



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

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

PRINCIPAL: JON HARRIMAN

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SUPERINTENDENT: AIMEE HOROWITZ

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Jon Harriman	*Principal or Designee	
Joel Troge	*UFT Chapter Leader or Designee	
Nara Mims	*PA/PTA President or Designated Co-President	
Cindy Choi	DC 37 Representative, if applicable	
Yara Barbosa	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Constantin Torres	Member/Parent	
Irais Del Rosario Aparici	Member/Parent	
Irina Kuznetsova	Member/Parent	
Muhammad Ikram	Member/Parent	
Matthew Hoffman	Member/Teacher	
Amy Gallagher	Member/Teacher	
Ali Ikram	Member/Student	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.





**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- In the SQR from March 2012, the reviewer stated that “questions and tasks that facilitate higher order thinking are not incorporated across all content areas and tasks are not always aligned to the Common Core Learning Standards” (p 5).

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- By June 2013 all teachers will design and implement two common Core-aligned units of study, one in the fall and one in the spring semester, and these units will be reviewed and modified by department and interdisciplinary teams with regard to Webb’s Depth of Knowledge levels.

**Instructional strategies/activities**

The principal, assistant principal and literacy coach will design and implement three school-wide faculty meetings in the months of September and October on CCLS and designing of units that integrate CCLS.

As part of the goal setting for each teacher, one goal must address integration of CCLS into the curriculum (to be completed in September and reviewed in October).

Interdisciplinary teams of teachers working with cohorts of students will identify a group of 5 to 8 students to focus on as a lens to follow the progress and impact on subgroups, specifically SIFE, special education, and academic high-achieving students.

Department leaders along with administration will work with teachers to collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit. Student learning will be assessed with a rigorous performance task as indicated by Webb’s Depth of Knowledge.

In December during discipline meetings each teacher will share Common Core aligned unit with other discipline members and give/receive feedback on the units.

In April during discipline meetings each teacher will again share Common Core aligned unit with other discipline members and give/receive feedback on the units.

At the end of the year the principal, assistant principal, and the literacy coach will meet with each teacher to evaluate the effectiveness of the CCLS integration into his/her practice and incorporate this reflection as well as feedback into goal setting for the 2013-2014 school year. Additionally at the end of the year the school will contract with Internationals Network for Public Schools to design and implement a workshop for all teachers on effective assessment of CCLS tasks, especially for ELLs.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Funds will be used to support professional development opportunities for teachers, specifically as it related to Common Core curriculum and standards as well as best practices in scaffolding units to meet the needs of a wide range of students. Further, textbooks will be purchased to support the CCLS tasks development in the various disciplines. Also funds will be needed for summer professional development. Also Internationals Network for Public Schools will be contracted to design and implement a workshop on assessment of CCLS tasks and projects, especially with regard to the needs of English Language Learners.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- In the March 2012 SQR the reviewer indicated that the school needed to further develop with regard to “differentiating teaching strategies so that all students can access rich learning experiences and participate in all learning tasks at the highest level possible” (p 6).

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

X \_\_\_\_\_ 4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Teachers will share curriculum at least four times during the school year, twice with department teams and twice with interdisciplinary teams. These curriculum shares and review of student work will provide feedback on how targeted students are or can be effectively engaged by the curriculum.

**Instructional strategies/activities**

During each semester, teachers will share curriculum and student work two times, once in a department meeting and once in a team meeting. During these curriculum meetings, teachers will provide feedback on the level of multiple entry points and the degree of scaffolding with regard to specific sub-groups, identified by the teachers and school leaders through a review of the data from the prior year and the initial assessments of this year.

The principal and assistant principal will review and provide feedback on next steps on the curricula submitted by the teachers along with modifications at the end of each semester.

At the end of the year, the teacher teams and key administrators will review the relevant data of the targeted subgroups, including Regents scores, portfolio outcomes, and class grades in order to evaluate the impact of the curricular modifications.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Teacher per session will be provided for professional development in order to effectively support teachers in creating instruction that provides multiple entry points. Additionally teachers will be provided with training from QTEL as well as individualized support in order to meet the needs of the targeted subgroups. Also professional literature and reading circles will be formed according to specific needs (such as the math department in the creation of more problem-based CCLS units). Also teachers will implement additional support and differentiation, and this will require all students to have access to specific textbooks.



