



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE INTERNATIONAL HS @ PROSPECT HEIGHTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K524

**PRINCIPAL:** NEDDA DE CASTRO    **EMAIL:** NDECASTRO@SCHOOLS.NYC.GOV

**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
Nedda de Castro	*Principal or Designee	
Steve Watson	*UFT Chapter Leader & Chairperson	
Gisbert Mayr	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Yifan Mayr Gabriela Martinez Gulshoda Halilova	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joanna Yip	Member/Teacher	
Adam Lammers	Member/Teacher	
Rosie Frascella	Member/Teacher	
Hector Simons	Member/Parent	
Elise Etienne	Member/Parent Secretary	
Janet Oliva	Member/Parent	
Daisy Simons	Member/Parent	

\*\* 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.



## 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, the Limited English Proficient subgroup will meet or exceed its performance on the English Language Arts Regents.

### **Comprehensive needs assessment**

Did not meet AYP for English Language Arts in the Limited English Proficient sub-group.

### **Instructional strategies/activities**

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, we will:

- Reduce class size to support students who are English language learners. Classes sizes in 9<sup>th</sup> and 10<sup>th</sup> grade will be no more than 28 students and classes in the upper school will not exceed 30 students.
- Structure school in teacher teams and create schedules to have collaborative planning and data inquiry time built in to the school day.
- ELA inquiry team will analyze Regents performance data in order to further develop effective instruction.
- To hire a part-time ELA coach to support ELA and Reading instruction.
- To provide ELA Regents Prep during the school day, Afterschool, and in Summer School.
- To provide supplemental Literacy class for students who are in need of additional instruction or are SIFE.
- To implement a school-wide differentiated reading program.
- Will support students English Literacy and English Language development through the Arts in the playwriting program taught by the Theatre Development Fund in collaboration with the 11 grade English teacher team.
  
- All teachers will implement a structured way of discussing student work, analyzing other student achievement data (including formative assessments), and sharing and modifying curriculum for individual students via participation in inquiry discussions. Inquiry/data analysis meetings will take place weekly throughout the school year beginning in September 2012.
  
- In addition, discipline inquiry teams will meet at least 3 times per year for at least 2 hours each session to examine student work products to inform instruction. Meetings will take place in October, December, April and June.
  
- All teachers will use ARIS, Skedula and other data analysis tools in order to identify students in need of support (so as to supplement classroom observations and obtain a full profile of the students), fully understand their strengths and their areas of need, and communicate with other teachers regarding strategies and plans for helping these students reach their full potential.
  
- Project-based curriculum and assessments (formative assessments as well as student portfolios) will be aligned with Regents exams requirements in all subjects. Teaching staff will use weekly common planning time to continuously modify curriculum to meet the learning needs of students.
  
- Students who are deemed as needing special interventions will be provided with additional small group and one-on-one support in literacy two days a week for 65-minute sessions beginning in October 2012.
  
- An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week beginning in October 2012.

- A Regents prep program will be offered in ELA for two hours a week for struggling 12<sup>th</sup> graders during the school day throughout the year.
- A Regents Prep after school program will be offered for 12 weeks in the spring of 2012 for struggling students in the 11<sup>th</sup> grade.

**Strategies to increase parental involvement**

- 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;
- 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;
- Parent workshops will be conducted in the use of Skedula so that parents may access student progress data in real-time.

**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.

  x   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination:  
In order to support this work:**

Tax Levy will be used to:

- Partially fund a full-time Reading and Literacy Teacher.

- To partially fund per-session for teacher inquiry teams.
- Fund teacher salaries in ELA and ESL to support a reduced class sizes.
- Purchase Datacation software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student progress.

Title I SWP will be used to:

- Fund the reading and Literacy Coach
- Fund per-session for teachers to provide after school test preparation.
- Fund playwriting program through the Theater Development Fund.

Title III will be used to:

- To purchase software that is used in the differentiated reading program for ELLs.
- To fund translators increase access to ELL parents and increase involvement.
- To pay per-session to a teacher inquiry team that will study best practices in teaching reading and literacy to English Language Learners and develop professional development sessions for staff.

The SIFE Grant will be used to:

- To partially fund Reading and Literacy Teacher.
- To partially fund per-session for a Peer Tutoring Coordinator.

## **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 Limited English Proficiency sub-group will meet or exceed their performance on the Integrated Algebra Regents.

### **Comprehensive needs assessment**

Did not meet AYP for mathematics in the limited English speaking group.

### **Instructional strategies/activities**

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, we will:

- Reduce class size to support students who are English language learners. Classes sizes in 9<sup>th</sup> and 10<sup>th</sup> grade will be no more than 28 students and classes in the upper school will not exceed 30 students.
- Provide professional development
- Structure school in teacher teams create schedules to have collaborative planning and data inquiry time built in to the school day.
- Math inquiry team will analyze Regents performance data in order to further develop effective instruction.
- To provide Mathematics Regents Prep Afterschool and in Summer School.
  
