdisciplinary teaching teams, departments & ICHS families

Teacher Decision Making: Impact on instructional practices will be reviewed by teachers in their interdisciplinary and department teams. The teacher leaders of each team will share teacher reflections to assess this process with administration through our teacher leadership meetings that happen twice a month. The teacher leadership meetings will finalize plans for improved use of the Danielson Framework

for 2012-2013.

Implementation Timeline: These activities began in July 2011 and will continue through June 2012

Strategies to increase parental involvement

Our families participating in our June 15th, 2011 SLT meeting encouraged and supported this goal. We will be reviewing the activities that support this goal, as well as the results, in our monthly SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative and teaching staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Our school works with the Bard MAT, INPS i-START and Peace Corp Fellows student teacher programs to: (1) train talented new teachers within our specific INPS instructional model and (2) recruit previous graduates to work at our schools
- If needed, the payroll secretary will work closely with principal, budget assistant and CFN-106 HR point person to ensure that non-HWT meet all required documentation and assessment deadlines
- Mentors are assigned to support new &/or struggling teachers. Currently our mentors come from the NYC Math Project at Lehman College, Bard College and the UFT PIP Program
- We also advertise for positions through New York Performance Assessment Consortium

Service and program coordination

This work began during the summer while attending a New York State BOCES conference at NY featuring Charlotte Danielson. As stated in previous sections, organizations such as INPS, Bard College, Lehman College & the UFT PIP program are involved. However, the most critical support is coming from CFN-106 which helped us conduct a crosswalk between INPS instructional expectations and the Danielson Teacher Framework.

Budget and resources alignment

As a Title I Schoolwide Program school, conceptual consolidation will allow us to combine Federal and local funds such as FSF, Title I, and Title III and human resources to implement this action plan from July 2011 to June 2012 as follows:

- Per session for teacher leadership (two groups meeting before school twice a month)
- External and internal professional development sessions
- Consumable materials for internal development sessions
- Staff development contracts for mentors

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, 80% of our students who are enrolled in the Bridges Program or Wilson Reading Program and also have a 90% or better attendance rate will advance two or more levels in English within the specific programs' benchmarks.

Comprehensive needs assessment

About 40% of our recent immigrant teens begin their high school career with no to low literacy in their native language. Grade level literacy in the native language is critical for graduating on track in the NYC public school systems. Since a substantial population of students are testing at or below the 4th grade level in the native language, we needed to start two different programs to accelerate their learning to read in English. As per the Wilsons Reading Program guidelines, we learned that the Wilson Reading program does not work well with recent immigrant teens new to the English language. They need more time to develop social English, since an intermediate level of spoken English is required. As a result, we have developed the Bridges Program for recently enrolled students and offer the Wilson Reading Program to students with fluency in social English. We have 20 students enrolled in the Bridges Program and 40 students in the Wilson Reading Program. As per feedback from the School Quality Review, we will set up a tech based system to monitor their progress in these programs.

Instructional strategies/activities

Activities:

- During the 2010-2011 year, we made preliminary plans for the expansion of the Wilson Reading Program and the establishment of the Bridges Program sponsored by researchers from Queens College.
- During the summer, final selection of the teachers for both programs was finalized.
- Teachers have been and will continue to be provided with several training sessions to develop and implement curriculum.
- A research team leader facilitates weekly meetings for Bridges Teachers
- Bridges teachers also have three other common preps where more informal planning takes place
- Bridges teachers are able to source materials and best practices through a specifically designed website that links teachers in this pilot
- The Wilson Reading teacher attended specialized trainings and became a fully certified Wilson Reading teacher.
- Progress in the Wilson Reading program will be monitored by two committees

Staff & Resources: 9th/10th grade ESL/social studies, science, math, English, health, ESL student teacher, community coordinator, 9th &

10th grade guidance counselor, ESL coordinator and research team leader created and implemented the Bridges Program supported by a research initiative conducted by faculty at Queens College. A special education teacher has become a fully certified Wilson Program teacher and is supported through professional development sessions provided by the Wilson Reading company. Wilson Reading efforts will be supported by the Special Education Committee comprised of paraprofessionals, teachers, guidance counselors, assistant principal & principal.

Target Learning Populations: Students with a native language reading level at or below the 4th grade.

Teacher Decision Making: Impact on instructional practices will be reviewed by teachers in their weekly Bridges team meetings and the Special Education Committee respectively. Teacher representatives from each group will bring back teacher data and reflections. The two groups will finalize plans for improved implementation for 2012-2013.

Implementation Timeline: These activities began in July 2011 and will continue through June 2012

Strategies to increase parental involvement

Families are an essential part of the evaluation process to determine entry into these programs. They provide information for our Academic Risk Questionnaire and the ALLD. All families are consulted prior to enrollment in the Bridges program and provide written permission. We will be reviewing the impact of the programs in our monthly SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed. Families will also be invited to attend major educational milestones such as portfolio presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative and teaching staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Our school works with the Bard MAT, INPS i-START and Peace Corp Fellows student teacher programs to: (1) train talented new teachers within our specific INPS instructional model and (2) recruit previous graduates to work at our schools
- If needed, the payroll secretary will work closely with principal, budget assistant and CFN-106 HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support new &/or struggling teachers. Currently our mentors come from the NYC Math Project at Lehman College, Bard College and the UFT PIP Program
- We also advertise for positions through New York Performance Assessment Consortium

Service and program coordination

The Bridges Program began with assistance from Education Professors from Queens College, Sauti Yetu and Brightminds. Critical support is coming from: Queen College through Suzanna McNamara who is generating curriculum and Sauti Yetu through Aika Swai who is supporting crucial culturally competent approaches for student academic and social acclimation. The Queens College professors are also offering rich professional development sessions for teachers in participating schools. This work is supported by the NYC DOE ELL/SIFE offices and seeks to increase the 4, 5 & 6 year graduation rate for immigrant teens entering high school with no to low literacy in the native language.

Budget and resources alignment

As a Title I Schoolwide Program school, conceptual consolidation will allow us to combine Federal and local funds such as FSF, Title I, and Title III and human resources to implement this action plan from July 2011 to June 2012 as follows:

- Per session for teachers
- External and internal professional development sessions
- Consumable materials for programs
- Staff development contracts for facilitator
- Technology
- Library books

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, the math, science, English and social studies departments will produce a digital portfolio containing project based curriculum exemplars aligned to CCSS from each course.

Comprehensive needs assessment

Since the opening of our school, our students have engaged in two portfolio presentations in the 9th, 10th & 11th grades and one major graduation portfolio presentation in the 12th grade. The performance based tasks (PBAT's) involved in the graduation portfolio include writing a literary essay, research paper, science lab report, and math application project, which are all designed to actively prepare students for the rigor of college work. In preparing the shift to the Common Core Standards, it is necessary for departments to explicitly align the portfolio tasks to the CCSS targets and track student growth on the PBAT's throughout the four years. The analysis of student performance on the PBAT's will identify priorities for strengthening the vertical alignment in the curriculum within each department. This work is supported by the DOE emphasis on moving towards the CCS, the feedback we received from the quality review and the new metrics in the Progress Report.

Instructional strategies/activities

Activities:

- Through a strong consensus a PD committee at the end of the 2010-2011 year, decided that our central instructional goal was the improvement of our portfolio presentation process with emphasis on the graduation portfolio to inform changes needed in the younger years.
- Teachers who had experience with the Institute for Writing and Thinking (IWT) recommended this organization to assist with improving questioning techniques, classroom discussions and writing in the classroom and a partnership was established.
- PD sessions with IWT began on November 8th and will continue until early June
- The department leaders will produce a digital portfolio which will also contain graduation portfolio projects scored in each of the following categories: needs revision, competent, good and outstanding as per the New York Performance Assessment Consortium PBAT rubrics and an analysis of student performance indicators from the PBAT rubric which informs a vertical alignment plan for next year

Staff & Resources: Administration, departments, four teachers selected for labsite work, mentors, human and financial resources made available through the DOE's CFN-106. The 15 years of experience from the New York Performance Assessment Consortium. The

support from the Institute for Writing and Thinking.

Target Learning Populations: 9th – 12th graders and all teachers

Teacher Decision Making: Impact on instructional practices will be reviewed by teachers in their department teams. The department leaders will share teacher reflections to assess this process with administration through our teacher leadership meetings that happen twice a month. Teachers will review graduation portfolio projects scored in each of the following categories: needs revision, competent, good and outstanding as per the New York Performance Assessment Consortium PBAT rubrics, and an analysis of student performance indicators from the PBAT rubric which informs a vertical alignment plan for next year.