**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

Only 21% of families reported receiving "information about what your child is studying in school" more than once a month (Learning Environment Survey, 2011-2012, p 5).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- By June 2013 35% of families will have reported receiving information about what is happening in school through newsletters generated by the school to reflect what is happening with each interdisciplinary team of teachers. Additionally outreach will be made through phone calls, monthly family meetings, and conferencing with students and their families.

**Strategies to increase parental involvement and engagement**

- The team leaders from each interdisciplinary team, the principal, the assistant principal, and the parent coordinator will collaborate in October to design a template to be used for monthly newsletters.
- The parent coordinator will share this newsletter template with parents for feedback and input on the information.
- The parent coordinator will begin in December to gather information at the end of each month to put into the newsletter and then have the letters translated for the families, and the newsletter will be mailed home, sent with students, and available when families come to the school.
- In March the parent coordinator will meet with the families to assess the usefulness of the newsletters for the families and address any modifications that are needed.
- At least two family association meetings will be dedicated to engaging families in communication about what students are learning in school and what can be done to best augment the learning both at home, in the classroom, and through the CBO networks.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The printing and distribution of the newsletter will be covered by Title I and Tax Levy funds. Additionally funds will be used to provide incentives for families, pay per session to teachers for preparing and facilitating conversations on curricula, and provide translation, where needed, at meetings. Incentives for families will include food, metrocards, and resources used in meetings, including chart paper, markers, and other materials. Approximately 4 teachers will attend each of the monthly family association meetings, and each meeting is two hours. Workshops will include sharing curriculum from classrooms, accessing systems such

as ARIS, reviewing transcripts and graduation requirements, and reviewing portfolio assessments and expectations.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> <li>1. Before/After School Tutoring</li> <li>2. Literacy Selective</li> <li>3. Literacy Pull-Out Class</li> <li>4. Explorer's Club</li> <li>5. Writing Center</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. Small Group</li> <li>5. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Before and after school</li> <li>2. During school day</li> <li>3. During school day</li> <li>4. Weekends</li> <li>5. Before school</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>6. Before/After School Tutoring</li> <li>7. Statistics Elective</li> <li>8. Interactive Math Elective</li> </ol>	<ol style="list-style-type: none"> <li>6. Tutoring</li> <li>7. Small Group</li> <li>8. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>6. Before and after school</li> <li>7. During school day</li> <li>8. During school day</li> </ol>
Science	<ol style="list-style-type: none"> <li>9. Before/After School Tutoring</li> <li>10. Living Environment Selective</li> </ol>	<ol style="list-style-type: none"> <li>9. Tutoring</li> <li>10. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>9. Before and after school</li> <li>10. During school day</li> </ol>
Social Studies	<ol style="list-style-type: none"> <li>11. Before/After School Tutoring</li> <li>12. Global Review Selective</li> <li>13. Global Issues Class</li> <li>14. Art and History Explorers</li> </ol>	<ol style="list-style-type: none"> <li>11. Tutoring</li> <li>12. Small Group</li> <li>13. Small Group</li> <li>14. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>11. Before and after school</li> <li>12. During school day</li> <li>13. During school day</li> <li>14. Weekends</li> </ol>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	15. Group Discussions with Social Worker 16. Counseling with Social Worker 17. Planning Conferences with Guidance Counselor	15. Small Group 16. Individual 17. Individual	15. During school day 16. During school day 17. During school day and after school

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

International High School at Lafayette recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. IHSL's newest teacher is a graduate of the most recent I-START cohort.

IHSL's rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. The Coordinating Council, IHSL's ruling body, is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, administration, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: bi-weekly subject area discipline meetings and weekly interdisciplinary grade level team (called Clusters) meetings. During common prep periods, all teachers of the same subject area discipline meet every other week and follow protocols designed by the National School Reform Faculty (NSRF) in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the Danielson framework. Teachers also meet in their Cluster teams weekly in order to discuss student progress. They also use NSRF protocols in order to examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each Cluster Team contains at least one ESL-certified teacher, each Cluster Team member, regardless of subject area certification, learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher intervisitations (peer observations at various IHSs).

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>C. Anselmo-Rello/ Cyndi Kerr</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>337</b>
School Name <b>International High School at Lafayette</b>			

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

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

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

### D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

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

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish													1	1
Albanian											1	1		2
Other										2	18	7	6	33
<b>TOTAL</b>	<b>0</b>	<b>82</b>	<b>99</b>	<b>66</b>	<b>68</b>	<b>315</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

5.

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

b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is differentiated for all students and is project-based. Instruction for newcomers incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers also participate in our Explorer's Club, a series of excursions to cultural institutions throughout NYC with companion literacy activities focusing on developing verbal and written skills.

