



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BROOKLYN INTERNATIONAL HIGH SCHOOL

DBN: 13K439

PRINCIPAL: PAMELA TARANTO

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SUPERINTENDENT: **KAREN WATTS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pamela Taranto	*Principal or Designee	
Linda Arezzo	*UFT Chapter Leader or Designee	
Maria Meneses	*PA/PTA President or Designated Co-President, SLT CHAIR	
Muhand Jumah Anika Tasnim	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sadige Hamzey	Member/Treasurer/Parent	
Nahla Salman	Member/Secretary/Parent	
Jannatul Mawa	Member/Parent	
Patricia Doherty	Member/Staff	
Kathleen Rucker	Member/Staff	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, 80% of teachers will have moved at least one level in one strand of the selected Danielson Rubrics and/or the Internationals Network for Public Schools (INPS) Classroom Rubrics (which highlight best practices for English Language Learners).

Comprehensive needs assessment

- Improving teacher effectiveness improves student performance. The DOE has requested that we use research-based rubrics to provide feedback to teachers on their practice. Focusing on the selected Danielson Rubrics and aligning them with the Internationals Approach and the Internationals Network for Public Schools Classroom Rubrics which includes professional development, peer intervisitations and cross-school peer intervisitations, teachers will refine/further develop curriculum units aligned to the Common Core State Standards via the Internationals Approach.

Instructional strategies/activities

- a) Incorporate the 5 core principles of the Internationals Approach into each teacher's Common Core-aligned curriculum: heterogeneity, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all.
- b) Principal, assistant principal, and literacy coach assist teachers in the development and implementation of Common Core-aligned units. Teachers set their professional goals based on selected Danielson Rubrics and the International Network for Public Schools Classroom Rubrics. In addition, internal professional development, teacher inter- and intra-visitations, and professional development offered through the Internationals Network for Public Schools on NYC Doe Professional Development Days will support the implementation and development of Common Core-aligned curriculum.
- c) Internal weekly meetings of a Professional Development Committee and a Steering Committee are the decision-making support networks within the school which serve as a forum for discussion and planning professional development activities. Each committee consists of one teacher from each interdisciplinary team who then report back to their peers and share input/feedback from their peers during committee meetings. Schoolwide instructional team student interdisciplinary presentations allow for transparency of curriculum and provide teachers the opportunity to examine student work products and give feedback to one another.
- d) By June 2013, 80% of teacher will have moved at least one level in one strand of the selected Danielson Rubrics and/or the Internationals Network for Public Schools Classroom Rubrics.

Strategies to increase parental involvement

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

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The Brooklyn International High School works with various community partners and service providers, including Interboro Mental Health Services, the New York University Health Van, iMentor, the Anti-Defamation League Peer Trainers Program and No Place for Hate program; Big Brothers/Big Sisters; The Shakespeare Society, The American Globe Theater, BRIC, E-Line Media, among others. These organizations are vital in providing various important health services, leadership development, support and mentoring to our students.
- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the percentage of College Now courses taken by our students will increase by 30% compared to 2011-2012.

Comprehensive needs assessment

- The NYC DOE Progress Report includes a College Readiness Metric. Our score for the 2011-2012 school year reflected a need for improvement in this area. While we would like to increase our outcomes in all of the college metrics, our goal is to strengthen the foundation for college for our English Language Learner population by having them take several College Now courses during the course of their high school career.
- Prior teacher action research determined that Habits of Mind are essential determinants for college success.

Instructional strategies/activities

- a) The Brooklyn International High School will liaise, develop, coordinate, monitor, and evaluate programs around college readiness, early college and SAT preparation in consultation with the School Leadership Team and the Professional Development Committee. Teachers will introduce selected Habits of Mind to their students.
- b) Several BIHS staff members, including a Community Coordinator, Guidance Counselor, teachers, literacy coach, assistant principal and principal will coordinate activities around college readiness for BIHS students.
- c) The Professional Development Committee, consisting of teachers, guidance, and administration, meet to discuss and plan for professional development sessions for the staff. Input from each interdisciplinary team is shared by the Professional Development Committee.
- d) Documentation of student records, attendance, and grades around college activities will be maintained through June 2013. Students periodically reflect on Habits of Mind.

Strategies to increase parental involvement

- Information about various programs available for students is translated into all available languages. Parental permission is necessary for student participation in any extended day and Saturday program, including college classes and SAT preparation.
- The Parent Coordinator serves as a liaison between the school and families. Based on a needs assessment, the Parent Coordinator will schedule monthly workshops for parents of children who attend the school to ensure that the school provides a welcoming and inviting environment for families.
- The Parent Coordinator will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, an introduction to ARIS, the high school academic program, technology training, explanations of various school reports, health and wellness topics.
- All workshops, documents, and meetings include required interpretation and translation.
- Various class projects incorporate parental involvement, for example, students studying infectious diseases interviewed family members about such diseases in their native country, including Skyping with family members in their native country; students wrote survivor stories about a family member's immigration history which included an interview of a family member; parents can access and respond to student blogs; parents are invited on trips and college visits.

Budget and resources alignment

- Indicate your school's Title I status: X 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 I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- The Brooklyn International High School works with several college and SAT preparation programs in order to provide students the opportunity to attend college readiness classes and to take college courses for credit. Our Community Coordinator is increasing outreach in these areas in order to increase enrollment and student involvement.
- The Brooklyn International High School works with various community partners and service providers, including Interboro Mental Health Services, the New York University Health Van, iMentor, the Anti-Defamation League Peer Trainers Program and No Place for Hate program; Big Brothers/Big Sisters; The Shakespeare Society, The American Globe Theater, BRIC, E-Line Media, among others. These organizations are vital in providing various important health services, leadership development, support and mentoring to our students.
- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.
- As an iZone 360 school, The Brooklyn International High School is working with Apple as a Design Partner. Over 60% of faculty and administration have participated in at least one Apple Professional Development offering which will be turnkeyed for other staff members.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013 25% of students will have participated in use of the Desire 2 Learn platform through iLearn.