Implementation Timeline: These activities began in late June 2011 and will continue through June 2012

Strategies to increase parental involvement

Since 2006, our families have played an active role in our portfolio presentations, which is the most frequent topic in our PTA and SLT meetings. Families have always been invited to participate in the presentations as active participants. The presentation rubrics are also sent out in with an attached translation for the benefit of families that cannot attend. Our families participating in our June 15th, 2011 SLT meeting encouraged and supported this goal. We will be reviewing the activities that support this goal, as well as the results, in our monthly SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative and teaching staff regularly attend hiring fairs to identify and recruit highly-qualified teachers
- Our school works with the Bard MAT, INPS i-START and Peace Corp Fellows student teacher programs to: (1) train talented new teachers within our specific INPS instructional model and (2) recruit previous graduates to work at our schools
- If needed, the payroll secretary will work closely with principal, budget assistant and CFN-106 HR point person to ensure that non-HWT meet all required documentation and assessment deadlines
- Mentors are assigned to support new &/or struggling teachers. Currently our mentors come from the NYC Math Project at Lehman College, Bard College and the UFT PIP Program
- We also advertise for positions through New York Performance Assessment Consortium

Service and program coordination

CFN-106's mentoring of four of our teachers to align projects to the CCSS is laying a solid foundation for this work. Our teachers are involved in frequent trainings and work together after school. We are infusing the work with the college prep tasks from the New York Performance Assessment Consortium PBAT Rubrics. This rich process is also being supported by our founding organization, INPS.

Budget and resources alignment

As a Title I Schoolwide Program school, conceptual consolidation will allow us to combine Federal and local funds such as FSF, Title I, and Title III and human resources to implement this action plan from July 2011 to June 2012 as follows:

- Per session for department leaders (two groups meeting before school twice a month)
- External and internal professional development sessions
- Consumable materials for internal development sessions
- Staff development contracts for mentors
- Services from the New York Performance Assessment Consortium for leadership meetings, coordinator trainings, intervisitations and professional development sessions throughout the year
- Curriculum and staff development support from INPS

ACADEMIC INTERVENTION SERVICES (AIS)

	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	87	87	87	87	87	1	1	87
10	143	143	143	143	143	4	4	143
11	112	112	112	112	112	4	4	112
12	54	54	54	54	54	2	2	54

Name of Academic Intervention Services (AIS)	Description
ELA:	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period in small groups • After-school tutoring with teachers in small groups • Language paraprofessional support for whom it is appropriate in small groups • Bridges Program for students with no or low literacy in their native language • Tutoring program in conjunction with the SIFE grant in small groups • Wilson and structured reading practice for struggling readers in small groups and 1-to-1 • Reduced class size • Longer periods (60 min/day = 300 min/week)
Mathematics:	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period in small groups • After-school tutoring with teachers in small groups • Language paraprofessional support for whom it is appropriate in small groups • Numeracy classes for SIFE students and students testing below a 4th grade math level • Reduced class size • Longer periods (60 min/day = 300 min/week)
Science:	<ul style="list-style-type: none"> • Small group tutoring after school • Language paraprofessional support for whom it is appropriate in small groups • Bridges Program for students with no or low literacy in their native language • Reduced class size • Longer periods (60 min/day = 300 min/week)
Social Studies:	<ul style="list-style-type: none"> • Small group tutoring after school • Language paraprofessional support for whom it is appropriate in small groups • Bridges Program for students with no or low literacy in their native language • Reduced class size • Longer periods (60 min/day = 300 min/week)

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • 1 period per week of comprehensive advisory program • Pull-out 1-on-1 and small group counseling as needed • Referrals to external organizations
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Assistance with writing of IEPs and evaluating appropriateness of referrals • Communicate with special education teachers to monitor the progress of our students on a monthly basis
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Social evaluations of referred students • School based support team's social worker will provide mandated counseling in Spanish
At-risk Health-related Services:	<ul style="list-style-type: none"> • Health insurance enrollment fair • Immunization services provided by mobile health van in partnership with Morris Heights Health Clinic • Vision and hearing screenings provided by partnership with Morris Heights Health Clinic • Primary health care provided by mobile health van in partnership with Morris Heights Health Clinic

**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.

**INTERNATIONAL COMMUNITY HIGH SCHOOL
SCHOOL-PARENT/GUARDIAN COMPACT
& PARENT/GUARDIAN INVOLVEMENT PLAN
2010-2011**

International Community High School and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

What is the mission of International Community High School?

Our mission is to guide new learners of English through development of the linguistic, intellectual, cultural and collaborative skills necessary for academic, professional, and personal success.

REQUIRED SCHOOL-PARENT/GUARDIAN COMPACT PROVISIONS

School Responsibilities

International Community High School will:

PROVISION 1: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

International Community High School uses its own teacher-generated curriculum. This curriculum has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The social studies, science and English curriculum are organized two ways. First, there are teaching teams in which these three disciplines are organized. Math is organized in a sequence: Basic Numeracy, Pre-Algebra (if needed), Integrated Algebra, Geometry, Algebra II/Trigonometry and Pre-calculus/Calculus through College Now. Students who enter ICCHS as freshmen must pass eight semesters in order to graduate. It often takes students longer than four years to graduate from ICCHS. Whenever a student does not pass a class solely on the basis of a low level of English, he/she will receive an incomplete (X) grade. This X does not award the student credits, but also does not negatively affect a student's grade point average.

The second way that the curriculum at ICCHS is organized is by level. Our school is organized into two levels. Students move up from one level to another after acquiring the necessary skills, knowledge and English to move on. Not only do students need to pass their courses in order to be promoted, but they also need to pass a written portfolio and presentation. Level One, called the Junior Institute, includes both the ninth and tenth grades. Students need to have at least two years of high school credits, pass their cluster portfolio and demonstrate that their English is proficient enough to start Level Two work in order to move up to Level Two. Level Two, called the Senior Institute, includes eleventh and twelfth grades. Students need at least four years of high school credits and to pass their graduation portfolio in order to leave Level Two and graduate. In addition, all ICCHS students are required to pass five Regents exams (English, Living Environment, Integrated Algebra, American History and Global History & Geography).

The instruction at ICCHS is student-centered. While teachers do give notes and tests, much of the learning comes from the students themselves. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

Classes at ICCHS are small. They have between 18 and 26 students. Most classes are over 60 minutes to allow students to maximize what they can experience in a given class. Teams comprised of five teachers instruct the same 70-80 students each day. This allows teachers to get to know their students and to work together to best teach and support them. Students often work in groups. These groups are designed to help them to learn English better, a particular topic or skill and/or to get to know and work with others.

ICCHS offers several arts opportunities for students. In addition to the four core subjects, each team has an arts-related class, which could be visual arts or theater. These classes meet weekly. ICCHS also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their peers. Teachers facilitate discussions to help students to understand each other's opinions and discourage intolerance. In most classes, students write journals in which they are asked to explore their own value systems. In all classes

students learn how to get along in groups and often make friends across cultures, races and religions.

Students at International Community High School graduate by portfolio and also by passing the required Regents exams. During their senior year, students put together a collection of their best work. This includes a personal statement for college applications, resume, research paper, a literary essay, a science experiment, a math project, and some students also choose to include a creative piece, a native language project and a work experience/internship piece. After writing reflections on their high school experience as well as on each piece in their portfolio, students hand in their portfolios to be evaluated. If a student passes the written portfolio piece within their class, he/she must defend his/her work at a presentation.

PROVISION 2: Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

- The Fall Parent Teacher Conferences will take place on October 27th from 5 pm to 8 pm and October 28th from 1 pm to 4 pm.
- The Spring Parent Teacher Conferences will be on March 29th from 5 pm to 8 pm and March 30th from 1 pm to 4 pm.
- Parents can also come to school to meet with teachers, staff members, and the principal at other times when the need arises.
- Many parents come to special events, cultural functions and open houses found on the Family Calendar.

PROVISION 3: Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Families will receive progress reports for six marking periods each year. The second, third, fifth, and sixth progress report last report will be mailed out; however, the first and fourth progress reports must be picked up in person. Also at the beginning of February and end of June, families will receive the portfolio presentation grade on the portfolio rubric. The rubric is translated into all of the native languages, that have a written form, represented in our school.