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction for ELLs receiving services for 4-6 years is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. In addition, these ELLs can participate in before- and after-school and Saturday academic intervention sessions designed to help them pass their Regents exams. If these students meet the qualifications established by the College Now program, they can also participate in CUNY classes at Kingsborough Community College.

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

## A. Programming and Scheduling Information

6. ELLs identified as special needs are accommodated per the mandates of their IEPs, which in most cases includes having an alternative placement paraprofessional who speaks the student's native language. These paras sit with these special needs ELLs in all their classes, providing the necessary support. These students are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. The materials used are the same as the materials used for all other students in the class. We have no students whose IEP mandates bilingual special education.

7. All of our special education ELLs follow the same program as our general education students. However, we all provide many additional supports to those that most need them, such as ELL-SWDs. These include individual tutoring sessions, reduced-size English lessons, paraprofessionals, before and after school tutoring, Saturday programs and professional development for all staff.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

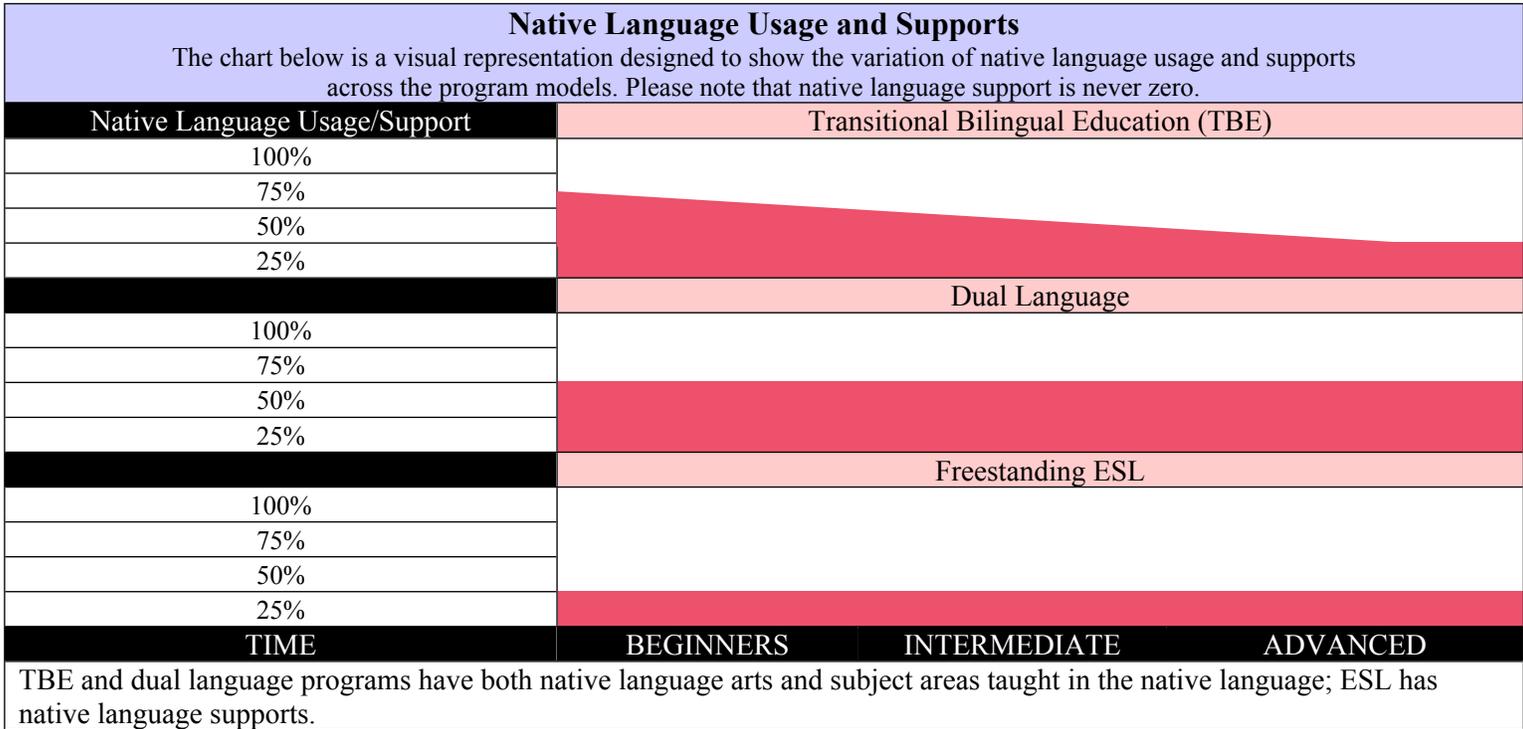
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



## B. Programming and Scheduling Information--Continued

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

8.