By June 2013, 75% of students will have participated in projects integrating technology, blended on-line learning, and challenge-based projects, based on teachers' participation in Apple Professional Development. By June 2013, 90% of students will complete a project using technology resources, such as web-based applications and Apple applications to create and publish meaningful products.

Comprehensive needs assessment

- As an iZone 360 school, we have identified a need for our English language learner population to engage in personalized learning via student choice, asynchronous learning, while enhancing their technology skills.

Instructional strategies/activities

- a) - Maintain a liaison between tech support and teachers to facilitate better communication of technology needs, availability, training, and upgrades. - -
 - Teachers will provide turnkey training for each other based on off-site Apple Professional Development offerings.
 - Strategically develop partnerships with arts and community organizations that enhance technology training for teachers and students.
 - Extended day and tutoring to support students in their endeavors will be ongoing.
 - Include Professional Development opportunities for teachers to share curriculum which emphasizes student work products that utilize technology (for example, web-based applications, iMovie, iBooks Author, iTunes University).
 - Intervisitations to learn how other iZone 360 schools are using technology and blended online learning to enhance student achievement.
- b) Faculty and administration will be involved in all facets of this process.
- c) The Professional Development Committee, consisting of teachers, guidance, and administration, meet to discuss and plan for professional development sessions for the staff. Input from each interdisciplinary team is shared by the Professional Development Committee.
- d) By January 2013, 75% of students will have completed a project using technology. By June 2013, 90% of students will have completed at least one project incorporating technology.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: X 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- As an iZone 360 school, The Brooklyn International High School is working with Apple as a Design Partner. Over 60% of faculty and administration have participated in at least one Apple Professional Development offering which will be turnkeyed for other staff members.
- The Brooklyn International High School works with other organizations, including BRIC, iMentor and E-Line Media, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students.
- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, all teachers will: implement two Common Core-aligned units that are aligned to selected standards as indicated by CCLS alignment protocols developed by the network team; incorporate Universal Design for Learning Guidelines, including providing multiple means of representation, action and expression, and engagement; and assess student learning with an engaging and challenging performance task

Comprehensive needs assessment

- The citywide instructional expectations for the 2012-2013 school year has instructed teachers to develop two Common Core-aligned units of study. One unit should align to the literacy focus, which is on Reading Informational Text Standards 1 and 10 and Writing Standard 1; the ELA – specific focus around speaking/listening and language is on Speaking/Listening Standard 1 and Language Standard 6. For mathematics, the focus is on Reasoning with Equations and Inequalities in Algebra and Congruence in Geometry (in addition to modeling with mathematics and/or constructing viable arguments and critiquing the reasoning of others).

Instructional strategies/activities

- a) Teachers will meet weekly in interdisciplinary teams to assess student work and plan activities that align to the NYC DOE Common Core Focus. Teachers will meet bi-weekly in disciplines to share curriculum, teaching strategies, scaffolding and differentiation techniques and other implementation methodologies. Finally, teachers will develop a Common Core-aligned unit, including tasks, activities, and rubrics.
- b) Principal, assistant principal, and literacy coach participate in such meetings and assist teachers in the development of Common Core-aligned curriculum units.
- c) Internal weekly meetings of a Professional Development Committee and a Steering Committee are the decision-making support networks within the school which serve as a forum for discussion and planning professional development activities. The Professional Development Committee plans monthly Professional Development sessions for the entire staff, based on input and feedback from their peers. Sessions around looking at student work and curriculum sharing are planned.
- d) During the fall semester, teacher will be involved in looking at student work and sharing curriculum. Early in the spring semester, teachers will share a Common Core-aligned unit. This pattern will be repeated later in the spring semester.

Strategies to increase parental involvement

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

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The Brooklyn International High School works with other organizations, including BRIC, iMentor and E-Line Media, which provide technology and media training to our teachers and students. These organizations are vital in providing leadership development, support, and training to our students.
- The Brooklyn International High School is a Universal Free Meals School. For many of our students, the breakfast, lunch, and after school supper they receive at BIHS are critical to their health and well-being. BIHS also participates in the Grab 'n Go Breakfast Program, allowing students to pick up a bagged breakfast while attending morning tutoring sessions with their teachers.
- We have set aside funds for Students in Temporary Housing in order to provide them with necessary school supplies.
- As an iZone 360 school, The Brooklyn International High School is working with Apple as a Design Partner. Over 60% of faculty and administration have participated in at least one Apple Professional Development offering which will be turnkeyed for other staff members.

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	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class);</p> <ul style="list-style-type: none"> • Small literacy support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting. • Writing Center: Any student in school has the option to utilize a “drop-in” center in the library where the librarian and other students assist students who struggle with their writing three times per week, 60 minutes in duration after school. • Before/After School Tutoring and Homework Help: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. • Extended Day Program: Students’ language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Essay Writing, Scholarship Club, SAT Prep, National Honor Society, Dance, Multi Media Club, Guitar, Songs in English, Model UN, Yearbook, Student Government, Math Support, Chess Club, Math and Engineering, Regents Prep, ADL-Peer Training, Tech Squad, UNICEF Club, and various culture clubs. Classes meet for 1 – 1.5 hours per week. <p>Every junior and senior who has not yet passed the ELA Regents exam receives extra tutoring before and after school, and once per week during the school day for 60 minutes.</p>		
Mathematics	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class);</p>		

	<p>Small math support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting.. <p>Extended Day Program: Students’ language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include Math Support, Math and Engineering Club, Chess Club, and Tech Squad. Classes meet for 1 – 1.5 hours per week</p>
Science	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class);</p> <p>Small science content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. • Extended Day Program: Students’ language is developed in all content areas classes via programs which emphasize cooperative learning and verbal interaction with peers. Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include collaborations with university and professional science laboratories, Engineering Club, and Tech Squad. Classes meet for 1 – 1.5 hours per week.
Social Studies	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-24 students per class);</p> <p>Small social studies content support classes with a maximum of 10:1 student/teacher ratios meet four times per week during the school day for 37 minutes per meeting.</p> <ul style="list-style-type: none"> • Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting. <p>Extended Day Program: Students’ language is developed in all content areas classes via programs which emphasize</p>

	<p>cooperative learning and verbal interaction with peers. Social Studies skills are developed in elective classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Essay Writing, Yearbook, UNICEF, Peer Trainers, and Student Government. Classes meet for 1 – 1.5 hours per week.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school • Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success (before and after school and during lunch). • Small group and individual counseling services provided by a social worker are available as needed.