PROVISION 4: Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The partnership between parents and school staff is vital to ICHS's success. Communication is the key to this partnership. Because ICHS parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach ICHS parents. Parents can call the school at (718) 665-4128 from 8:30 am to 4:30 pm. Teachers at ICHS speak many languages and it is often fairly easy to get an interpreter. However, if someone who speaks English well is available at

the parent's home, it is advised that this person be nearby when a parent-who doesn't speak English-calls the school. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call.

At the start of a child's education at ICHS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the Family & Teacher association.

Parents are informed of monthly events via the parent calendar, which is sent home through students once every semester. Through this calendar, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators. Also during the year, parents are invited to events. The International Winter Festival and the Spring Talent Show are two examples. Parents are also repeatedly encouraged to participate in the parent association.

ICHS would like to expand and improve its relationship with parents. There are several objectives that would help ICHS to reach this goal. ICHS is hoping that parents will use the school to access to information through ARIS. ICHS would like to reach more parents through well-planned and productive meetings; therefore, we have decided to have monthly Family Teacher Gatherings where students can spend time with their teachers working on activities while parents and other family members attend workshops in several languages and participate in a luncheon. They would enable parents to become more informed-and to contribute to a discussion about policies, levels, grades and other issues.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Families are invited to volunteer, participate, and observe their child's class as long as an appointment is made with your child's teaching team. We also very much encourage families to see their child performance at two portfolio presentations per year.

PARENT/GUARDIAN RESPONSIBILITIES

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

- Monitoring attendance and punctuality
- Making sure that homework is completed
- Making sure my child is appropriately dressed according to the dress code
- Making sure my child practices reading, writing, and speaking in English and native language(s). We will especially make sure that our child develops more academic vocabulary in the native language(s)
- Monitoring amount of television my child watches
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, the School Leadership Team or other school advisory or policy groups

What are the ICHS parents' responsibilities in terms of supporting their children's learning?

Parents play an essential part in the education of students at ICHS. Support for their children and the school is vital to its very success. Parents are involved in their children's learning through monitoring their attendance, discussing school and schoolwork, visiting with teachers and participating in school functions and events.

It is a parent's responsibility to ensure that a child arrives to school on time each and every day that he/she is well enough to come. In the event of illness or in an emergency, parents inform the school in writing of the reason for the absence. While ICHS staff informs parents of attendance and punctuality, it is the parent only who can truly monitor the situation from the home.

ICHS parents talk to their children about school and what they have learned. Parents ask their children about homework assigned and check to see that it was completed.

ICHS parents discuss with their children events at school, teachers and the work that they are doing in class. If parents have questions about a particular project or assignment, they can call the school. Whenever they need homework help, they can call the U.F.T. (teachers' union) Homework Help Hotline at (212) 777-3380 which has help in many different languages.

Parents can support their children's learning. By providing their children with a quiet place and time for studying, parents help to create an environment at home that encourages studying and learning. Parents can also help their children by supporting native language learning. Not only do parents speak to their children in their native languages, they can also provide reading and writing opportunities in that language.

Parents can model for their children by reading to them in their native languages and/or English. Parents of ICHS students also help reinforce the positive values and social attitudes that are encouraged in school. Being the role models that they are, ICHS parents support their children by spending time with them. ICHS parents come to parent-teacher conferences to meet with teachers to discuss their children's progress. Parents also come to school to meet with teachers, staff members, and the principal at other times when the need arises. Many parents come to special events and cultural functions.

It is the parent's responsibility to make sure that their children are provided with the basic necessities needed in order to function in school. Parents make sure that their children come to school clean, dressed properly and healthy.

STUDENT RESPONSIBILITIES:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- keep track of my learning outcomes using the JumpRope system
- 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
- approach other languages and ethnic groups with openness and tolerance
- always try my best to learn content, language and skills in each class

**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 Corinne Rello / Cynthia Kerr	District 07	Borough Bronx	School Number 334
School Name International Community High School			

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

Principal Berena Cabarcas	Assistant Principal Jessica Gallager
Coach Lisa Anslander	Coach Neil Somerfeld
ESL Teacher Hugo Lanchipa	Guidance Counselor Maria Park, Sarah Joseph
Teacher/Subject Area Amber Dawn / Spec. Ed	Parent Adriana Liriano
Teacher/Subject Area Aristides Uy / Math	Parent Coordinator Ousseynou Ndiaye
Related Service Provider type here	Other Yadira Echevarria
Network Leader Cyndi Kerr	Other Ida Lopez

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	8	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	394	Total Number of ELLs	370	ELLs as share of total student population (%)	93.91%
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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 intake process is lead by Hugo Lanchipa our ESL Coordinator. The school staff who are present while parents fill out the registration forms are ESL Coordinator Mr. H. Lanchipa, who is bilingual in English and Spanish, ESL certified teacher Mr. S. Rahman, who is bilingual in English and Bengali, school counselor Ms. M. Park, who is bilingual in English and Spanish and parent coordinator Mr. O Ndiaye, who is multilingual in English, French and Wolof. If a parent and/or student speak a language other than English, French, Wolof, Bengali or Spanish, the ESL teacher conducting the interview will use over the phone translation to communicate with the parent and or student.

When a family arrives, they are welcomed by our parent coordinator and guided to meet any of the staff in charge of conducting the registration process. Each family is assigned to one staff member, who is responsible for conducting the whole registration process, under the supervision of the ESL Coordinator.

Among the registration forms is the Home Language Identification Survey (HLIS), which is conducted or supervised by the ESL Coordinator. Once the parent has completed the HLIS, the ESL Coordinator make an informal oral interview with the student and parents to ensure that the HLIS has been completed properly, to verify that the students is an ELL and also to determine each student's OTELE Alpha code. Any student, whose OTELE Alpha Code is anything other than English and has recently arrived to NY State, is registered to take the Language Assessment Battery-Revised (LAB-R) test. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) and placed in an ESL class. This test is conducted within the first 10 days of the student school entrance by the ESL Coordinator.

For students whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R, we conducted the Academic Language and Literacy Diagnostic (ALLD) which measures the student Spanish literacy in order to determine if the student is a candidate for the Bridges program. This test is conducted within the first two weeks of school by the ESL Coordinator. We have found this tool to be more useful than the Spanish Lab-R that we no longer administer.

During spring, based on the ATS report NYSESLAT Combined Modality Report (RNMR) and the Current ELL Report (RELC) , we identify the students who have not yet tested proficient on the previews NYSESLAT or LAB-r and who should be administered the present NYSESLAT exam. The test taking is supervised by our ESL Coordinator and the Assistant Principal. Due to the fact that more than 90% of ICHS students are considered ELL, the exam is administered through the whole school by all classroom teachers, who also rotate through the responsibility of administering the speaking portion of the test. Prior to the NYSESLAT being administered, training on all four components of the NYSESLAT is provided to the teachers to ensure reliability and accuracy. Two days before the test, the ESL Coordinator with the Assistant Principal prepares all the test packets containing the student booklets, answer sheets, teacher booklets and pencils. Also they make the students list for all the classes and announce the special schedule for the day of the test to the whole school. On the day of the test the ESL Coordinator dedicates entirely to coordinate the administration of the test. Each teacher receives their test packet with the classroom list and proceeds to start the test at the beginning of the day. The ESL Coordinator visits all

classrooms to ensure that all parts of the test are completed and receive the packets from each teacher at the end of the test. Once the results of the examination are available, they are shared and discussed with team teachers to analyze the results.

2) During registration, the ESL Coordinator explains to the parents, in their native language, about the power they have to choose the English teaching program for their children. He also explains the main characteristics of the three different programs: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Then, parents of the new students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. Where possible, parents and students are also encouraged to visit a classroom or meet with current students to provide a better understanding of our school program. During this time the ESL Coordinator is available to answer any questions regarding the different programs.

After watching the video parents are asked to fill out the Program Selection Form. Those who do not select the freestanding ESL model are explained the **This school serves the following grades (includes ELLs and EPs)** program but if there are a minimum of 20 parents within a grade level, who request a different **Check all that apply** offering that type of program. If a parent still wants to put the student in a different program check to the enrollment office to assist them in locating a school with Transitional Bilingual Education or Dual Language programs. Program Selection forms are collected and photocopied, the originals are filed in the students' cumulative folder and the copies are filed in the ESL office by the ESL Coordinator.