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

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

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

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

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

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

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

recently had an approximately 50% increase in our incoming Chinese speaking population, and we are collaborating with partner schools to identify the best strategies to support these students.

11. The Haitian-Creole Literature Circle program is being discontinued for two reasons: our Haitian-Creole speaking literacy coach has left our school and our student demographic has drastically changed as a result of our move to the Lafayette Education Complex. Our incoming class is now 50% Chinese and less than 5% Haitian (compared to 50% Haitian demographic in senior class).

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

- SAT Math Prep; after school; goal: support ELLs in raising SAT scores; rationale: ELLs often unfamiliar with exam and need additional support in order to fully prepare and increase opportunities for college access
- SAT Verbal Prep; after school; goal: support ELLs in raising SAT scores; rationale: ELLs often unfamiliar with exam and need additional support in order to fully prepare and increase opportunities for college access
- Chess Club; after school; goal: increase logical thinking and reasoning skills; rationale: these skills are essential academic and intellectual qualities needed by all students--with regard to ELLs, it is useful because it is not purely language dependent
- Student Government; after school; goal: increase student voice in the running of the school; rationale: students should have a key role in the direction and development of the school community
- iMentor (junior students paired with adult mentors); after school and Saturdays; goal: provide individual mentoring and support for all students; rationale: individual mentoring is proven to be an effective approach to supporting academic and language development of students
- Drama Club; after school; goal: provide ELLs with an opportunity to engage in theater production and kinesthetic learning activities; rationale: students learn language through drama, scripts, and movement
- Art Club; after school; goal: provide students with an opportunity to develop art abilities; rationale: artistic development and creative endeavors are inextricably tied to intellectual growth and development, and for ELLs the opportunities provided through the arts often facilitate language development

These courses are the core courses offered during the school day

- Integrated Algebra
- Earth Science
- Living Environment
- Physics
- English
- Global Studies
- American History
- Economics
- Government
- Drama
- Visual Arts
- Media Arts

The school is conceptually consolidated, and our Title III funds are used to cover the costs of extra-curricular funding. The goal and rationale of the program is to support students in language acquisition and development and keep all students on track for graduation.

13. Since all teachers design their own project-based curricula, all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- National Foundation for the Teaching of Entrepreneurialism (NFTE) curricula
- History Alive! curricula and projects
- Theater Moves, Inc. drama residencies
- Brain Pop! Videos in multiple content areas
- iMentor Program

- Technology:
  - o iMovie, Final Cut Pro (digital video cameras)
  - o Garageband (digital voice recorders)
  - o iPhoto (digital cameras)
  - o Powerpoint (school has more than 225 laptops)
  - o Rosetta Stone - English
  - o SMART Board

Examples of subgroups targeted include those newest to English through Rosetta Stone, supporting the SIFE population through theater projects, and long term ELLs through QTEL. Native language materials include movies in first language and videos both utilized and created in various languages.

14. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our school possesses libraries with reading materials in these native languages: French, Spanish, Chinese, Russian, Urdu, Bengali, and Arabic. In addition to the materials described (books in a range of languages), the school also utilizes online resources in a wide range of language as well as press and media from students' home countries.

15. Yes. All of the required services for high school-aged ELLs are available to our students. We have a wide range of materials and supports that correspond to the age level of our students. For example, the internet resources mentioned above are resources appropriate for high school age students in the home countries of our students.

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

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

17. Our school offers weekly native language programming in French, Chinese and Spanish after school.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

3. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. Even if teachers participated only in the in-school professional

development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 7.5 hours of professional development mandated by Jose P. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

The specific activities of the professional development are described at length in number 1 above. Records of these are maintained through sign in sheets, notes shared among staff, follow up surveys, and share outs at team and discipline meetings.

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										45	46	18	6	115
Intermediate(I)										31	46	37	47	161
Advanced (A)										6	7	11	15	39
Total	0	0	0	0	0	0	0	0	0	82	99	66	68	315

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

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

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

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

4.

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

b. Previously, our school used a DYO Formative Assessment developed collaboratively by the faculties of the city's various International High Schools. This year we will be using the DOE's ELL Periodic Assessment as well as the DYO developed by the Performance Based

Assessment Consortium. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DYO data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services.

c. We have not received data yet from the first administration of the ELL Periodic Assessment. Although students are given the opportunity to take assessments in the native language, they have not chosen to do so.