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.

- Teachers work in interdisciplinary teams and are responsible for a cohort of 85-95 students. Teachers are provided with common meeting and planning time.
- The Internationals Network for Public Schools (INPS), in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, has a 2-year apprentice program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher for one year, while completing required graduate level coursework at LIU. Apprentices may work as a certified teacher during the second year of the program.



The Brooklyn International High School

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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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.



The Brooklyn International High School

Pamela Taranto,

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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Rello–Anselmi/Kerr	District 13	Borough Brooklyn	School Number 439
School Name Brooklyn International High School			

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

Principal Pamela Taranto	Assistant Principal Kathleen Rucker
Coach Patricia Doherty	Coach n/a
ESL Teacher Shahzia Pirani–Mellstrom	Guidance Counselor Ken Kastenbaum
Teacher/Subject Area Fred Wambolt/ELA	Parent Ghada Noayhed
Teacher/Subject Area Megan Berdugo/Math	Parent Coordinator Lilian Ghali
Related Service Provider	Other
Network Leader Cyndi Kerr	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	11	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	14

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	366	Total Number of ELLs	304	ELLs as share of total student population (%)	83.06%
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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. [🔗](#)

Part II: ELL Identification Process

1. All students admitted to The Brooklyn International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first informally interviewed by a pedagogue, in English and their native language. Our faculty, parent coordinator and family paras are all multilingual, and are able to assist as interpreters. The informal oral interview is used to gather immediate information about the student including such information as what languages the student and family speak. Families then fill out the HLIS (in their native language, if available). All new ELLs take the LAB-R, within ten days of admission. Spanish speaking students who score below proficiency on the LAB-R are administered the Spanish LAB.

The people responsible for this process are:

- HLIS: Kathleen Rucker, Pamela Taranto, Barbara Borgese - All Licensed Teachers (Proficient in French, Spanish, and Italian)
- Parent Orientation (video, brochure and program choices information): Ken Kastenbaum - Guidance

Counselor

- LAB-R/Spanish LAB: Patricia Doherty – Licensed Teacher
- Formal initial assessment in literacy, math, English– All classroom teachers – licensed ESL and/or content area teachers

All ELLs, as identified through various ATS reports such as the RLER, RLAT and RNMR, take the NYSESLAT during the spring testing period as required by NYS regulations. 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.

All of our pedagogues participate in the administration of the NYSESLAT. Teachers pull eligible students from classes individually, over the course of the specified six week exam administration period, to complete the Speaking component. The Listening, Reading and Writing components are all administered during class time by all teachers. For example, on Wednesday, all ninth, tenth, eleventh and twelfth graders may complete the Listening portion in their second period classes. On Thursday, they may complete the Reading component, and on Friday the Writing component. Our Literacy Coach, Patricia Doherty, organizes the exam, including the distribution and collection of all testing materials.

2. At the time of intake, all parents are invited to view the parent orientation video and the ELL parent brochure in their native languages, if available. Parents are presented with research about the three program choices and are given the opportunity to ask questions. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support.

The majority of our students are enrolled in April through the NYC high school application process, but we continue to accept Over the Counter Students throughout the school year. We distribute the Program Selection information to most parents at the time of enrollment in September; however, a number of our students enroll throughout the school year and those families are shown the video and brochure, explained the three choices and given the Program Selection documents at the time they enroll their child.

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 provide information to them about other programs aligned with their program choice in their neighborhoods, should they decide to take their child elsewhere. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will open a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Parents of students who had previously chosen a TBE/DL program would be notified of this opportunity, should they wish to return to our school. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet. The ELL coordinator, Lilian Ghali, routinely analyzes our Parent Choice Forms for trends and would work with our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available.

A general timeline for this process is as follows:

First, parent is invited to the orientation

Second: Parent views parent orientation video

Third: Parent reviews ELL parent brochure

Fourth: Parent is presented with research regarding the three program choices

Fifth: Question and Answer session

Sixth: Parent completes Program Selection form (which is copied and filed)

Seventh: Student is placed either in school's ESL program or a TBE/DL program in another school; parent responses recorded

3. Program Selection forms are collected at the time of the parent orientation, within ten days of enrollment. Copies are made and filed in students' guidance folders. The originals are kept in a folder in the main office. Our Parent Coordinator keeps a checklist of all students to ensure that all Program Selection forms are returned and to keep track of the programs that were requested. She periodically reviews this checklist to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

For students coming from NYC junior high schools and middle schools, their Program Selection forms will be sent to BIHS in the student folders. If the selection forms are missing, our Parent Coordinator will call the schools to retrieve the necessary documentation.

Entitlements letters, in both English and translated into native languages, are mailed to the students' homes by the Parent Coordinator after the LAB-R scores are recorded. The student is then placed in the proper program. Continued entitlement letters are sent home in subsequent years using the results from the spring NYSESLAT exams. Copies of the entitlement letters, nonentitlement letters and continued entitlement letters are kept in a folder with the Parent Coordinator.

4. Our school uses a language development model similar to sheltered instruction, the Internationals Approach, which is classified as an ESL instructional program by the DOE. We place our students in our ESL program based on our parents' request through the Program Selection Forms; consequently, all of our ELLs are in an ESL instructional program. Parents who requested TBE or Bilingual are informed that they will be contacted if we have the numbers to open one up. We also offer to help them if they want to find another kind of program. New parents receive a letter with a copy of the students' program and several orientations to our program are held throughout the month of September. Continued entitlement letters are sent to students who determined to be eligible for ELL services. All correspondence is copied and maintained in a binder in the office.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation/interpretation services to communicate with our parents in writing in their native languages. If parents request a program change, they can meet with the administration to discuss it through the use of these interpreters.

5. Our school uses a language development model similar to a sheltered instruction model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have overwhelmingly requested Free-Standing ESL. Lilian Ghali, the parent coordinator regularly monitors the program selection choices, noting trends in parent choice. This year all of our Over the Counter new admits who were eligible for ELL services chose Free-standing ESL.