If by any chance the placement form hasn't been filled, the ESL Coordinator contacts the parents and encourages them to visit the school at any school day to fill the form. Also the school schedules a parent orientation on the Program selection choices during the first two monthly Parent Teacher Association meetings. At this meetings the ESL Coordinator inform the parents of the program choices and ask them to make their selection on the Program Selection Form, however, if they do not make it to the Parent Orientation, the forms are mailed to the parents by the ESL Coordinator. Translators are available on site to assist parents with these conversations and whenever is possible, the parents receive all documents translated to their native language. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents know about it and filled the parent selection form.

3) Within the first two months of school Entitlement letters are mailed home by our Assistant Principal, Jessica Gallagher. Those letters inform parents of their child's status and eligibility as an English Language Learner. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non- Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Copies are kept in each student's file and in the ESL Office.

4) As ICHS only offers a freestanding ESL program, within the first two months of school, placement letters are mailed home by our Assistant Principal, Jessica Gallagher. Those letters inform parents that their child's have been placed in an ESL instructional program. During registration and through the rest of the year, extensive counseling and guidance is given to parents in their native language about the nature of our ESL programing, ensuring that parents and families understand that we don't have a Bilingual program in the school. Along with the placement letters, continued entitlement letters are mailed home. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Copies are kept in each student's file and in the ESL Office.

At the end of their first year, the ESL coordinator follows up with the families who originally selected another program, to update the Parent Selection Form. If needed, meetings are held with families who indicated they would still like to enroll their child in another program. They are then referred to other schools that reflect their desired learning program. Currently any family that requests a Bilingual placement is placed on a list that remains with the ESL Coordinator. The school had never had 20 students in one grade requesting this service.

5) ICHS offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms, the trend by parents is to choose the ESL program. In the present year, only 4 out of 65 families of the new students had chosen the Bilingual program as their first choice.

None of them chose the Dual Program and no families of the current students chose to move to another program.

6) Program models offered at ICHS reflect the needs of students and parent requests where possible. Every effort is made to include parental and familial participation in the educational program through dialogues and information collected at SLT meetings, parent and Family Workshops and Parent-Teacher conferences.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										53	115	98	47	313
Push-In														0
Total	0	0	0	0	0	0	0	0	0	53	115	98	47	313

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	313	Newcomers (ELLs receiving service 0-3 years)	263	Special Education	9
SIFE	50	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	263	26	5	44	23	2	6	1	2	313
Total	263	26	5	44	23	2	6	1	2	313

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										42	83	66	28	219
Chinese														0
Russian														0
Bengali										2	6	1	1	10
Urdu														0
Arabic										4	5	2	3	14
Haitian											1	6		7
French										2	8	15	9	34
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	12	8	6	29
TOTAL	0	53	115	98	47	313								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.

a) All language development is through the content areas (Departmentalized). The organizational model of the school is a Junior Institute, comprised of the 9th and 10th grade students and a Senior Institute, comprised of 11th and 12th grades. Classes are grouped heterogeneously within each Institute, with 9th and 10th grade students in classes together and 11th and 12th grade students in class together. The purpose of this program allows second year students to assist incoming students with language and content development. In the Senior Institute, students are working towards completing their Regents graduation requirements and their Graduation Portfolio. The 2 year content sequences in each Institute allow students to access content as their language develops. Students who need additional support receive Pull-Out on a daily or weekly basis. Bilingual Paraprofessionals are assigned to half of the classes and travel with students as a means of assisting their language development.

b) The program model is Heterogeneous Block. Students are grouped in mixed grade classes (9th and 10th grade or 11th and 12th grade) that reflect diversity in level of language and skill level to provide an inherent structure of support. Students travel together to core content classes but have the flexibility to join homogeneously grouped (by skill level) academic intervention classes, and are also grouped heterogeneously for gym electives (according to student choice).

2. ESL instruction is embedded within our content area classes. Each teaching team is composed by an English, math, science and social studies teacher. Each team is assigned a minimum of 1 certified ESL teacher. Additionally, the students receive further ESL assistance in their intervention classes, visual arts classes (taught by an ESL certified teacher), and drama classes.

Students daily schedule consist of six teaching periods of 60 minutes each. Four periods are committed to the main content classes (English, math, science and social studies). One period is dedicated to an academic intervention class and the remaining period is dedicated to gym electives, visual arts, drama and advisory classes.

In other words, through our content-based ESL instruction, each English, social studies, science, and math class meet five times a week for 60 minutes each. That makes 300 minutes per week but only 180 minutes are required for credit in the content area. The remaining 120 minutes supports ESL instruction which makes a total of 480 minutes per week of ESL instruction coming from the content classes. Students are grouped in academic intervention classes according to skill needs, with these classes occurring daily for 60 minutes each, which totals 300 minutes per week. Also note that native language supports are promoted in every single classroom. We have a firm belief that the use of the native language to access English language and concepts accelerate mastery of social and academic English.

A. Programming and Scheduling Information

a) All students are programmed to have the mandated number of minutes of ESL, actually at ICHS we surpass the required minutes in each category. All ELLs classified as Beginners are required to receive a minimum of 540 minutes of ESL per week. Through our model Beginners receive 240 minutes of ESL through the Humanities classes, 240 minutes through Math/Science classes and 300 minutes through daily academic intervention periods. Those classified as Intermediates require a minimum of 360 minutes of ESL per week. Through our model Intermediates receive 240 minutes of ESL through the Humanities, 240 minutes through Math/Science and 300 minutes through daily academic intervention periods. Those classified as Advanced receive 180 minutes of ESL per week through the content areas and are able to engage in higher level instructional classes through academic intervention periods and extended learning opportunities such as credit-bearing College Now classes..

3. At ICHS all classes implement the ESL instructional model. In order to do that, ICHS employs the Internationals Network for Public Schools' model in its approach to educating ELLs: The Internationals' pedagogical approach to educating English language learners is based on a Sheltered English Instruction model and has five major tenets:

- Heterogeneity and collaboration: content area classes are heterogeneous and have collaborative structures, such as group inquiry projects that build on the strengths of each member of the school community to optimize learning.
- Experiential learning: students engage in meaningful investigative processes with real-life applications, including internships and service learning.
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program. Academic language and content is infused through every content area, including literacy supports being present in all classrooms.
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects. Pedagogues also work collaboratively with one another to maximize student achievement.

Using these reference points content is delivered in a way that meets the needs of all ELLs. This model allows for ELLs to have multiple access points to content materials, including through project-based inquiry learning. All content instruction is in English with Native Language supports available in all classrooms, age and level appropriate. All classes have dictionaries in many languages, all teachers allows the use of electronic translators and allows the use of native language in class using other students as translators. The INPS philosophies creates a learning environment where NL is seen as an asset, and the heterogeneous model allows students to access content in either their NL (through instructional and peer supports) or in English, while developing content knowledge and language skills. ESL teachers support the content area teachers in developing their materials by sharing with them ESL strategies and forms.

4. New students are thoroughly screened during enrollment and in the first two weeks of school using reading and writing assessments in their native language. Based on the assessments rubrics, the student's literacy levels are determined. Additionally, the Spanish version of the Academic Language and Literacy Diagnostic (ALLD) is administered to all the new students with a home language of Spanish, to determine reading and writing literacy grade level.

5.

A) Teachers differentiate for SIFE in accordance with an individual student's needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills, being the SIFE ELLs generally categorized in the lowest level. The materials teachers create for class instruction (Activity guides) are also differentiated in those three levels according to the expected performance of these students. For the math area we have a numeracy pull out program for those students demonstrating the biggest gap in numeracy skills and knowledge. The numeracy program is aligned with the math schedule to allow students to obtain targeted intervention during their regularly scheduled math period. Once SIFE students matriculate to 10th grade, the pressure to perform at an academic level that will allow students to meet all graduation requirements increases. For this reason we offer Wilsons as a literacy intervention for SIFE and LTELLs who have gained oral English skills but struggle to progress with their literacy and thus are unable to pass courses and progress. Wilson's classes run at four different levels, one hour a day for each level.

