



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN :09 X 403

PRINCIPAL: JOAQUIN VEGA EMAIL: JVEGA4@SCHOOLS.NYC.GOV

SUPERINTENDENT: **CARRON STAPLE**

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
Joaquin Vega	*Principal or Designee	
Janet Stephens	*UFT Chapter Leader or Designee	
Yahia Aldailman	*PA/PTA President or Designated Co-President	
Bonnie Massey	DC 37 Representative, if applicable	
Oumar Yaya Mballou Konate	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Francisca Calvo D'Pichardo	Member/Parent	
Farid Ibrahima	Member/Parent	
	Member/ Teacher	
Ishmael Kamara	Member/ Teacher	
Rachel Blair	Member/ Teacher	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, 80% of students will have moved at least 100 lexiles in the reading scale.

Comprehensive needs assessment

Reading is inexorably linked to good writing; they are intricately connected. Last Spring, we did an analysis of students who were deemed not ready to matriculate from the Junior Institute into 11th grade after two years, and those who had been promoted but struggled in senior institute classes. This analysis surfaced the fact that most students who were not ready to advance or who struggled had low reading levels in English. As a result, they were not able to access the senior institute curriculum. In order to prepare our students for our senior institute and for college, it is necessary to emphasize reading skills. For the new English language learner reading is a means to develop vocabulary, proper usage, and making links from the written word to the spoken word..

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By February

- Teachers will meet in their individual teams to assess student reading levels and plan activities to advance this goal.
- We will institute a Response to Intervention program in literacy to support all students on a biweekly basis. Students are given reading assessments, and assigned to a beginner English, monitored reading, word work, fluency or advanced workshop class depending on their need. Teachers get bimonthly professional development specific to the language and literacy class they teach.

By June

- Teachers will also partner with other teachers in our vast Internationals Network for Public Schools (INPS) to strategize and collaborate on the effective and proven methods to improve reading.

Strategies to increase parental involvement

Parents are informed about their children's progress in reading through our outcomes-based grading system, which provides up-to-date information about the learning goals of the language and literacy classes, and specific information about where their children have mastered the content and where they need to continue to work. We are committed to communicating with parents about students' progress and needs. Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Bronx International High Schools works with various community partners and service providers, including the Bronx Arts Ensemble, the International Rescue Committee and the Boys' Club of America, Dream Yard, GrowNYC, Sister and Brothers United, Leadership Program, Sauti Yetu, and Mass Transit Street Theater. These organizations have provided numerous resources to help our student negotiate their new life in the United States. They have provided not only manpower but also resources and their facilities to support our work. Our involvement with the International Public Schools network enables our teachers to partner with teachers at other schools to develop best practices in supporting literacy.

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 80% of students will have progressed at least one level in the "Thesis and Organization" domain of our common-core-aligned rubric.

Comprehensive needs assessment

The New York City Department of Education has outlined the goals around teacher curriculum development as related to the Common Core Standards. Teachers will develop collaborative lessons that incorporate reading, writing, listening and speaking skills needed for providing evidence to support arguments.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) *strategies/activities that encompass the needs of identified student subgroups,*
- b) *key personnel and other resources used to implement these strategies/activities,*
- c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d) *timeline for implementation.*

By February

- Teachers will develop collaborative lessons that incorporate the reading, writing, listening and speaking skills necessary for providing evidence to support arguments.
- Teachers will meet weekly in their interdisciplinary teams to assess student work and plan activities that require evidence to support a thesis statement or hypothesis.
- Teachers will meet twice per week in discipline teams to share curriculum, teaching strategies, scaffolding and differentiation methodologies as applied to this goal.

By June

- Teachers develop a Common Core-aligned curriculum, including tasks, activities and rubrics. Teacher teams have weekly meeting time to develop curriculum. They submit common core aligned units and tasks to the administration for feedback.
- Students will engage in a Common Core-aligned task

Strategies to increase parental involvement Families are encouraged to participate in our portfolio process. Families have always been invited to participate in the presentations as active participants. Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children, ask questions and discuss what they have been reading with their child. Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading comprehension workshops and learn how they

can help their children analyze and discuss works they've been reading.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Bronx International High Schools works with various community partners and service providers, including the Bronx Arts Ensemble, the International Rescue Committee and the Boys' Club of America, Dream Yard, GrowNYC, Sister and Brothers United, Leadership Program, Sauti Yetu, and Mass Transit Street Theater. These organizations have provided numerous resources to help our student negotiate their new life in the United States. They have provided not only manpower but also resources and their facilities to support our work. Our involvement with the International Public Schools Network enables our teachers to partner with teachers at other schools to develop best practices in supporting literacy.