- All teachers will implement a structured way of discussing student work, analyzing other student achievement data (including formative assessments), and sharing and modifying curriculum for individual students via participation in inquiry discussions. Inquiry/data analysis meetings will take place weekly throughout the school year beginning in September 2012.
  
- In addition, discipline inquiry teams will meet at least 3 times per year for at least 2 hours each session to examine student work products to inform instruction. Meetings will take place in October, December, April and June.
  
- All teachers will use ARIS, Skedula and other data analysis tools in order to identify students in need of support (so as to supplement classroom observations and obtain a full profile of the students), fully understand their strengths and their areas of need, and communicate with other teachers regarding strategies and plans for helping these students reach their full potential.
  
- Project-based curriculum and assessments (formative assessments as well as student portfolios) will be aligned with Regents exams requirements in all subjects. Teaching staff will use weekly common planning time to continuously modify curriculum to meet the learning needs of students.
  
- An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week beginning in October 2012.
  
- An after school Regents prep program will be offered in Integrated Algebra two hours a week for struggling 11<sup>th</sup> and 12<sup>th</sup> graders. This program will be offered for 12 weeks in the fall of 2011 and 12 weeks in the spring of 2011.

**Strategies to increase parental involvement**

- 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;
- 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;
- Parent workshops will be conducted in the use of Skedula so that parents may access student progress data in real-time.

**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.

  x   Tax Levy      x   Title I               Title IIA      x   Title III      x   Grants               Other

If other is selected describe here:

**Service and program coordination:****In order to support this work:**

Tax Levy will be used to:

- To partially fund per-session for teacher inquiry teams.
- Fund teacher salaries in Mathematics to support reduced class sizes.
- Purchase Datacation software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student progress.

Title I SWP will be used to:

- Fund per-session for teachers to provide after school test preparation.

Title III will be used to:

- To fund translators increase access to ELL parents and increase involvement.
- Fund professional development in QTEL strategies.

The SIFE Grant will be used to:

- To partially fund per-session for a Peer Tutoring Coordinator.

### **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**

The graduation rate in the category of all students for O cohort will meet or exceed 60%.

#### **Comprehensive needs assessment**

Did not make AYP for graduation rate of all students.

#### **Instructional strategies/activities**

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, we will:

- All teachers will implement a structured way of discussing student work, analyzing other student achievement data (including formative assessments), and sharing and modifying curriculum for individual students via participation in inquiry discussions. Inquiry/data analysis meetings will take place weekly throughout the school year beginning in September 2012.
- 
- Support team teaching in the 11<sup>th</sup> and 12<sup>th</sup> grade teams in Science and Social Studies.
- All teachers will use ARIS, Skedula and other data analysis tools in order to identify students in need of support (so as to supplement classroom observations and obtain a full profile of the students), fully understand their strengths and their areas of need, and communicate with other teachers regarding strategies and plans for helping these students reach their full potential.
- Project-based curriculum and assessments (formative assessments as well as student portfolios) will be aligned with Regents exams requirements in all subjects. Teaching staff will use weekly common planning time to continuously modify curriculum to meet the learning needs of students.
- Students who are deemed as needing special interventions will be provided with additional small group and one-on-one support in literacy two days a week for 65-minute sessions beginning in October 2012.
- An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week beginning in October 2012.
- A Regents prep program will be offered in ELA for two hours a week for struggling 12<sup>th</sup> graders during the school day throughout the year.
- A Regents Prep after school program will be offered for 12 weeks in the spring of 2012 for struggling students in the 11<sup>th</sup> grade.
- An after school Regents prep program will be offered in Science, US History, Global History two hours a week for struggling 11<sup>th</sup> and 12<sup>th</sup> graders. This program will be offered for 12 weeks in the fall of 2011 and 12 weeks in the spring of 2011.

**Strategies to increase parental involvement**

- 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;
- 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;
- Parent workshops will be conducted in the use of Skedula so that parents may access student progress data in real-time.

**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.

  x   Tax Levy      x   Title I               Title IIA      x   Title III      x   Grants               Other

If other is selected describe here:

**Service and program coordination:****In order to support this work:**

Tax Levy will be used to:

- To partially fund per-session for teacher inquiry teams.
- Fund teacher salaries in Science and Social Studies to support a reduced class sizes and team teaching.
- Purchase Datacation software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student progress.

Title I SWP will be used to:

- Fund per-session for teachers to provide after school test preparation.

Title III will be used to:

- To fund translators increase access to ELL parents and increase involvement.

The SIFE Grant will be used to:

- To partially fund per-session for a Peer Tutoring Coordinator.