A. Programming and Scheduling Information

New students during enrollment and in the first two weeks of school are thoroughly screened using reading and writing assessments in addition to the Oral Interview Questionnaire and ALLD (where appropriate) to determine SIFE with the highest academic needs. Those students were registered in our intensive literacy and numeracy program for 9th graders (Bridges Program) which will more fully prepare these students to access materials covered in later grades and close the gap between these students and their peers, allowing them a greater chance of academic success and reducing the risk of dropping out. Students will work in a smaller class size (fifteen to twenty students versus approximately thirty in ‘regular’ classes), allowing for teachers to give more individualized attention. Historically these students have required additional time in school, either five or six years versus four. Due to the overwhelmingly large gap between SIFE and other students in their heterogeneously grouped classes, even with additional time several students still struggle and often make very slow or little progress at all. It is expected that Bridges will provide these students with the foundational literacy and numeracy skills needed to perform competitively with their peers in the years following the completion of their Bridges year.

In general SIFE students are supported through several initiatives and programs in the school:

- i. Level appropriate native language materials in content classes.
- ii. Small group numeracy instruction
- iii. Small group literacy instruction
- iv. After school instruction
- v. Summer school enrichment
- vi. Daily content-specific interventions
- vii. Bridges Program

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
B) Upon entering ICHS, all students will have been in the USA for less than 4 years. The majority of our newcomers are in 9th and 10th grade. Teachers differentiate for newcomer ELLs in accordance with an individual student’s needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills. The materials teachers create for class instruction are differentiated to meet the needs of each level.	100%	75%	50%
independent reading books for students to use.	100%	75%	50%
In order to fast-track their English and content knowledge and have them make the gains necessary for graduation and successful completion of Regents examinations students are in most. The following third period interventions and supports are provided:	100%	75%	50%
ii. Level 2 literacy	100%	75%	50%
iii. Level 3 literacy	100%	75%	50%
iv. ESL: Oral skills development	100%	75%	50%
v. Global Studies	100%	75%	50%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

- ix. Advanced Art
- x. Technology
- xi. SETTS (mandated students)

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. ICHS offers the following targeted intervention programs for all students including ELLs. The programs run daily for 60 min each:

- i. Level 1 English literacy (Target ELL Beginner level - Newcomers)
- ii. Level 2 English literacy (Target ELL Intermediate Level -Newcomers)
- iii. Level 3 English literacy (Target ELL Advanced level + Long term ELLs)
- iv. ESL: Oral skills development through theater arts (Target Beginner and Intermediate level)
- v. Global Studies (Regents Prep Class)(Target Intermediate and Advanced Level ELLs+ Long term ELLs)
- vi. Pre-Algebra (Enhance Pre-Algebra skills) (Target Beginner and Intermediate level - Newcomer)
- vii. Algebra (Math regents prep) (Target Intermediate and Advanced level + Long term ELLs)
- viii. Living Environment (Labs and Regents Prep) (Target Intermediate and Advanced level + Long term ELLs)
- ix. Advanced Art (Target Advanced level - ELLs receiving 4 to 6 years)
- x. Technology (Computer knowledge)(Target Intermediate and Advanced level – ELLs receiving 4 to 6 years)
- xi. SETTS (IEP mandated instruction) (Target ELL-SWDs)
- xii. SIFE Bridges (Target SIFE, ELL Beginner)
- xiii. Wilson Reading (Enhance English Reading skills)(Target SIFE, ELL intermediate -Newcomer)

All interventions are offered in English with native language supports. Interventions also include small group instruction to address social-emotional issues (such as aggression and retention issues) and in-class supports as designed by the students' teaching teams such as additional native language materials.

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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D. Professional Development and Support for School Staff

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

1. To enable teachers to constantly monitor student progress and adjust their instruction accordingly professional development happens in a variety of ways, encouraging vertical and horizontal alignment and continuing development of second language acquisition, literacy and numeracy instructional skills amongst all teachers. This continued refinement of professional skills is creating a strong professional team who are able to provide a variety of in-class supports for SIFE. With this focus in mind, professional development occurs at the following levels: team, department, department heads, interdisciplinary, staff-wide, and administrative.

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All staff also have the opportunity to participate in professional development courses offered by outside organizations such as QTEL or Bard College partnership (teachers) and through NYCDOE (teachers, paraprofessionals, support staff and administrative personal).

2. Staff are trained to assist students as they transition to high school from middle school. During the professional development prior to the start of the school year, the school Guidance Counselors review strategies and techniques to assist students with their transition. All staff are trained on using the Pre-Referral Intervention Manual, which provides strategies all staff members can use to address academic or emotional needs. Instructional methods are developed and discussed during weekly meetings lead by the guidance staff. Additionally, this year ICHS continue instructing the College Summit Curriculum for 11th and 12th graders. This curriculum is designed to help students transition towards a college and career path. The advisory class for 9th and 10th graders familiarizes younger students with the college application process and demands career exploration but most importantly, stresses the cultural sensitivity as students acclimate to a new school and country.

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E. Parental Involvement

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

1. Parents are involved in multiple aspects of the school. In addition to ICBS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the

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2. ICHS partners with the following organizations to provide support and workshops to parents: Morris Heights Health Center, Aspira, Partnerships for Children, College Summit, Sauti Yeti and Tagai mentoring. The Morris Heights Health Center provides medical services to students during the school day and is a resource for all families. Aspira provides internships for students and incorporated families into the programs. Tagai provides 1-1 mentors to the students and has met with parents to explain the goals of the program. Partnership for Children runs workshops on topics such as stress relief for care givers and positive discipline. All these organizations provide their own translators and in case is required our staff translators are on hand to support any translation required.

3. An interview is conducted with parents upon enrollment at the school. During this time, information is gathered about concerns and needs of the parents and families. Information about parents needs are assessed on an ongoing basis throughout the school year using in house developed surveys and forums at Family Workshops, SLT meetings, Parent-Teacher conferences and by evaluating the results of the Learning Environment survey. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Parent coordinator is responsible for organizing these meetings, proposing a meeting agenda, gathering information about concerns and needs from parents during enrollment and school meetings.

4. During all meetings, translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed. To accommodate parents with low native language literacy, all written translated literature is also orally communicated through phone calls home made by translators. Parents are able to reach school staff in person or by phone from 8am - 6pm and Saturday Family Workshops provide access for parents not able to attend the school site during the week. In addition to school concerns, ICHS is also able to provide referrals for health and legal services to parents.

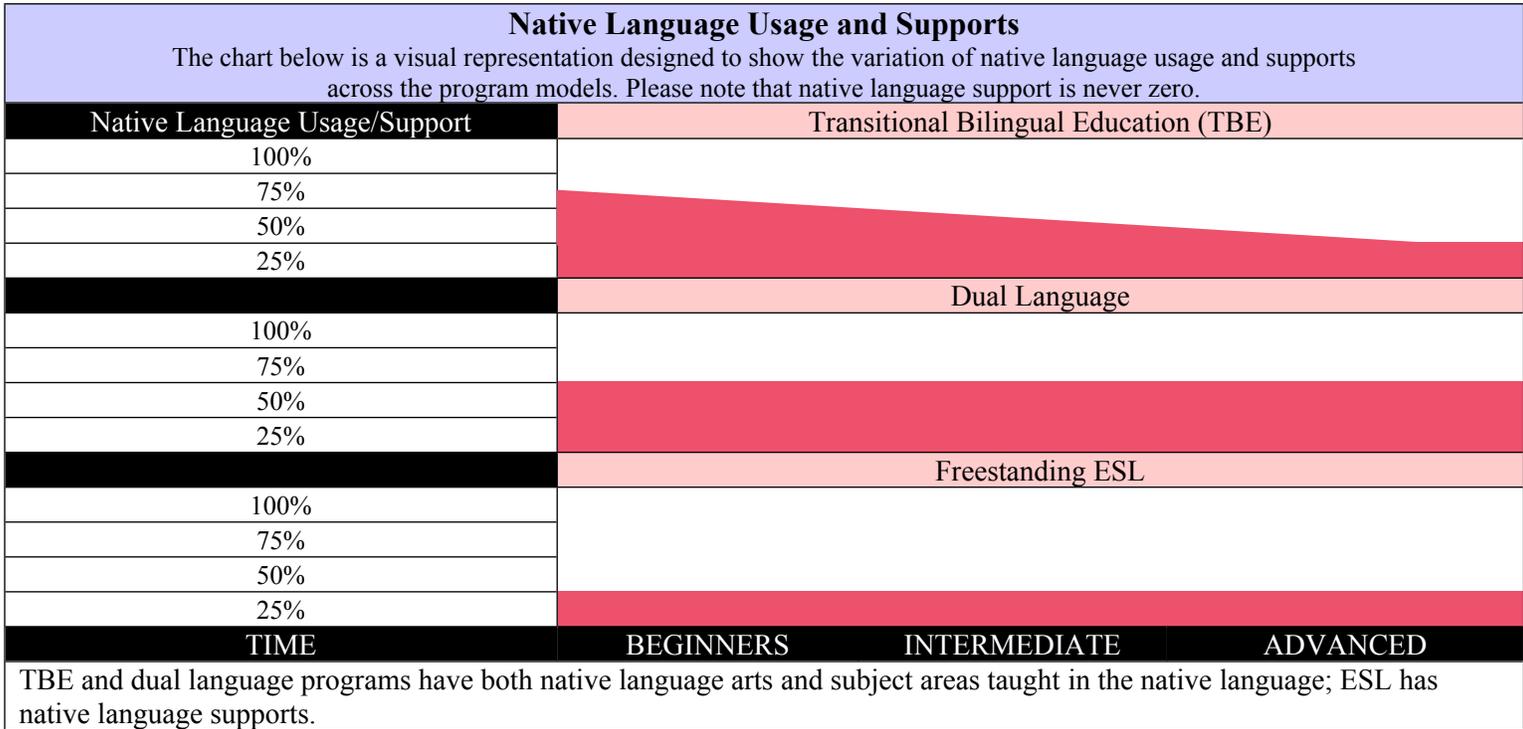
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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D. Professional Development and Support for School Staff