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

School attendance rate will improve by 2% from 82.7% in February 2013 and by 3% by the end of June 2013

Comprehensive needs assessment

There is a need to improve our attendance rate. During the 2011-2012 school year, we averaged 82.7% attendance rate, which we would like improve through improving school wide systems.

Instructional strategies/activities

By February

- Provide better clarity as to the school's policy on attendance and the consequences of poor attendance.

By June

- Strengthen local accountability by engaging students and parents in improving school attendance.
- Improve home visits made by attendance teacher, social worker and guidance personnel by ensuring proper follow-up.
- Call parents/guardians in the evening when necessary to improve communication with families
- Establish a rewards program for exceptional student or class attendance

Strategies to increase parental involvement

Establish Parent Attendance workshop with assistance of Family Liaison, Social Worker, Guidance personnel, Attendance teacher and outside speakers to address parents on the importance of good attendance and how they can help their children and the school.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Bronx International High Schools works with various community partners and service providers, including the Bronx Arts Ensemble, the International Rescue Committee and the Boys' Club of America, Dream Yard, GrowNYC, Sister and Brothers United, Leadership Program, Sauti Yetu, and Mass Transit Street Theater. These organizations have provided numerous resources to help our student negotiate their new life in the United States. They have provided not only manpower but also resources, and their facilities to support our

work. These partnerships enable us to provide an array of extra-curricular activities to engage all students in our community, which will support our attendance goal.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

All students will be provided with the opportunity to engage in college level work while in high school. By June 2013, the number of students participating in college readiness classes and in SAT preparation classes and activities will increase by 25%.

Comprehensive needs assessment

Students have an unrealistic expectation about college and college level work. There is an urgent need to expose them to what will be expected and accepted in an American college. Students also need to understand that they can improve on their SAT scores by learning test-taking strategies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By February

- Junior Institute (9th & 10th) teaching teams will partner with Senior Institute teaching teams to develop college-level opportunities for students through guest speakers from local colleges, lessons from college instructors on a particular topic being taught at BxIHS, and seeking invitations from local colleges to visit their campuses.

By June

- Faculty will also plan interdisciplinary lessons and activities requiring college level research, argumentation, presentation and defense.
- All students will participate in at least one college experience.

Strategies to increase parental involvement

Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Bronx International High Schools works with various community partners and service providers, including the Bronx Arts Ensemble, the International Rescue Committee and the Boys' Club of America, Dream Yard, GrowNYC, Sister and Brothers United, Leadership Program, Sauti Yetu, and Mass Transit Street Theater . These organizations have provided numerous resources to help our student negotiate their new life in the United States. They have provided not only manpower but also resources and their facilities to support our work.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2013, we will equal or exceed the EAMO for all Economically Disadvantaged in the Integrated Algebra Regents

Comprehensive needs assessment

- *School did not meet the Math requirement in the State Report card in the 2011 year.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By February

- Hiring of math coach to (1) establish common instruction practice around common skills in 11th grade Math Regents classes and (2) improve upon vertical alignment

By June

- Teachers will meet twice per week in discipline teams to share curriculum, teaching strategies, scaffolding and differentiation methodologies as applied to this goal.
- Teachers will develop a Common Core-aligned curriculum, including tasks, activities and rubrics. between 9th/10th and 11th grade Math Regents classes
- Saturday school academy for additional Math Regents prep
- Two-week test prep intensive immediately before exams

Strategies to increase parental involvement

Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials can be in the native languages of the parents. The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff.

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 _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Bronx International High Schools works with various community partners and service providers, including the Bronx Arts Ensemble, the International Rescue Committee and the Boys' Club of America, Dream Yard, GrowNYC, Sister and Brothers United, Leadership Program, Sauti Yetu, and Mass Transit Street Theater . These organizations have provided numerous resources to help our student negotiate their new life in the United States. They have provided not only manpower but also resources and their facilities to support our work. Our involvement with the International Public Schools Network enables our teachers to partner with teachers at other schools to develop best practices in supporting literacy.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Repeated reading Use of high interest texts Pre-writing activities 3 additional weekly Language / Literacy	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Mathematics	Modified assignments Supplemental materials Use of manipulative Regents prep during school and weekend sessions	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Science	Pull-out vocab Supplemental materials Regents prep during school	Tutoring After school One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Social Studies	Repeated reading Essay scaffolding Pull-out vocab Sequencing Regents prep during school	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Daily Check-ins Parent Conferences Academic team conferences Referrals to external services Advocacy with collateral contacts	One to one and small group (3-4 students) Parent alone or parent with child With grade level team (student often included but not always)	During school After school Before school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers are highly qualified. Teachers work in interdisciplinary teams and are responsible for a cohort of 80 to 90 students Teachers are provided with common meeting and planning time. The Internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, and the Bard Consortium have apprentice programs for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher for one year while completing required graduate level coursework at LIU or Bard. Apprentices may work as a certified teacher during the second year of the program.