**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.).
<b>ELA</b>	<b>Extended class periods</b>	Whole class	During the school day
	<b>Additional literacy class</b>	Small group	During the school day
	<b>Test preparation</b>	Small group	During the day and after school
	<b>Differentiated Reading Program</b>	Whole Class	During the day
	<b>Peer Tutoring</b>	One –to-one	After school
	<b>Targeted Instruction</b>	Small group	During the day
<b>Mathematics</b>	<b>Extended class periods</b>	Whole class	During the school day
	<b>Peer tutoring</b>	One –to-one	After school
	<b>Test preparation</b>	Small group	After school
	<b>Targeted Instruction</b>	Small group	During the day
<b>Science</b>	<b>Extended class periods</b>	Whole class	During the school day
	<b>Peer tutoring</b>	One –to-one	After school
	<b>Test preparation</b>	Small group	After school
	<b>Targeted Instruction</b>	Small group	During the day

<b>Social Studies</b>	<b>Extended class periods</b> <b>Peer tutoring</b> <b>Test preparation</b> <b>Targeted Instruction</b>	Whole class One –to-one Small group Small group	During the school day After school After school During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>On-going, one-to-One Counseling</b> <b>Group Counseling</b> <b>Crisis Counseling</b>  <b>Case Management</b>	One –to-one Small group One –to-one and family  One-to-one and family	During the school day  During the day and after school During the day and after school, as needed.  During the school day.

### 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.

Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
  - o Analysis of student work in order to improve instruction/design interventions
  - o Analysis of student assessments (project-based learning)
  - o Social-emotional progress of a teaching team's shared students
  - o Formation and refinement of discipline specific benchmarks at each grade level
  - o Peer critiques of teacher-generated curricula
  
- Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.
  
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
  
- International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of

## **PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corinne Anselmi/Cyndi Kerr</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>524</b>
School Name <b>The International HS@Prospect Heights</b>			

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

Principal <b>Nedda de Castro</b>	Assistant Principal <b>Vadewatie Ramsuchit</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Melissa deLeon</b>	Guidance Counselor <b>Linda Ponciano</b>
Teacher/Subject Area <b>Eric Segovia/ESL</b>	Parent <b>Mr. Mayr</b>
Teacher/Subject Area <b>Minerva Moya/ESL</b>	Parent Coordinator <b>Miguel Antunes</b>
Related Service Provider <b>Grecia Matthews</b>	Other <b>Yanet Bueno/Mathematics</b>
Network Leader <b>Cyndi Kerr</b>	Other <b>Rachel Huang/ Science</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>9</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>407</b>	Total Number of ELLs	<b>386</b>	ELLs as share of total student population (%)	<b>94.84%</b>
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## Part II: ELL Identification Process

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

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

1. All students admitted to The International High School at Prospect Heights from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. For prospective students and informal interview is the first step in the HLIS process. Upon arrival at our school, prospective students and their families are initially received by Vadewatie Ramsuchit, the Assistant Principal, with the assistance of the parent coordinator. Ms. Ramsuchit, Mr. Eric Segovia (ESL Teacher/Spanish) or Minerva Moya (ESL Teacher/Spanish) with the assistance of a staff member who speaks the family's native language will conduct the interview. If a native language translator is unavailable on site, then Ms. Ramsuchit, Mr. Segovia or Ms. Moya will interview the parent and child and administer the HLIS using the telephone interpretation and translation service provided by the NYC Department of Education. Mr. Segovia or Ms. Moya administer LAB-R examination. Spanish speaking students who are not proficient in English based on the Lab-R result, will also take the Spanish Lab. Mr Segovia and Ms. Moya administer the Lab-R, and, if indicated, the Spanish Lab within the first 10 days of admission. In the Spring, Ms. Ramsuchit coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report on ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times students will be tested in the modality missed either reading, writing, listening or speaking. The school's goal is to always test every ELL in the school in every modality.

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.

Ms. Ramsuchit, the A.P., with the translation assistance of staff members who speak the parent or guardian's native language will conduct the Parent Program Selection orientation for parents, guardians, and new students. She will assist them with the HLIS. After they have completed the HLIS and it is determined whether the child is Lab-R eligible. This orientation occurs on the same day that families bring their children to our school. During this meeting, parents are shown the video highlighting the three program options, in the appropriate native language. Ms. Ramsuchit, Mr. Segovia or Ms. Moya, with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options, provides research-based information and answers any questions families may have regarding each one. After their questions are answered satisfactorily, parents complete the Program Choice form. After their program selection, we conduct a School Orientation we explain the unique features of our Internationals approach, which is designated as an ESL program by the NYC DOE, and provide them with a data packet and brochure about our school.

Parents choose one of the three NYCDOE program models. Parents will choose a model in order of preference, either Free-Standing ESL, Transitional Bilingual, or Dual Language. If parents choose an ESL program for their child, we place that student in our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school that provides a program of their choice. However, should the number of parent selections for either a dual language or Transitional Bilingual model reach the required

number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Every trimester, Ms. Ramsuchit analyzes our Parent Choice Forms to track program choice numbers.