6. The program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. If we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. As noted in question 5, most parents have requested ESL, which is what we offer at our school.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p>	<p>school</p>
<p>This offers (check all that apply):</p>		

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										5	5	5	5	20
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	309	Newcomers (ELLs receiving service 0-3 years)	237	Special Education	0
SIFE	159	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	237	156	0	69	33	0	3	3	0	309
Total	237	156	0	69	33	0	3	3	0	309

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

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

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										11	21	33	24	89
Chinese										39	19	10	11	79
Russian										2	1			3
Bengali										14	10	3	7	34
Urdu											2	3		5
Arabic										2	2	5	7	16
Haitian										2	3	3	4	12
French										4	9	7	7	27
Korean														0
Punjabi														0
Polish											1		1	2
Albanian														0
Other										11	17	10	4	42
TOTAL	0	0	0	0	0	0	0	0	0	85	85	74	65	309

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?

1a. A Collaborative Organizational Model is used at our school – teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) work to plan instruction for groups of approximately 90 students. While teachers are responsible for teaching their individual classes, they plan curriculum jointly and occasionally push-in to team teach classes as well.

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

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, several teachers are dual certified and content teachers are trained extensively in language development and ESL methodologies. NLA support is included for 25% of instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages.

3. All students take math, science, social studies, arts, physical education and ESL and/or English every year. The

A. Programming and Scheduling Information

Internationals approach is similar to a sheltered instruction model in that content area teachers have an understanding, training and background in teaching ELLs. Because students are on a team with an interdisciplinary team of teachers, the team works together to develop curriculum and materials for their ELL students. The ESL teacher on the team provides support in the scaffolding of the work and incorporating the content of other classes into their language class as a means of additional support. 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. A variety of English and native language texts are used in the classrooms and many projects incorporate a native language component.

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 simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students’ needs. This professional development is ongoing and sustained from year to year.

4. Our curriculum incorporates the use of native language in many different ways. Students may work in native language groups to complete certain tasks and then come back to a mixed language group to share their findings or results. When possible, students may present their findings in their native language to an audience of the same language. While students are encouraged to use their native languages to assist in comprehension and to assist their classmates, all formal assessment by teachers is done in English. We do not formally assess students' native language abilities.

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

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

A. Programming and Scheduling Information

- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

a. SIFE students who are in need of instructional support are identified by the teachers. This information is shared with the guidance counselor and literacy coach. At weekly team meetings, the team of interdisciplinary teachers share strategies that they are using with their SIFE students. SIFE students are also assigned for before school individual tutoring and after school/Saturday academic programs. In all 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 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. Teachers also meet individually with newcomer students during our morning tutoring program. In addition, newcomers are encouraged to participate in after school programs which include various arts programs (music and visual arts) as well literacy and numeracy building programs.

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 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. ELLs also strongly benefit from our partnerships with outside organizations such as iMentor, Big Brothers/Big Sisters and other one-on-one mentoring programs. Therefore, we encourage our ELLs receiving services for 4 to 6 years to participate in these programs.

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 also strongly benefit from our partnerships with outside organizations such as iMentor, Big Brothers/Big Sisters and other one-on-one mentoring programs. Therefore, we encourage our long-term ELLs to participate in these programs. Our weekly senior mentoring program provides small group support for our LT-ELL population as students are guided through the process of completing their senior

A. Programming and Scheduling Information

graduation portfolios.

6. We currently do not have any ELL–SWD students. However, our teachers all use ESL strategies such as leveled reading materials, jigsaw readings, scaffolded tasks, and collaborative group work which is differentiated for our students’ diverse ability levels so that all students have access to the curriculum. If, in the future we do have ELL–SWDs, we will accommodate their needs per the mandates of their IEPs, which in most cases involves a collaborative team teaching model. These students would be placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. We would hire a special education teacher to push in to these classes and work individually and in small groups with these students during targeted intervention periods. In addition, the special education teacher would work with teachers to further scaffold the curriculum to meet these students individual needs and goals. Instruction in all classes would continue to be project–based and incorporate 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.

7. We currently do not have any ELL–SWD students, but our student population does have very diverse needs which we meet through curricular, instructional and scheduling flexibility. Our students are all heterogeneously grouped and block scheduled, ELL–SWDs would be kept in classes with their non–disabled peers for the entire school day. Curriculum is thoughtfully planned by our teachers to engage all students. Teachers work in collaborative teams to create project–based interdisciplinary curriculum that is differentiated for all learners. All teachers use ESL strategies (see Q.5) in their instruction to engage all students. Schedules are arranged to complement curriculum, for example, if students are working on an interdisciplinary project, teachers rearrange schedules to allow for longer blocks of time for students, particularly SWDs whp may need additional time, to work in collaborative teams to complete the assignment.

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
Native Language Arts	n/a
Social Studies:	n/a