The literacy coach and specific teachers from each team are they key staff members in the processes described above. School leadership provides professional development for these staff members as well as allocation of resources to look critically at the data from Regents and other sources in order to develop next steps. This year each teaching team has one committee member dedicated to the review of data and the facilitation of conversation around next steps in order to move forward in curricular refinement, specific interventions, and structural modifications.

5. No dual language programs

6. The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** International HS at Lafayette

**School DBN:** 21K337

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jon Harriman	Principal		12/1/11

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		12/1/11
Carlos Franco	Parent Coordinator		12/1/11
Amy Gallagher	ESL Teacher		12/1/11
Pilar Cuello	Parent		12/1/11
Christina Zawerucha/ESL	Teacher/Subject Area		12/1/11
Matthew Hoffman/ESL	Teacher/Subject Area		12/1/11
Aarti Sawhney	Coach		12/1/11
	Coach		12/1/11
Heather Binen	Guidance Counselor		12/1/11
Cyndi Kerr	Network Leader		12/1/11
	Other		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 1      **Network:** CFN106

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: International HS at Lafayette	DBN: 21K337
Cluster Leader: Doug Knecht	Network Leader: Cyndi Kerr
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 150 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 23 # of certified ESL/Bilingual teachers: 12 # of content area teachers: 11

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 65 minutes each. This year we will serve 300-310 recent immigrant students in 9th, 10th, 11th, and 12th grade.

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

- Writing Center (one hour on Mondays, Tuesdays, and Fridays before school, 20 weeks from 8:25AM to 9:25AM) – An ESL-certified teacher and trained peer tutors work with 60 9th and 10th grade new ELLs (teacher/student ratio is 1:15; 15 students for each of the four, one-hour sessions) in a direct instruction model whereby students receive additional support in their academic writing skills across subject areas, specifically with literary essays in English class. Students work in small groups and are further supported by peer mentors (former ELLs or stronger ELLs) who work with each small group. This program, conducted in English only, runs each week for 20 weeks throughout the school year except during Regents weeks and holiday/vacation weeks, October 1st through June 7th. This program was created to address the literacy needs of our newest ELLs entering the US educational system for the first time and in need of literacy support based on low LAB-R scores and teacher recommendation (based on formal and informal classroom assessments). Additionally the program supports increased achievement on the ELA Regents exam and NYSESLAT. The students that are involved in this program rotate from day to day with a group of approximately 60 targeted with support specific to needs of students.
- Saturday Explorer's Program (runs every Saturday from 10:00am-3:00pm, September 30 through May 18, except during school holidays and vacations, approximately 16 weeks) – A certified ESL

### Part B: Direct Instruction Supplemental Program Information

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

- Regents Preparation (runs Tuesdays and Thursdays after school, 8 weeks, November 8-January 17 and April 23-June 6 from 3:35PM--5PM) – Three ESL-certified pedagogues provide direct instruction to three small small classes (1:15 teacher/student ratio) of of ELLs who have not yet passed their Regents examinations. This class covers both content and test-taking strategies for the Global, Math, and Living Environment Regents exams. Additionally these courses are designed to further develop essential literacy and language skills related to success on the Regents exams. An internal analysis of Regents scores shows that in addition to language instruction, students often fail because of a lack of test-taking skills. These classes are taught exclusively in English.

### Part C: Professional Development

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:

Three teachers of ELLs will participate in the four day QTEL Building the Base in February 2013.

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

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

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

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

### **Part D: Parental Engagement Activities**

### 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:

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

We also support parents in their own language development. Adult ESL Classes for Students' Families (will run one evening per week (Tuesdays), 5:00-7:00pm for 12 weeks, November 13 through May 14) – one ESL-certified teacher will teach an evening ESL class for the parents and family members of our ELL students. Projected enrollment for this direct instruction class taught exclusively in English will be 25. Title III funds will also be used to purchase texts for this class as well as snacks and metrocards for participants. Texts will be determined once participants' levels have been assessed. This class is being offered as a result of a general survey of students' families and also research showing that when students' families become more engaged in the life of the school, their children do as well. These courses will be run by our faculty. The parents are notified through many means, including phone messenger as well as mailings to families and announcements at all family association meetings and open school night/afternoon.

### Part E: Budget

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

Allocation Amount: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials		

**Part E: Budget**

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

Allocation Amount: \$

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