The whole process including the HLIS, parent orientation and student placement occurs all on the same day. All documents, including the Parent Choice Forms are collected on the same day. The Parent Choice Form is copied and placed in a binder that is kept in the administrative offices in Room 339, and the original is placed in the student's cumulative folder.

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].)

Since the parent orientation occurs on the same day that families come into school to register their children as students, choice forms are filled out on-site and returned to us that day. Ms. Ramsuchit with the assistance of Parent Coordinator Miguel Antunes give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice Forms are placed in the student's cumulative file and copies are kept in the administrative offices in Room 339. Ms. Ramsuchit, with assistance from Miguel Antunes, ensures that continuous entitlement letters are sent home annually in October. Parents who wish to change their program selection may schedule a meeting to discuss other options. Translation and Interpretation services will be provided.

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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Fewer than 20 students in any given language request a TBE or Dual Language instructional program; consequently, all of our ELLs are in an ESL instructional program. Our school attempts to hire personnel – professional, paraprofessional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education's translation services to communicate with our parents in writing in their native languages.

5. 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.)

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. After reviewing the program selection forms of new enrollees over the past few years, out of a total 188 new admits, 177 chose Free Standing ESL, 2 chose TBE Spanish, 5 chose TBE Chinese, 2 chose TBE Other, 2 chose Dual Language as a first choice. The data clearly shows the trend toward Free Standing ESL program preference. These records and an on-going count of the numbers of requests per grade for each type of program are maintained in Room 339 and reviewed quarterly.

6. Are the program models offered at your school aligned with parent requests? If so, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										9	9	4	4	26
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	9	4	4	26

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	407	Newcomers (ELLs receiving service 0-3 years)	239	Special Education	12
SIFE	131	ELLs receiving service 4-6 years	89	Long-Term (completed 6 years)	8

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	239	84	6	89	41	5	8	4	1		336
<b>Total</b>	<b>239</b>	<b>84</b>	<b>6</b>	<b>89</b>	<b>41</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>1</b>		<b>336</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**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										28	27	21	35	111
Chinese										10	11	27	9	57
Russian										8	8	6	5	27
Bengali										5	7	1	2	15
Urdu										1	2	4	3	10
Arabic										15	6	1	9	31
Haitian										15	13	19	19	66
French										5	6	4	2	17
Korean														0
Punjabi														0
Polish											1			1
Albanian													1	1
Other										8	15	8	19	50
<b>TOTAL</b>	<b>0</b>	<b>95</b>	<b>96</b>	<b>91</b>	<b>104</b>	<b>386</b>								

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you ensure that ELLs are appropriately evaluated in their native languages?</li> <li>5. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for long-term ELLs (completed 6 years).</li> </ol> </li> <li>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?</li> </ol>

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 80 students. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental literacy class for three 65 minute periods per week in lieu of an extra elective period.

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)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least one teacher who is licensed in ESL. In addition, the content area teachers are trained in language development and ESL methodologies.

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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

4. Evaluated for what? special Ed? Testing?

- 5.. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

## A. Programming and Scheduling Information

SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered three additional 65-minute periods of literacy instruction per week and two 65 minute periods of numeracy. In addition, SIFE receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. Whenever possible, SIFE are matched with mentors and one-on-one tutors after school for any and all available subjects.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Newcomers are provided with all instructional services provided to all other students. In addition, they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students' individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take two Regents exams at the end of the 10th grade and three at the end of the 11th. All students are administered the NYSESLAT in the spring semester every year.

c. Describe your plan for ELLs receiving service four to six years.

ELLs receiving service for four to six years, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered three additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the senior year, all long-term ELLs are matched with mentors and one-on-one tutors after school for any and all available subjects.

d. Describe your plan for Long-Term ELLs (completed six years).

Long-term ELLs, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered three additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the senior year, all long-term ELLs are matched with mentors and one-on-one tutors after school for any and all available subjects.

e. Describe your plan for ELLs identified as having special needs.

In addition to all services provided to all students and the additional services provided to struggling students, special needs students are provided with all any and all services required by the Individual Instructional Plan.

6. Students are provided with all instructional supports and strategies as specified by the Individualized Instructional Plans. The supports and strategies include native language paraprofessional, assistive technology, and technology assisted reading programs and direct reading instruction. In addition, we provide literacy and numeracy support in a supplemental period during the day and after school.

7. All special needs students are mainstreamed and are provided with push-in and pullout support with a licensed Special Education Teacher.