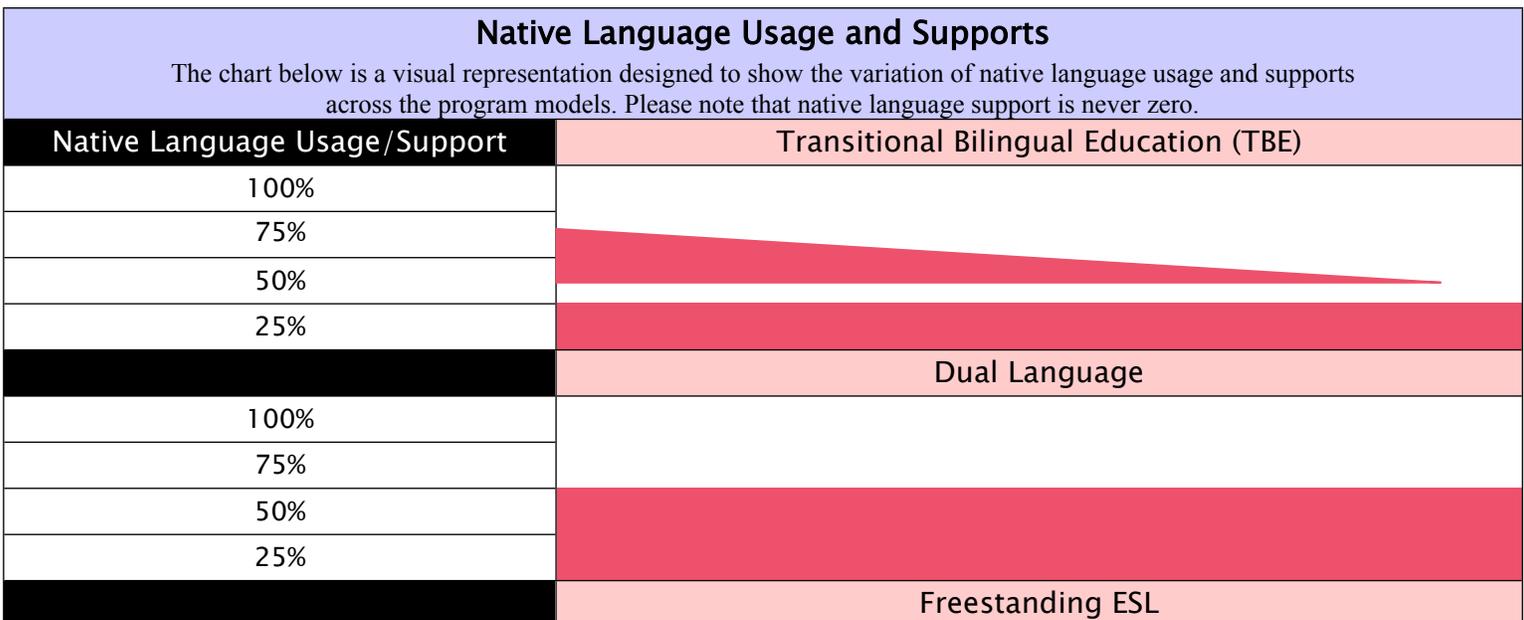
Class/Content Area	Language(s) of Instruction
n/a	n/a
n/a	n/a

Math:	n/a
Science:	n/a

n/a	n/a
n/a	n/a

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

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. All teachers, both content area and ESL, use ESL strategies in their instruction. Beginner ELLs receive at least 540 minutes of ELL support per week, Intermediate ELLs receive at least 360 minutes of ELL support per week and Advanced ELLs receive 180 minutes of ELL support per week. In addition, these Advanced ELLs also receive 180 minutes of ELA support per week.

Our after school program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Teachers running these programs utilize the "Internationals Approach":

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French. This program supports SIFE, newcomer, ELLs and LT-ELL students' ELA and social studies content knowledge and skill development.
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students' literacy and numeracy skills as students receive individualized assistance with homework assignments. This program supports SIFE, newcomer, ELL, and LT-ELL students' social studies, ELA, science, and math content knowledge and skill development. Native languages are used as needed to support student understanding.
- Math Support Class – once a week for one hour and a half, targeted students including SIFE, newcomers, ELLs, and LT-ELLs, work with their math teachers to improve numeracy skills. Native languages are used as needed to support student understanding.
- Morning Intensive Tutoring Support– In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program. Native languages are used as needed to support student understanding.
- Journalism Class – twice a week for one hour, students collaborate on writing articles, creating illustrations,

and organizing newspaper layout. Students' native languages are used in conducting interviews and in writing articles. This program supports SIFE, newcomer, ELL, and LT-ELL students' social studies, ELA, science and math content knowledge and skill development. Native languages are used as needed to support student understanding.

- Learning Leaders Volunteers – Students who are identified by teachers as in need of additional support are assigned Learning Leader volunteers who assist student in various classes or after school, depending on the students' needs. This targeted intervention supports SIFE, newcomer, ELL, and LT-ELL students' social studies, ELA, science and math content knowledge and skill development. Native languages are used as needed to support student understanding.

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. Our more advanced ELLs are also encouraged to participate in our many after school programs offered on site or at the campuses of our college partners. 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 when available.

10. This upcoming school year, we will be working on improving our college course offerings for our more advanced ELLs. We have reached out to several public and private universities to allow our students access to these programs. Our rationale for increasing the number of partnerships with colleges is that our students will benefit from the experience of taking courses at a college while still receiving the benefits of being in a familiar high school structure. Our intention is to have more students earning college credit while in high school to ease their transition into college. We are also piloting a literacy program, Reading Horizons, with a small group of struggling learners. Several schools in our network have anecdotal evidence on the benefits of using this reading program with struggling students. Data, including student feedback, student attendance and academic achievement, will be analyzed to assess the impact of this program on our students' learning.

11. No programs or services are being discontinued this year.

12. Since nearly 90% of our students are ELLs, all school programs (before, during and after school) are “equal access.” In addition to the support and intervention services listed in the answer to question eight 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:

- Chess Club
- Student Government
- iMentor (junior students paired with adult mentors)
- Model United Nations

- Anti-Defamation League's A World of Difference Peer Training Program
- College Now
- College Essay Writing Class
- Art Club
- Science Club
- Photography/Bookmaking Club
- Gay Straight Alliance
- Guitar Class
- UNICEF Club
- Girls' Club
- Culture Clubs (Tibetan, Arabic, Bengali, Latino, Chinese, African Nations)
- Tech Squad
- New York Times Neediest Service Program
- Advanced Grammar
- Environmental Awareness Club

Other Support Services:

- Interborough Developmental and Counseling Center (on site five days per week)
- New York University Medical Van (on site two days per week)

ELL students are invited to participate in these programs by their teachers and their peers. ELL parents are also encouraged at monthly parent meetings to invite their children to participate in our after school programs. Our ELL participation rate can be seen in our high attendance rates for all after school programs. We have over fifty percent of our ELL population participating in these programs. These programs are held before school, after school and on Saturdays and are funded through Title I, Title II, Tax Levy and SIFE grant allocations. The goal of these programs is to continue students' language development through hands-on activities.

13. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials for SIFE, newcomers, ELLs and LT-ELLs. Native languages are used as students work in collaborative groups to negotiate meaning. Some examples include:

- QTEL Institute curricula (used to support instruction in science, math social studies and English classes)
- Anti-Defamation League: A World of Difference (used to support instruction in social studies and English classes)
- National Foundation for the Teaching of Entrepreneurship (NFTE) curricula (used to support instruction in social studies)
- Facing History, Facing Ourselves (used to support instruction in social studies)
- Cold Spring Harbor DNA Learning Center (used to support instruction in science)
- NY Tolerance Center (used to support instruction in social studies and English)

- Magnet Lab: Center for Integrating Research and Learning (used to support instruction in social studies)
- Brain Pop! (available in Spanish; used to support instruction in math, science, social studies, and English)
- iMentor Program (used to support instruction in English and social studies)
- New York Historical Society (used to support instruction in social studies and English)
- Brooklyn Academy of Music (used to support instruction in English and Art)
- Shakespeare Society (used to support instruction in English, Theatre Arts, and Social Studies)
- Technology (school has more than 250 laptop and desktop computers; used to support instruction in math, science, English and social studies)
 - o iMovie, Final Cut Pro (digital video cameras; used to support instruction in English and art)
 - o Garageband (digital voice recorders) (used to support instruction in English and art)
 - o iPhoto (digital cameras; used to support instruction in art)
 - o Powerpoint (used to support instruction in science, math, social studies, and English)
 - o MS Word, Excel, PowerPoint (used to support instruction in science, math, social studies and English)
 - o SMART Board (used to support instruction in science, math, social studies and English)
 - o iWork (used to support instruction in science, math, social studies and English)

14. All of our students participate in our language development/ESL program. And, all of our classes use students' native languages to support learning 25% of the instructional time. 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. Students complete several native language projects each year and these are archived in the students' native language digital portfolio. One of the graduation portfolio tasks requires students to complete a final project in their native language and then to do an analysis of the work in their digital portfolio to understand more about how their native language skills have evolved over the past four years. Students also postulate how they will maintain their native language in upcoming years. Peers, community partners, family members and/or school personnel support students in completing these native language projects. We also have an extensive native language library with a wide selection of fiction and non-fiction audio and paperback/hardback books for our students to choose from. Students take advantage of these resources several times throughout the day.

15. Yes. All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, textbooks 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. 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. A new family orientation

meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities. At this meeting, new students are encouraged to apply for summer programs such as the International Rescue Committee Summer Program to help prepare them academically for the upcoming school year.

17. The following Language Elective is available to students:

- French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French

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)?

n/a

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. The subject area teachers, assistant principal, literacy coach, para professionals, ESL teachers, guidance counselors, secretaries, community coordinators and parent coordinators at BIHS participate in various professional development activities throughout the year including action research and collaborating with outside institutions such as Teachers Network Leadership Institute, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, Federal Reserve Bank of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Action Center, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), Fund for Teachers, The Cooper Union and Royal Shakespeare Company. These professional development experiences allow all personnel to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The Brooklyn International High School participate in weekly interdisciplinary team professional development as well as weekly discipline-based professional development. In addition, BIHS conducts monthly professional development meetings for all personnel. The calendar for monthly PD sessions includes the following dates: 9/27/11, 10/25/11, 11/29/11, 12/20/11, 1/17/12, 2/14/12, 3/20/12, 4/24/12, 5/22/12, 6/12/12. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues.

Contracted Vendor Professional Development

- SmartBoard Training
- Bena Kallick, Habits of Mind Institute

In-House Professional Development

- Intervisitations – In order to foster collaboration amongst the teachers, each teacher will have the opportunity to observe another teacher two times during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Inquiry Work – All teachers will meet once a week to discuss inquiry research projects; project topics will be developed by disciplines; results of the studies will be shared with the faculty at an end of the year professional development session.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn

from their successes and struggles. The visiting teacher will debrief with other staff members.

- QTEL Training

2. Interdisciplinary teams take responsibility for orienting new students to our school and program by pairing them up with a "buddy" who shares the exact same class schedule. Counselors meet with teams each week to address concerns on the team and to help them support students as they transition. Counselors receive training through the Internationals Network and the CFN network. Teachers also meet in discipline teams to discuss the curriculum progression through the grades. They align their curriculum and language to assist students as they transition from grade to grade; students encounter similar styles of assignments and language as they progress through the grades which makes them feel more comfortable and successful in the transition process.

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 question one above provides multi-year, on-going professional development for all members of the faculty. 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 eighty hours of professional development a year. 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.

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. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Attendance at these meetings is generally very high with 50–100 families in attendance. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast and International Festival. Anywhere from 20–30% of our students’ families regularly attend Open School Night and Open School afternoon.

2. BIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC) (social and emotional support, academic counseling and health services for families)
- iMentor (pairs ELL students with professional mentors; correspond weekly through emails and evening events)
- The New York Immigration Coalition (NYIC) (supports ELLs with information on immigration issues, college and careers)
- Sanctuary for Families (provides legal counsel to families who are victims of domestic violence)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center (provides individual counseling to students on campus)
- NYPD Community Affairs Bureau New Immigrant Outreach Unit (provides information to immigrant parents about their rights)

All workshops are translated into the parents' various languages by our multilingual personnel and student volunteers.

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. Parents are also surveyed through informal conversations over the course of the year, using translators as needed, at Family Association meetings and Parent Teacher Conferences. The parent coordinator is responsible for creating, collecting and analyzing surveys. She also plans the monthly meetings, organizing

translation services and maintains all record keeping surrounding parent events .

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 to question three above. Topics covered so far this year include: an introduction to the curriculum (presentations by each grade level team regarding what topics will be covered this year), graduation requirements, and paying for college. All parent events include translation services from school personnel and student volunteers.

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)										38	25	11	3	77
Intermediate(I)										29	52	47	42	170
Advanced (A)										18	10	15	19	62
Total	0	0	0	0	0	0	0	0	0	85	87	73	64	309

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										14	16	1	0
	I										26	29	28	19
	A										18	27	30	26
	P										5	11	14	20
READING/ WRITING	B										23	17	10	3
	I										27	53	45	42
	A										12	8	17	19
	P										1	1	1	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	62		57	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. This year we are using the formative assessment developed by the Performance Standards Consortium. This 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. W

2. The NYSESLAT and LABR data indicate that the majority of our 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their English level improves. It appears that most of our students are able to move into the Intermediate category, but fewer of our ELLs make it to the Advanced category, which is not surprising as the majority of our students are newly arrived ELLs.