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

1. To enable teachers to constantly monitor student progress and adjust their instruction accordingly professional development happens in a variety of ways, encouraging vertical and horizontal alignment and continuing development of second language acquisition, literacy and numeracy instructional skills amongst all teachers. This continued refinement of professional skills is creating a strong professional team who are able to provide a variety of in-class supports for SIFE. With this focus in mind, professional development occurs at the following levels: team, department, department heads, interdisciplinary, staff-wide, and administrative.

Staff shares curriculum and resources to improve student achievement and access to content. All teachers attend a week long in-school professional development prior to the beginning of the school year. Additionally, all teachers are invited to attend a 2 day PD at the International Networks for Public Schools. During these workshops, teachers review ESL strategies, discuss curriculum, and share best practices.

During the school year professional development (always focused on the needs of ELLs) happens in the following ways:

- 120 minutes per week within teaching teams, focused on interdisciplinary instructional strategies and social and emotional supports (all teachers and paraprofessionals)
- 60 minutes per week within departments (all teachers)
- 60 minutes per week with various topics of focus (driven by pedagogic and administrative needs), once a month specifically pertaining to literacy development for ELLs (all content area and ESL teachers, ESL Coordinator and paraprofessionals)
- 60 minutes per month (minimum) of inter-visitations/observations at team or department level (all teachers)
- 60 minutes per week with team teacher leaders focusing on interdisciplinary instructional strategies (1 teacher per teaching team, assistant principal, guidance counselors and key administrative staff)
- 45 minutes per week regarding school wide leadership strategy and logistics (Assistant Principal and key administrative staff)
- 120 minutes per month for content specific strategy and logistics (department heads, assistant principal and key administrative staff)
- 45 minutes per week for support staff strategy and logistics (assistant Principal and support staff)

All staff also have the opportunity to participate in professional development courses offered by outside organizations such as QTEL or Bard College partnership (teachers) and through NYCDOE (teachers, paraprofessionals, support staff and administrative personal).

2. Staff are trained to assist students as they transition to high school from middle school. During the professional development prior to the start of the school year, the school Guidance Counselors review strategies and techniques to assist students with their transition. All staff are trained on using the Pre-Referral Intervention Manual, which provides strategies all staff members can use to address academic or emotional needs. Instructional methods are developed and discussed during weekly meetings lead by the guidance staff. Additionally, this year ICHS continue instructing the College Summit Curriculum for 11th and 12th graders. This curriculum is designed to help students transition towards a college and career path. The advisory class for 9th and 10th graders familiarizes younger students with the college application process and demands career exploration but most importantly, stresses the cultural sensitivity as students acclimate to a new school and country.

3. Teachers attend a 5 day, 6 hr per day professional development prior to the start of the school year. Additionally, teachers are invited and encouraged to attend a 2 day workshop held by the Internationals Network for Public School. Teachers continue to attend workshops throughout the year that are relevant to their content area or to further their pedagogy. Records of this activities (Pd attendance list or table of contents of the PD session), are held by our school secretary who is in charge of provide any per session if it applies.

E. Parental Involvement

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

1. Parents are involved in multiple aspects of the school. In addition to ICHS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the

E. Parental Involvement

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4. How do your parental involvement activities address the needs of the parents?

1. Parents are involved in multiple aspects of the school. In addition to ICHS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Phone calls and fliers in multiple languages are used to notify parents of meetings. Twice per year, parent-teacher meetings are held. Student rubrics are translated into their native languages and DOE and staff translators are on site to assist with any conversations. Parental involvement in the school is high, with over 480 family drop-ins since September 2010. There is also an interactive ARIS center made available for students in the main office where staff are available to translate when necessary. Parents are also present during student portfolio presentations and make classroom visits.

2. ICHS partners with the following organizations to provide support and workshops to parents: Morris Heights Health Center, Aspira, Partnerships for Children, College Summit, Sauti Yeti and Tagai mentoring. The Morris Heights Health Center provides medical services to students during the school day and is a resource for all families. Aspira provides internships for students and incorporated families into the programs. Tagai provides 1-1 mentors to the students and has met with parents to explain the goals of the program. Partnership for Children runs workshops on topics such as stress relief for care givers and positive discipline. All these organizations provide their own translators and in case is required our staff translators are on hand to support any translation required.

3. An interview is conducted with parents upon enrollment at the school. During this time, information is gathered about concerns and needs of the parents and families. Information about parents needs are assessed on an ongoing basis throughout the school year using in house developed surveys and forums at Family Workshops, SLT meetings, Parent-Teacher conferences and by evaluating the results of the Learning Environment survey. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Parent coordinator is responsible for organizing these meetings, proposing a meeting agenda, gathering information about concerns and needs from parents during enrollment and school meetings.

4. During all meetings, translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed. To accommodate parents with low native language literacy, all written translated literature is also orally communicated through phone calls home made by translators. Parents are able to reach school staff in person or by phone from 8am - 6pm and Saturday Family Workshops provide access for parents not able to attend the school site during the week. In addition to school concerns, ICHS is also able to provide referrals for health and legal services to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									41	75	20	0	136

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	36	67	35	148
Advanced (A)										2	4	11	12	29
Total	0	0	0	0	0	0	0	0	0	53	115	98	47	313

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										27	45	6	0
	I										18	51	57	11
	A										8	14	30	26
	P										0	5	5	10
READING/ WRITING	B										38	61	18	0
	I										12	50	69	34
	A										3	4	11	11
	P										0	0	0	2

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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	60		30	
Integrated Algebra	122		68	
Geometry	11		7	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	5		1	
Earth Science				
Living Environment	123		66	
Physics				
Global History and Geography	151		33	
US History and Government	55		33	
Foreign Language				
Other <u>Spanish</u>	28		28	
Other <u>French</u>	7		7	
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?

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.

Part VI: LAP Assurances

School Name: International Community HS		School DBN: 07X334	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berena Cabarcas	Principal		12/13/11
Jessica Gallagher	Assistant Principal		12/13/11
Ousseynou Ndiaye	Parent Coordinator		12/13/11
Hugo Lanchipa	ESL Teacher		12/13/11
Adriana Liriano	Parent		12/13/11
Amber Dawn	Teacher/Subject Area		12/13/11
Aristides Uy	Teacher/Subject Area		12/13/11
Lisa Anslander	Coach		12/13/11
Neil Somerfeld	Coach		12/13/11
Maria Park	Guidance Counselor		12/13/11
Cyndi Kerr	Network Leader		12/13/11
Yadira Echevarria	Other <u>Community Coord</u>		12/13/11
Ida Lopez	Other <u>Secretary</u>		12/13/11
	Other		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: 07X334 **School Name:** International Community High School

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

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

All of students entering International Community High School come from families who are recent immigrants and have been in the US for fewer than 4 years at the time they apply. Due to this admission policy, it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 27 countries and speak over 20 different languages. The six largest language groups represented in our school are Spanish, Fulani, Arabic, Bengali, French, and Mandingo. Because the native speakers of Fulani and Mandingo seldom read those languages, and come from Francophone countries, written documents are translated into French, but oral interpretation is provided in Fulani by our parent coordinator, and Mandingo through translation services if communication in French is not possible. We have other staff members who speak Spanish, Arabic, French and Bengali. When even more interpretation services are required for special events, we contract with interpretation services sponsored. Our flyers and school messenger services are also provided in a variety of languages.