### Courses Taught in Languages Other than English ⓘ

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

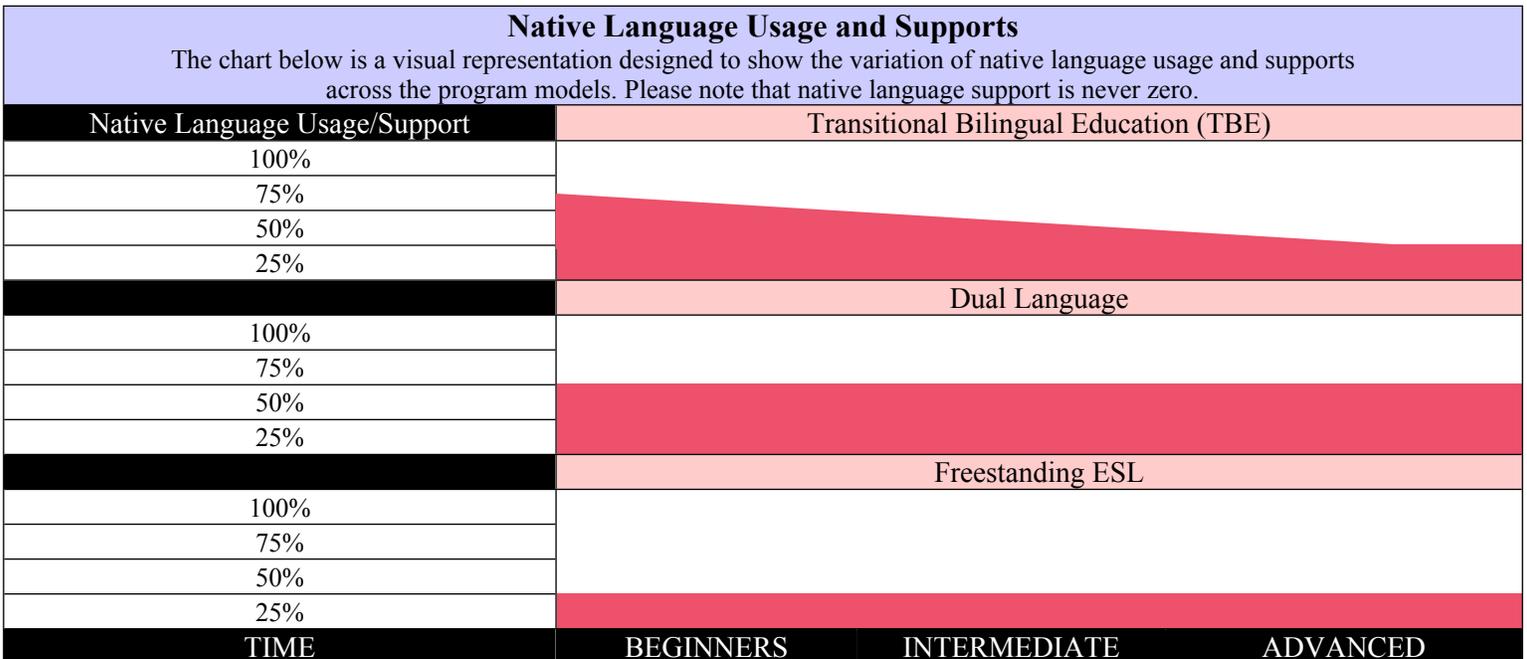
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


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

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



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. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targets.) 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.

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

- 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
- Sustained Silent Reading (SSR) – During the 65-minute weekly SSR period, older, students read in English and various native languages self-selected books that are appropriate to their level and interest. All teachers in an instructional team support students in the selection and completion of their books.
- Saturday Regents Prep – For 6 Saturdays faculty members provide a small group of students with three hours of Regents preparation in all subjects.
- Additional Literacy Period – SIFE, long-term ELLs, and other struggling students are mandated for three 65-minute literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher/student ratio is of 1:10 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
- After School Tutoring – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
- Regents Prep After School– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for a twice-weekly Regents preparation class taught in English.
- Reading Horizons—Struggling readers are provided two 90-minute period of instruction a week using this reading software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- Destination Math—Struggling math learners a provided one 65-minute period of instruction a week using this mathematics software program. The program assesses progress in various areas and moves student to the next instructional module based on assessment results.
- On-site College NOW— All students are given the opportunity to take college-level classes, taught in our language rich, rigorous, and supportive environment by an ESL and/or content-certified teacher, as needed.
- Additional Numeracy Period -- Struggling math learners a provided two 65-minute period of instruction a week where they receive explicit academic literacy instruction in a classroom setting with a certified math teacher. The teacher/student ratio is of 1:15 or smaller. Content is tied to mathematics units that the instructional team decides need special attention. This class is taught in English.

9.. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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, ensures 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.

All of these students receive ELL testing accommodations on all Regents examinations.

10. What new programs or improvements will be considered for the upcoming year?

We would like to provide an afterschool orientation class for newcomers as they arrive through rolling admission.