The most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Closer analysis of the NYSESLAT Modality scores by the Humanities teachers revealed a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students still score higher in the Listening/Speaking category than in the Reading/Writing category. By 12th grade, most students score as Advanced in Listening/Speaking, but are still scoring as Intermediate in Reading/Writing. This data is used to inform our curriculum, instructional approaches and interventions. All of our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time. LAB-R data indicates that most of our new students are beginner ELLs, reinforcing the importance of utilizing ESL strategies across all grades and subjects.

3. After analysis of our data with the humanities department (ESL, social studies and English teachers) and our literacy coach, they have found that the most crucial pattern is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the

Internationals Approach employed 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.

Our school, along with all of the International High Schools in NYC, was granted the opportunity to develop our own DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

4. a. As part of the New York Performance Based Assessment Consortium, we use a portfolio process to evaluate students for graduation in lieu of the Regents exams. We do, however, administer the ELA Regents exams and 57 out of 62 ELLs passed the exam. This test is only available in English, so there is no comparison against native language exams. Our ELLs are faring well, but in order to increase this pass rate, we will continue to use our ESL strategies in all classes.

b. We use the DYO developed by the Performance Based Assessment Consortium. Additionally, we are using the assessments from our semester portfolios to monitor the progress of individual students and implement instructional changes. 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. School leaders have created common meeting time for departments to meet each week to look at data and plan interventions. In addition, interdisciplinary instructional teams also have weekly time for this kind of planning. Team and department leaders meet with school leader to set agendas for meetings.

c. This year we will be using the DYO formative assessment in science and social studies in addition to English. We are just rolling out these assessments for the first time, so we have not had a chance to analyze any data, however, in designing the assessments, teachers took into consideration the skills and knowledge that students should be expected to demonstrate over the course of four years. They then designed tasks that would accurately measure this knowledge and skills. We have administered the English formative assessment for the past few years and teachers have noted that ELL students language slowly develops over time and of particular importance is noting the differences in language development between students. When looking at data from a single student over the course of four years, you have a more accurate picture of that student's development as patterns may not be as visible in the first year or two. We expect to be able to draw many more conclusions about the differences in subject area language development once we have rolled out the assessments for the year.

5. n/a

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
 - Current and formal student anecdotes

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Brooklyn Int'l H.S.</u>		School DBN: <u>13K439</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Taranto	Principal		11/28/11
Kathleen Rucker	Assistant Principal		11/28/11
Lilian Ghali	Parent Coordinator		11/28/11
Shahzia Pirani-Mellstrom	ESL Teacher		11/28/11
Ghada Noayhed	Parent		11/28/11
Fred Wambolt	Teacher/Subject Area		11/28/11
Megan Berdugo	Teacher/Subject Area		11/28/11
Patricia Doherty	Coach		11/28/11

School Name: **Brooklyn Int'l H.S.**

School DBN: **13K439**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Ken Kastenbaum	Guidance Counselor		11/28/11
Cyndi Kerr	Network Leader		11/28/11
	Other		

Requirement under Chancellor's Regulations – for all schools

DBN: 13k439 School Name: The Brooklyn International HS

Cluster: Rello-Anselmi Network: CFN 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 25%; Chinese - 22%, English - 10.7%, Bengali - 9.5%, French - 8%; Fulani - 5.4%, Arabic - 4.9%, Tibetan - 4.4%, Haitian-Creole - 2.6%; Nepali - 1.5%, Urdu - 1.3%; Other - 4.4%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others.

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 Arabic, Bengali, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- 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

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 25%; Chinese - 22%, English - 10.7%, Bengali - 9.5%, French - 8%; Fulani - 5.4%, Arabic - 4.9%, Tibetan - 4.4%, Haitian-Creole - 2.6%; Nepali - 1.5%, Urdu - 1.3%; Other - 4.4%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. Because we have identified the need to have interpretation services for 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, ARIS training, 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.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean and other languages), 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 students and their families based on the Home Language Identification Survey, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

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

Our guidance department also uses 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>.

The Brooklyn International High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary.

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: <u>The Brooklyn International HS</u>	DBN: <u>13K439</u>
Cluster Leader: <u>Knecht</u>	Network Leader: <u>Kerr</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>318</u>
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: <u>15</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>12</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At The Brooklyn International High School we utilize 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 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. All of our ESL teachers are fully licensed and all of our content area teachers receive more than 10 hours of ESL training annually. Several of our content area teachers are dual certified in ESL and their content area. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. Native language projects in various content areas are also a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. Each student's native language projects are maintained in a digital portfolio throughout the course of the student's academic career. All core academic classes (English, math, science, social studies, and the arts) meet four times weekly for 65 minutes each. We serve approximately 350 recent immigrants in 9th, 10th, 11th, and 12th grade.

All of our recent immigrant ELL students have the opportunity to enhance their English further through participation in language-rich after school programs designed to meet their unique linguistic needs, including: music, dance, peer training, student government, French club, math club, SAT prep, environmental club, UNICEF club, and technology. Our newest ELLs gain further support through before- and after- school tutoring, monthly Saturday events, special literacy and math electives. The Title III program provides English Language Learners with supplemental instruction in a Before School/After School Program and monthly Saturday activities. The instructional programs will service ELLs in mixed grades of high school who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers are paid the per session rate:

After School Math Support: One dual certified ESL/math teacher will work with up to twenty students. Instruction will focus on developing skills in both English and math Literacy, through explicit instruction of new vocabulary learning (building on native language when possible), oral practice through discussion, and mathematical problem solving through games and puzzles. Materials for this program include various math manipulatives. Classes will meet one hour per week for 24 weeks from October through June, on Thursdays from 3:35 - 4:35.