This information is reported to our parents and the school community through our School Leadership Team. It is also a part of our School Parent Compact and School Parent Involvement Policy which are created together with our parent representatives. These documents are

distributed to parents in a through the Parent Association as well as through our parent orientations offered twice per year for new students.

Part B: Strategies and Activities

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

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, French, Bengali and Arabic, and other languages as the need arises.

International Community High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, French, Wolof, Fulani, Arabic, Tagalog and Chinese. Our staff members have been very willing to help out by providing written translations whenever possible. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eight International High Schools who are able to share resources and written translations when necessary. When a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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

We will utilize the DOE translation services to reach out to the parents in a variety of languages via telephone to meet the needs of our parents. We also use DOE vendors to provide in-person oral interpretation in all represented languages during our parent teacher conferences

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

International Community High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. The Parent Coordinator and guidance counselor hold an orientation session for new parents as they enroll their students in the school which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: International Community H.S.	DBN: 07X334
Cluster Leader: Corrine Rello Anselmi	Network Leader: Cindi Kerr
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 375 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: 27 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 21

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 International Community High School, we utilize a content-based ESL program for our recent immigrant ELL students. Teams of teachers (four or more on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies, strategies for language development and support of the native language. All of our ESL teachers are fully licensed and all of our content area teachers receive more than 10 hours of ESL training annually. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. Native language is incorporated into lessons and projects in various content areas are a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. All core academic classes (English literature, math, science, social studies, and the arts) meet five times weekly for 60 minutes each. We serve approximately 360 students who are recent immigrants with fewer than four years in the United States.

Our ELL students have the opportunity to enhance their English further through participation in language-rich after school programs designed to meet their unique linguistic needs. Our newest ELLs gain further support through before and after school tutoring, special literacy and math electives. In addition, our school has been able to obtain a SIFE grant to provide extra supports for our growing SIFE population.

After School programs

The Title III program provides English Language Learners with supplemental instruction beyond our Extended School Initiatives. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers will be paid per session rate. In addition to providing an extended day to maximize the amount of in-school ESL and content instruction, ICHS also offers rigorous after school instruction across all major content areas:

- Intensive Math (all grades)
- Intensive American History (11th and 12th grades)
- Intensive Interdisciplinary Literacy Development (9th and 10th grades)

Part B: Direct Instruction Supplemental Program Information

- Intensive Living Environment (10th, 11th and 12th grades)
- Literacy through the Arts (all grades)
- Bengali Academic Language Support Group (all grades)

The after school/before school programs will serve to better focus student skills and content knowledge directly relating to areas that need attention, in order to better prepare participating students to pass required examinations and meet grade promotion requirements, ensuring on-track grade promotion and course pass rates. Each program is focused around supporting our ELLS in developing the skills necessary to be successful in school and beyond with Math, American History and English Language Arts programs including skills that will prepare students for the relevant Regents examinations:

- Multiple choice test strategies
- Using reading skills to decode text and questions
- Interpreting and analyzing critical documents
- Visual literacy
- Essay planning and writing
- Test taking strategies and approaches
- Using academic language effectively

Intensive Math

The after school Intensive Math will be offered twice a week, for two two hour session. Students in this group receive instruction delivered by Hugo Lanchipa, an ESL certified Math teacher with an extensive background and knowledge. Hugo Lanchipa is a graduate of the International Network's iStart program, which provides their fellows with extensive training in ESL teaching strategies with proven effectiveness in International Schools. As a math teacher who also has considerable applied experience and is also bilingual (Spanish), Mr. Lanchipa is able to draw on a multitude of skills and resources to engage his students. The primary focus for instruction in this class is preparing students for the Algebra Regents Examination. Students use reading strategies and practical math application strategies to build their skills and are offered the additional support of a bilingual teacher who is able to help them transfer skills from their native language to English.

In addition to supporting our student's goals for academic success, this class is intended to support the math department goal of increasing the passing rate for the Math Regents Examination. In order to balance Mr. Lanchipa's ESL skills and continuing ESL training, Mr. Lanchipa will receive support in the form of an ongoing series of professional development with a math specialist who will focus on numeracy strategies for ELLS, specifically relating to Regents strategies and preparation. The professional development will allow Mr. Lanchipa to develop instructional skills aimed at increasing the number of SIFE that pass the Math Regents, and aim to assist with raising the number of 10th and 11th

Part B: Direct Instruction Supplemental Program Information

graders who pass the examination.

Due to the general level of English acquired by students in their first year in the country, the majority of newcomer ELLs at ICHS do not take the Math Regents until 10th grade. Because of that there is a large population who still needs to pass the test in 11th and 12th grade, so this is the primary target group for this class. Students who are in 10th grade are also encouraged to attend. As the largest language group in our school is Spanish (approximately 70%), Mr Lanchipa is also able to deliver math Regents preparation to Spanish speaking 9th graders who have the necessary base skills to take the examination.

The goals of this class will predominantly be aligned with the school wide goal of a 5% increase in the passing rate for the exam. Students with 80% or above attendance in this after school program are expected to pass the exam by June 2012.

In addition to this class, once a month on Saturdays when ICHS has PTA meetings, another group of math teachers will provide math regents preparation for 4 hours. The program will focus on the necessary content and skills required for ELLs to be successful in the Integrated Algebra Regents Examination. The program will be run by Michael Armstrong (9th and 10th grade Math certified teacher), Aristides Uy (9th and 10th grade Math certified teacher), Ernesto Tabajonda (9th and 10th grade Math certified Teacher), Shohel Rahman (ESL certified Math teacher). This program will be co-taught by these four teachers and will balance ESL language acquisition, math content knowledge, multiple choice strategies and word problems strategies. The primary target group for this class will be the 10th grade students who are also taught by these teachers during regular classes.

Intensive American History

The Intensive American History program will run once a week for 2 hours. The program will focus on the necessary content and skills required for ELLs to be successful in the American History Regents Examination. The program will be run by Elizabeth Jones (11th and 12th grade American History teacher, ESL certified) and Elise DeBoard (11th and 12th grade American history and Social Studies certified). This program will be co-taught by the two teachers and will balance ESL language acquisition and textual analysis strategies with comprehensive content review and knowledge building.

Due to the nature of the grouped grade levels in our school, the American History course is a two year curriculum. However the school aims to have as many students as possible pass the Regents Examination in 11th grade so as to alleviate pressure put on academic and pedagogic resources and students. In order to meet this goal, we must offer this additional instructional program. The primary target group of the program will be 12th graders who have not yet passed the exam, with the secondary target group being the 11th grade students, for the reasons mentioned above. The program will aim to have 80% of the students pass the American History regents examination who have 90% attendance or above over the duration of the program, to pass by August, 2012.

Intensive Interdisciplinary Literacy Development

Intensive Literacy Development is aimed at 9th and 10th graders who are struggling to develop solid literacy skills in English. The program will be run by Chris Berry (9th and 10th grade ESL certified

Part B: Direct Instruction Supplemental Program Information

teacher), Michael Armstrong (9th and 10th grade Math certified teacher), Catherine Thompson (9th and 10th grade Social Studies teacher) and Didi Merioles (9th and 10th grade Living Environment teacher and Biology certified). This program will be co-taught by the teachers. There are two target groups for this class: 9th grade students who are most in need of support learning English and 10th grades who want guided preparation for the Global History and Living Environment Regents Exams. The Literacy Development class will run three times a week for 2 hours.

Teachers will plan and organize various activities focused on the Regents exams and the acquisition of English. These will include discussions around Regents themes, partial mock regents, problem sets (by Topic or by test taking skill), sustained silent reading, read aloud, literate circles, Achieve 300, listening to books on tape or videos, creation of books on tape (recording students read). Using both fiction and non fiction texts and videos, the students use a variety of reading strategies to process the texts, then analyze, evaluate and question the texts through the skill scaffolds that Mr. Berry has developed.

The major goal for the Literacy Development program is to develop more independent readers who using strategies that they learn in the program, are able to engage more fully in their regularly scheduled classes, with peers who may be functioning at a more advanced reading level. Teachers want to instill a culture of reading by helping students find interesting books at their reading level and using Achieve 3000 to read articles at their reading level.