11. We do not plan to discontinue any programs this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

- Saturday Integrated Arts - Title III
- After School College and Scholarship Essay Writing - Title III
- Chess Club
- Science Club
- iMentor (senior students paired with adult mentors) - Title I
- Drama Class - Title III
- Haitian Club - Title III
- Debate Team
- Newcomers Conversational Class - Title III
- English Regents Preparation Class - Title III

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. Some examples include:

- QTEL Institute curricula
- Facing History and Ourselves curricula
- Theatre Development Fund teaching artists (playwriting)
- Educators for Social Responsibility curricula
- iMentor Program
- Technology:
  - o iMovie, Final Cut Pro (digital video cameras)
  - o iPods
  - o Garageband
  - o iPhoto (digital cameras)
  - o Powerpoint (school has approximately 182 laptops computers and a minimum of 2 desktop computers in every classroom)
  - o Word processing
  - o Reading Horizons
  - o Achieve 3000
  - o SMART Board
  - o Destination Math

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

All students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to

discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

15. Do required services support, and resources correspond to, ELLs' ages and grade levels?

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

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, 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. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a lot kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using lot of scaffolding to help students open up about their feelings about school and their transition to a new country and a new language.

17. What language electives are offered to ELLs?

Francophone students are offered a French elective after school. We are pursuing the same opportunities for the two other major language groups represented in our school, Spanish and Chinese.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

1. Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
  - o Analysis of student work in order to improve instruction/design interventions
  - o Analysis of student assessments (project-based learning)
  - o Social-emotional progress of a teaching team's shared students
  - o Formation and refinement of discipline specific benchmarks at each grade level
  - o Peer critiques of teacher-generated curricula
- Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- DYO Formative Assessment – our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DYO) formative assessment program.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional development for all staff at The International High School at Lafayette is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
  - o Analysis of student work in order to improve instruction/design interventions
  - o Analysis of student assessments (project-based learning)
  - o Social-emotional progress of a teaching team's shared students
  - o Formation and refinement of discipline specific benchmarks at each grade level
  - o Peer critiques of teacher-generated curricula
- Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice,

meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.

- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- DY0 Formative Assessment – our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with staff members from our sister IHSs) as part of the DOE's design your own (DY0) formative assessment program.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. 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 120 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. In addition, in the 2010-2011, the entire pedagogical staff received on-site, school-specific, coaching and professional development from WestEd in QTEL strategies for 12 to 15 hours per teacher.

## 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?

Describe parental involvement in your school, including parents of ELLs.

At least 70 percent of our students' families attend Open School Day (held from 12 to 8 p.m. over one day in November). This percentage gets closer to 90 percent if you count the days leading to and right after Open School Day. This year, we have increased parent involvement in our PTA and SLT by leveraging the relationships developed with parents through our advisory program. Advisors recruit one or two parents from each of our 33 advisories to become a "class parent." Approximately, 25-30 parents have attended our PTA meetings this year.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school partners with several different organizations in order to provide workshops and/or services to ELLs and their families: 1) The Door (legal services), 2) iMentor, 3) The New York Immigration Coalition (NYIC), 4) Chinese-American Planning Council, 5) Global Potential, 6) Assorted attorneys and tax specialists (workshops on legal and financial issues)

3. How do you evaluate the needs of parents?

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 Parent Teacher Association meetings. In addition, the school environment survey administered by the NYCDOE provides parents with an excellent forum for speaking about their concerns regarding our school. We are proud to say that parents are very satisfied with our school, rating us above average in the areas of safety and respect, academic expectations, engagement, and communication. Our goal is to attain the highest possible rating for the upcoming survey period. Add parent coordinator.

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

Parent involvement activities, including the workshop topics accompanying the monthly Parent Teacher Association meetings, are developed based on the results of the surveys described in the answer to question three above and the needs of students based on instructional teams' input. For example, the senior team is very concerned about getting our students to apply to and finance college. Parents on this team are exposed to a lot of information (and a lot of outreach on the part of the teachers) regarding the college process, deadlines, and finances.

## 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)										70	36	17	13	136
Intermediate(I)										20	54	64	68	206

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										8	3	10	22	43
Total	0	0	0	0	0	0	0	0	0	98	93	91	103	385

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										14	24	5	5
	I										21	54	57	52
	A										15	9	26	29
	P										7	1	2	8
READING/ WRITING	B										32	28	15	9
	I										16	54	55	61
	A										6	5	14	21
	P										3	1	5	3

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	80	0	36	0
Integrated Algebra	145	108	55	41
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	104	78	37	27
Physics				
Global History and Geography	164	123	55	41
US History and Government	106	80	50	38
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.
 

Data from our extensive intake process, SIFE interview tool, and diagnostic assessments that are in alignment with the performance based assessment standards of the Consortium in every content area 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.
2.
 

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

  - Our population is incredibly heterogeneous in terms of language ability
  - Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
  - Students tend to move out of the beginner level relatively quickly but it takes them a lot longer to move out of the intermediate level.
  - The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
3.
 

How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

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

While students have the option to take examination in their native language, all students choose to take their exams in English, while having the native language version of the test side-by-side for reference. Native language versions of exams that our students need are ordered in all of the languages made available by New York State.
  - b.
 

Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Our school, along with all of the International High Schools in NYC, was granted the opportunity to join the The Consortium's DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at language 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.

c. What is the school learning about ELLs from the Period Assessments? How is the Native Language used?

Our school, along with all of the International High Schools in NYC, was granted the opportunity to join the The Consortium's DYO Formative Assessment tasks and rubrics. The student work produced is analyzed by groups of teachers to look at language 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.

While students have the option to take examination in their native language, all students choose to take their exams in English. Some choose to have the native language version of the test side-by-side for reference. Native language versions of exams that our students need are ordered in all of the languages made available by New York State.

5. Describe how you evaluate the success of your programs for ELLs.

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

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

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nedda de Castro	Principal		
Vadewatie Ramsuchit	Assistant Principal		
Miguel Antunes	Parent Coordinator		
Minerva Moya	ESL Teacher		
Mr. Mayr	Parent		
Yanet Bueno	Teacher/Subject Area		
Eric Segovia	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Cyndi Kerr	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **17K524** School Name: **International HS @ Prospect Heights**

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

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

All of our students are recent immigrant English Language Learners and almost all of their parents or guardians are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication, therefore everything we send out is in both English and the home language of the family. We primarily identify the language needs of parents from the Home Language Form and through ATS reports.

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

Survey results, both formal and informal, show that all families require oral and written communication in their native languages and English.

## 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, 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, Urdu, Fulani, and Tibetan including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, Annual Awards Ceremony, arts performances and exhibitions)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and attendance
- 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.

We make sure to send all correspondence to the DOE translation unit several weeks in advance of us having to send it out to be sure that we have the translations ready for families in time.

In addition, we have several speakers of our major languages on staff so that if something needs to be translated quickly to be sent out to parents, for example an important safety notification, our in-house staff translates the document for families. We have several bilingual staff members who speak, read and write in our major languages Spanish, Chinese (Mandarin, Fukonese, Cantonese), Russian, Haitian Creole, French, Hindi, Urdu, Arabic.

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

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

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

In addition to contracting outside translators, we have several bilingual staff members who can translate in our major languages: Spanish, Chinese (Mandarin, Fukonese, Cantonese), Russian, Haitian Creole, French, Hindi, Urdu, Arabic. We also have an active alumni network that assists us in providing interpretation services at school events. In the event that we do not have a person on staff who can translate for a family for example for low-incidence languages, we use the phone-in DOE translation unit as we have done in the past for languages such as Tibetan.

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>.

All of the above strategies meet Chancellor's Regulations. We will continue to incorporate additional strategies as we develop them or as we learn of them from other sources.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: The International HS @ Prospec	DBN: 17k524
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 type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	<input checked="" type="checkbox"/> Other: Supplemental Class in the school day.
Total # of ELLs to be served: 290	
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: 16	
# of certified ESL/Bilingual teachers: 7	
# of content area teachers: 9	

## 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:

### Supplemental Differentiated Reading

Expenditure and types of materials: site licenses - (1) Achieve 3000, self-paced, on-line reading program to improve comprehension, vocabulary, and stamina in reading nonfiction; (2) Reading Horizons, individualized, on-line reading program to support phonemic awareness, fluency and vocabulary in nonfiction

Rationale - Student attendance in after-school or Saturday sessions is inconsistent. Therefore, targeted students are scheduled for non-credit-bearing during the school day to boost reading comprehension, fluency, stamina and vocabulary to meet the demands of Common Core Standards in content areas and college or career readiness. Based on a composite of teacher assessment and on-line reading program comprehension levels, students reading significantly below grade level are assigned to one of two groups to improve reading ability. Those with the greatest need for basic reading skills, up to four grades below current grade level, work on building basic skill, fluency, and vocabulary in Reading Horizons. Those with greater basic skill are assigned to individual reading plans to build nonfiction comprehension in selected content areas using Achieve 3000.

Schedule and duration: As a member of the Internationals Network of Public Schools, IHSPH incorporates all mandated ESL minutes of instruction into content area classes. NYSED has reviewed INPS schools and their curriculum model on several occasions. From the INPS website: (1) Every teacher teaches content (i.e. there are no stand-alone ESL classes) and every teacher teaches language. (2) Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context). (3) Projects/activities include clear content and language objectives.

Apart from mandated ESL instruction, strategic reading periods meet during the school day twice per week for 9th and 10th grades, once per week for 11th and 12th grade, apart from regular content-based courses and mandated ESL services. Students proceed to higher levels of reading fluency and comprehension at their own pace. This program runs concurrently with the school year from September to mid-June, 38 weeks. Students receive 76 sessions. Scheduled in STARS:

CODE	CLASS NAME	TEACHER TEAM	# STUDENTS	SCHEDULE
ERN11	Strategic Reading	Moya/Hsu	24	T per 4; W per 6