After School Peer Training Leadership Development: Twenty students will participate in learning and teaching other students about tolerance, bias, racism, and sexism and other social issues of the day. A dual certified ESL/English teacher will work with students on developing academic language through vocabulary, oral discussion, and written scenes and scripts. Students present to other classes within BIHS, other International H.S.'s and at parent meetings in their native language and in English. Class meets once per week for 1 hour for 30 sessions from September through June, on Mondays from 3:35 - 4:35.

Part B: Direct Instruction Supplemental Program Information

Scholarship Class: One certified ESL teacher and one Learning Leaders volunteer will help students prepare their applications for scholarships. Students will receive individual guidance as they review scholarship eligibility. Students will read example essays selected by the teacher and outline characteristics of a successful scholarship essay. Peers and teachers alike will provide feedback. Classes will meet once per week, 1 hour per class for 20 weeks from mid-September through February on Wednesdays from 3:35 - 4:35.

College Essay Writing: One certified English teacher and one ESL teacher will teach students about the college essay writing process. Students will read sample essays and discuss effective writing strategies. They will also work through self-reflection activities to assist them in deciding which topics to include in their essays. The teacher will guide the students through the writing process from outline through to final essay. This class will meet once a week, 1 hour per class for 20 weeks from mid-September through February on Tuesdays from 3:35-4:35 pm.

After School & Saturday Model U.N.: One ESL teacher and one content teacher will participate in the Model U.N. program. Students will also attend several full day Saturday workshops. Classes will meet once per week, 2 hours per class for 8 weeks and for 4 Saturdays, 6 hours per Saturday.

After School Songs in English: One certified ESL teacher will run an after school program teaching students to sing popular English songs. Students will improve their reading and speaking skills and have fun as they learn language through song. This group of 15-20 students will meet once a week from 3:35-4:35 for 20 weeks from mid-September through February.

After School Student Government: Fifteen student government participants work with one ESL teacher on school programs and projects. Students participate on school committees and improve language and literacy through dialogue facilitation. Class meets for 1 hour for 30 weeks from September through June on Wednesdays from 3:35 - 4:05 and on Fridays from 8:35 - 9:05.

After School Math and Engineering Class: One math teacher and one ESL teacher will teach a one hour math and engineering class once a week on Fridays from 3:35 - 4:35 to ESL students. This class will focus on building students background knowledge and familiarity with math concepts through hands-on learning. Students will be exposed to careers in math and engineering. Class will meet once a week for 24 weeks from October through June on Thursdays from 3:35-4:35.

After School SAT Grammar Class: One English and one ESL certified teacher will teach an SAT preparation class specifically designed to help prepare ESL students for SAT grammar. The class will utilize books and online programs in addition to group activities to help them build skills and understanding of grammar necessary to succeed on the SAT. This class will meet once a week on Mondays from 3:35 -4:35 for 20 weeks from mid-September through February.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Professional development is critical to our efforts to improve instruction for ELLs. Our teachers seek out PD opportunities on many levels including school based PD, network level PD and PD from outside providers such as Apple, Facing History and Math for America. Our professional development committee, consisting of both ESL and content area certified teachers from all grade levels, meets on a weekly basis to analyze school data and prepare for our monthly full faculty professional development meetings. Each of our PD sessions is designed with the ultimate goal of improving the academic achievement of all ELLs.

Some of the professional development opportunities that will be provided this year include:

- iMentor College Readiness (Funded by Title III Funds) – The iMentor program facilitator will train 2 ESL teachers and 3 content area teachers (science, health and English) who teach in the Title III program, in the use of their College Readiness program for ESL students which includes academic language development, resume writing, the college application process, and scholarship assistance. Sessions will meet once month from September through May for 3 hours each month. Dates include: 10/08/12, 11/15/12, 12/13/12, 1/10/13, 2/13/13, 3/14/13, 4/18/13, and 5/16/13.

In addition, all teachers of ELLs participate in other several professional development sessions at no cost to Title III:

- Inquiry Projects – small, self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to rest of staff so that all may benefit from the work of the rest.
- Weekly professional development meetings, which will include the following topics:
 - o Layered Curriculum for ELLs
 - o Differentiation of instruction for ELLs
 - o Habits of Mind for ELLs
 - o Language development for ELLs
 - o Analysis of student work in order to improve instruction/design interventions for ELLs
 - o Analysis of student assessments (formative assessment, progress reports, report cards, etc.) for ELLs
 - o Scaffolding instruction for ELLs
 - o Incorporating technology in the curriculum for ELLs
 - o Peer critiques of teacher-generated curricula integrating language development and content for ELLs
 - o Alignment of curriculum for ELLs with the Common Core Standards
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- Participation in Internationals Network for Public Schools Professional Development workshops – our entire staff will meet with their peers from our sister International High Schools and attend

Part C: Professional Development

workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, Layered Curriculum, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. PD takes place in late August for 2 - 3 days, prior to the start of the school year and again in November for one day.

- 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 to visit our sister IHSs across the city and learn from them.

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:

Our Parent Coordinator is very responsive to the needs of our parents. The Parent Coordinator conducts a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings. All information sent to parents regarding said meetings is translated and translators are available during the meetings. School Messenger automatically telephones parents in their native language to remind and inform parents of meetings.

Other topics at meetings include:

- Training in the use of ARIS, as very few of our families have internet access at home. We have set up a parent room that is available for parents to use. In addition, our ELL parents are invited to make use of our library, which has an extensive native language collection.
- Based on past needs assessments, we have scheduled meetings on the college application process specific to immigrant and ELL issues, applying for financial aid specific to immigrant and ELL issues, internet safety, health issues, community involvement, immigrant legal issues, student-parent mixers, neighborhood policing, gang awareness for immigrant families. Translation for our ELL families is provided. CBOs include the New York City Police Department, Detective David D'Amico from the Monmouth County Prosecutor's Office, the New York Immigration Coalition, the International Rescue Committee, NYU Health Van, among others.
- Parents are invited to school events, college visits, and other trips using School Messenger.
- ESL classes are provided on site by trained ESL instructors monthly (October 18, November 15, December 6) in conjunction with other ESL classes provided outside the school.

Part E: Budget

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

Allocation Amount: \$

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