Intensive Living Environment

The Intensive Living Environment program will run twice a week for 2 hours. The program will focus on the necessary content and skills required for ELLs to be successful in the Living Environment Regents Examination. The program will be run by Marie Zse (9th and 10th grade Living Environment teacher and Biology certified), Hugo Lanchipa (ESL certified teacher), Irmgard Khunz (11th and 12th grade Living Environment teacher and Biology certified) and Shohel Rahman (ESL certified teacher). This program will be co-taught by each pair of content and ESL teacher. One pair of teachers will focus on the 9th and 10th grade students while the other will focus on the 11th and 12th grade students.

The program will provide content and test -taking strategies for the Living Environment Regents through Mock regents practice, Mandatory Lab Make-Ups and reviews, and strategies such as annotating text for understanding, those that stem from Secondary Literacy Pilot in accessing text complexity and linking the content through real-world applications in order for students to make connections for better comprehension and meaning.

The major goal for the program is to not only familiarize the students with the exam with an increased overall score based on their content knowledge, but to also increase their self-esteem as well through the practiced content/ESL strategies in reaching their outcomes for mastering the LE Regents and preparations for graduation.

Literacy through the Arts

In order to appeal to multiple intelligences and learning styles, we offer an opportunity for students in all grade levels to refine their literacy skills through a variety of artistic applications in the Literacy

Part B: Direct Instruction Supplemental Program Information

through Art program. Through this program students develop oral and written communication skills while completing artistic projects that are designed to align and support content classes, enhancing and deepening understanding of these content areas. The program will be run by Maria Damato (the 9th-12th grade Art teacher who is also ESL certified). Maria Damato will engage in a self selected professional development courses from El Museo del Barrio that will allow her to develop her literacy instruction skills and deliver instruction that will improve language fluency, understanding of sequencing and sentence structure and writing skills. The projects that students will undertake in this program will align with the ELA and Social Studies/American History curriculum and will aim to support these other disciplines by increasing skills such as visual literacy (a skill that will be applied in deciphering political cartoons and historical imagery in Social Studies and American History) and a more comprehensive understanding of autobiographies and descriptive essays (aligned with the ELA curriculum).

This program will target students with low literacy in all grades that not only need additional instructional time to develop and refine such skills but also aim to provide alternative methods of literacy instruction for students who are SIFE or who have had limited success in traditional classes and are reluctant in their progress of English language acquisition.

The program (which will run once a week in two hour sessions) will aim to improve literacy and attitudes towards reading and writing in English. Students will have an opportunity to share their work products (both artistic and written) with the general school population through exhibitions and published pieces and aim to raise student confidence in their abilities. With the alignment of the Literacy through Art program with Social Studies and ELA, students with a 90% or above attendance rate in this program are expected to see a minimum 5% gain in their grades in these subject areas.

Bengali Academic Language Support

The Bengali Academic Language Support group will run twice a week for 2 hours. The program will be run by Shohel Rahman (ESL certified teacher).The program will support the Bengali population in their different needs within the school, focusing on providing content and test-taking strategies for the Integrated Algebra and Living Environment regents test, also on giving help with homework assignments and improving the students reading and writing skills. In this program it is expected that students will have a comfortable environment to use their native language in order to internalize some key concepts of the different subject areas and develop their English language skills.

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

Part C: Professional Development

Begin description here:

ICHS will continue its school-based professional development based on the changing needs of students in an effort to build capacity in teachers in a way that can directly address current and continuing academic and psychosocial issues. The in-school professional development program will run during the following times in the school schedule:

Interdisciplinary Team based professional development:

This professional development is received by all the teachers and will focus on the academic and psychosocial needs of students that team teachers see on a regular basis. This will include reviewing academic intervention placements and referrals to guidance department. These sessions will run twice weekly for one hour each and involve sessions lead by the guidance department, school dean, principal and other outside organizations (such as Sauti Yetu). Particular attention during these sessions will be paid to ensuring that struggling SIFE students are accumulating credit and successfully passing classes while students at or above grade level are sufficiently challenged. These PD sessions also allow for best practices (particularly differentiation strategies) to be shared in an interdisciplinary manner and will take place twice weekly for one hour each session.

Department-specific professional development:

All teachers participate in this professional development which is primarily curriculum based but again a strong focus on best practices and review of student work with particular attention paid to reviewing strategies to assist students with low literacy and improving the rigor in our portfolio based assessment system. These sessions will run once per week for one hour.

School-wide professional development

The school wide professional development gathers pedagogic and other school staff together to review topics that affect the school or student body as a whole. This year there will be three distinct areas of focus during these regular professional development sessions, taking place weekly for one hour.

o Graduation Portfolio

A large focus for this year will be graduation portfolios and ensuring that all students have a teacher mentor to guide them through the process. This mentoring process is intended to keep students on track, especially ELLs who may be in their fifth or sixth year of school and need additional teacher supports. Seniors who are ELLs will be scheduled to have additional mentoring time and tutoring to ensure they meet their academic goals.

o Critical Thinking and Writing

Teachers will participate in PDs run by the Institute of Thinking and Writing with the aim of developing instructional strategies focusing on critical thinking and writing. These sessions will assist teachers in developing the skills necessary for students to be competitive in their academic performance with their peers city wide. The PDs will include concrete strategies for working with ELLs and LTELLs who may

Part C: Professional Development

struggling with reading and writing but are still able to work at complex cognitive and critical thinking standards.

- o Review of the new teacher performance indicator Rubric

The goal is to develop the teachers' craft, cultural awareness, and understanding of the Danielson's Framework for Teaching. This is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4), all of which will have a direct impact on the students' language acquisition process and their social and academic development. All school teachers receive this training, performed during multiple sessions within the school.

Establishing a Culture for Learning

Another major key area that teachers will focus on during these professional development sessions is improving student-teacher relationships and better addressing the psychosocial needs of the students (for example using positive reinforcement and confidence building strategies). Many of our struggling SIFE experience a wide range of psychosocial issues that serve as road blocks to academic success and teachers will be expected to address specific strands on the new teacher performance indicator rubric (Priority Competencies: Danielson's Framework for Teaching). We expect that by concentrating on building better relationships between teachers and students and improving learning environments will in turn will curb behavioral concerns and support the academic efforts of our ELLs and LTELLs.

When possible, in house and outsourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with the PD leader at the school. Among these additional PD opportunities for teachers are:

- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with

Part C: Professional Development

ELLs in the content areas.

- Active Board Training – Title III ESL teachers will participate in Active Board training to be used with students to create student products that enhance reading, speaking, and writing skills.

Any expenses related to the Professional development as outlined above will be covered in-kind or by other funding sources (SIFE, Long term ELL grant and Title 1). Professional development to be covered by Title III will be that which directly relates to the after school and Saturday Institute programs (Intensive Math and Literacy through the Arts). Descriptions and rationale for these series of professional development courses can be found in the respective program narratives above.

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:

Parents are involved in multiple aspects of the school. In addition to ICHS' open-door policy, all parents are invited to monthly Parent Association Meetings, Meet the Teacher, Parent Teacher Conferences as well as holiday celebrations, and any other open house activity. These events provide parents an opportunity to get to know the school and staff as well as become more involved in their students education. The parent teacher coordinator, who is multilingual, as well as the Bilingual/ESL coordinator are available to parents to address any questions or concerns. Bilingual staff members are available at all events to interpret and/or translate as needed. To accommodate parents with low native language literacy, all written translated literature is also orally communicated through phone calls home made by interpreters and the school messenger system that sends messages in the child's native language.

Parents are also invited to come to all student portfolio presentations and make classroom visits. Parents are also invited to participate in and/or attend any school event. A sample of events planned for this year includes a Cultural Day that will celebrate all cultures, other events include, the Arts Festival, the Art Show, theater production, assemblies, annual health fair, etc.

ICHS partners with the following organizations to provide support and workshops to families: Morris Heights Health Center, Aspira, Partnerships for Children, College Summit, Sauti Yeti and Tagai mentoring. The Morris Heights Health Center provides medical services to students during the school day and is a resource for all families. Aspira provides internships for students and incorporated families into the programs. Tagai provides 1-1 mentors to the students and has met with parents to explain the goals of the program. Partnership for Children runs workshops on topics such as stress relief for care

Part D: Parental Engagement Activities

givers and positive discipline. In addition to school concerns, ICHS is also able to provide referrals for health and legal services to parents.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		