**Part B: Direct Instruction Supplemental Program Information**

ERN11	Strategic Reading	Awobamise/Guan	23	T, W per 2
ERN11	Strategic Reading	Harty/Wendlake	23	Tu per 2; Th per 6
ERN11	Strategic Reading	Wendlake/Lammers	27	Tu per 1; W per 5
ERN11	Strategic Reading	Misterka/Moya	25	M, T per 5
ERN11	Strategic Reading	Lammers/Awobamise	25	M, Th per 2
ERN11	Strategic Reading	Joseph/Moya	25	M per 4; Th per 6
ERN11	Strategic Reading	Feyder/Frascella	26	T per 2; W per 6
ERN11	Strategic Reading	Rice/Frascella	29	M per 4
ERN11	Strategic Reading	Klonsky/Frascella	26	W per 4

Subgroups and Grade levels of students served: Those assessed with lowest basic reading skill; those with below-grade-level comprehension of nonfiction reading material. Focus on 9th and 10th grade students, who receive two 65 minute periods per week, first priority to those in the US for less than two years, SIFE students, any students with assessed delay or disability in literacy skills in their native language. 11th and 12th grade students in the lowest third, and those preparing for regents exams are specifically assigned to supplemental reading classes in Literature and social studies. Due to individually-paced, on-line reading systems, program serves 192 9th and 10th grade students in sections of 23 to 27 and 55 11th and 12th graders in two sections one of 29 and one of 26.

Language of instruction: All instruction and all on-line reading is in English.

# and types of certified teachers: A team of 4 ESL teachers and 8 content specialists collaborate on instruction for all strategic reading. ESL teachers Awobimase, Moya, Wendlake and Frascella team teach with content specialists - Guan, Lammers and Joseph (science), Misterka, Harty, and Hsu (math), Rice (SS) and Klonsky (ELA) to teach all sections.

Literature and Film Class: Twenty-five mixed grade ELL students will be served over one 21 week session. Group size will be maintained at 20-25 students per session. One certified ESL Teacher will teach a class designed to develop language skills to read and analyze texts that have been adapted to film. Student will read texts, view corresponding films and respond in writing and speaking. Classes will meet for a total of 21 sessions starting in January on Wednesdays from 3:10 to 5:40 pm. Program ends in May.

College and Scholarship Essay Writing Class: 20 students 12th grade ELLs will be served. One certified ESL teachers and one ELA teacher will provide small group instruction on writing and revising college and scholarship essays. All students will prepare essays for submission to the institutions of their choice. Class will meet for 10 two-hour sessions starting in October on Fridays from 3:30 to 5:30pm after school.

After School Newcomer Class: Students of mixed grade ELLs who have been in the country less than

### Part B: Direct Instruction Supplemental Program Information

three months will be served. Groups will be limited to 10 - 15 per teacher. A certified ESL teacher will teach a class after school to accelerate English language acquisition for recent arrivals. Class will meet for 20 two-hour sessions after school, Mondays, 3:30-5:30 pm from October through March.

### 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:

In preparation for college and the implementation of Common Core Assessments, ELLs must be able to access and analyze complex texts in all subject areas. In addition, they must be able to express their analyses in writing and in speaking. The Title III Program will fund a 2 multidisciplinary study groups:

Group 1: Common Core Standards: ELL Assessment and Instruction

This group consists of 1 ESL teacher and 4 core content teachers: 2 Science, 1 Social Studies and 1 Mathematics, that will develop school-wide professional development activities on best instructional and assessment practices for ELLs that align with Common Core Standards. Topics of focus will include: 1) Assessment Design with a focus on ELLs and the Common Core; 2) Best Practices in Looking at ELL Student Work Products and the Impact on Instruction and Assessment Design.

The group will meet for two hours, two times a month after school from 3:30 - 5:30pm on Thursdays for 18 weeks from September to June.

Group 2:

Strategic Reading Instruction for ELLs

This group consists of 2 ESL teachers and 4 core content teachers: 2 Science, 1 Social Studies and 1 Mathematics, that will develop school-wide professional development activities on best targeted instructional practices to accelerate reading skills in ELLs. Topics of focus will include: 1) Best Practices in Direct Reading Instruction in Non-Fiction, 2) Accelerating ELL Reading Ability through Technology Integration, 3) ELL Strategies to Access Grade Level Texts.

The group will meet once per month in October, December, February, April, and May from 3:30 to 5pm. The group will conduct teacher PD for the rest of the staff from 3:30 to 5pm in November, January and March.

**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:

Parent ESL Class:

In response to our parent-interest survey, Title III will fund an evening parent ESL class. A certified ESL teacher will provide instruction to two classes of 20 parents in a 15 week session that meets for 2 hours per week beginning in November. The parent class meets on Thursday evenings from 5 to 7pm and will continue until May 31st.

Translation services for Parent Meetings:

Title III will fund translators for Spring Parent teacher conferences. Our school consists of a 100% population of ELL parents and the demand for interpretation services always exceeds the supply of services and funds available from other sources. Title III funds will be used to ensure that ALL ELL parents are served.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>		

**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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		