BRONX INTERNATIONAL
PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

BRONX INTERNATIONAL
SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between

the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Rello Anselmi/ Cyndi Kerr	District 9	Borough Bronx	School Number 403
School Name Bronx International HS			

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

Principal Joaquin Vega	Assistant Principal Megan Williams
Coach Nancy Dunetz	Coach Suzanna McNamara
ESL Teacher Christine Celentano	Guidance Counselor Elaine Angueira
Teacher/Subject Area Melvin Damaolao / Mathematics	Parent
Teacher/Subject Area	Parent Coordinator Ntina Diaz
Related Service Provider CFN 106	Other M. Fleyshgaker /ELL Coord
Network Leader Cindy Kerr	Other

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	10	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	14
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	407	Total Number of ELLs	322	ELLs as share of total student population (%)	79.12%
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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.
Students admitted to Bronx International from a NYC junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. When students and parents arrive with referral letter from the Borough Enrollment Center, they go to a licensed pedagogue for screening of students to be admitted in the school. For new admits to the NYC DOE, the HLIS is given in the parent's preferred language (every section must be completed). Student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. The informal interview was conducted by a licensed and trained pedagogue (Maria Fleyshgakker)

Lab-R (in English) is administered based on the HLIS and RLAT (from ATS) for new incoming students in the NYC school system. Lab-R is conducted by a licensed and trained pedagogue (Maria Fleyshgakker) within ten days of admission. The Lab-R Spanish is given when students qualify (when they score below proficiency on the LAB-R). The cut-score matrix in the Lab-R Memo is used to determine the student's ELL entitlement status. The student's LAB-R/Spanish LAB answer grids are submitted to the Borough Assessment Office.

All ELLs, as identified by the RLER and RLAT reports in ATS, take the NYSESLAT during the spring testing period.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and, if necessary, the Spanish LAB are:

For the administration of the HLIS: the principal Joaquin Vega works in conjunction with licensed and trained pedagogue Elaine Angueira

For the administration of the LAB R: licensed pedagogue Maria Fleyshgakker is responsible

2.
Parent Orientation is conducted in preferred language by a licensed and trained pedagogue, Maria Fleyshgakker, in June. Invitation letters are sent to attend parent orientation in the parents' preferred language. At the parent orientation, parents view video of the types of programs (Transitional, Bilingual and ESL) in their preferred language. Parents receive brochures of all the available programs. Parents are given research-based information (orally, as needed) by the pedagogue who provides the orientation session literature on the three types of programs. Questions and Answers (Q and A) session is facilitated based on the video they view of the three types of programs. When students are enrolled over the counter (OTC), the family is given information about the three types of programs during the interview process.

3.
Parents complete the Parent Survey and Program Selection Form on site at orientation or the interview process for over-the-counter admits. The Parent Survey and Program Selection form must be filled out completely. Answers cannot be left blank. Parents must rank their selection of program by 1, 2, 3 (no blanks or 0's are accepted). Blank forms default parent choice to bilingual program selection. School staff must check for signature and accuracy when collecting the form. If parents wish to have their child enrolled in a different model then they are provided with information about different schools in our area that offer those models. In the case when a program form has not been filled out by the end of September, our parent coordinator Ntina Diaz contacts the family to ensure that we receive

the form.

Continued entitlement letters, entitlement letters and non-entitlement letters are mailed to the student's home. The second copy is filed in the LAB Coordinator's file Cumulative file. The third copy is placed in the binder.

Entitlement letters: The school sends the ELL entitlement letter on school letterhead (in the parents' preferred languages) to parents informing them of their child's entitlement to ELL services and the parents' right to choose one of the three ELL programs offered in NYC.

Non-entitlement Letters: The school sends the non-entitlement letters to the parents of students who scored above the LAB-R cut score based on the school's recorded hand score. Note: Only the HLIS and the original parent choice letters are placed in the cumulative folder.

4. Our school uses a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our families request an ESL instructional program. Therefore, all of our ELLs are in an ESL instructional program. If student is entitles to services based on the LAB-R, the HLIS and parent survey are reviewed by Elaine Angueira to ensure that parent choices are honored. A placement letter is then sent. Continued entitlement letters are sent by mail in September. We communicate with our parents in their preferred language. Our school attempts to hire personnel who speak our students' native languages. In addition, we use the DOE translation services to communicate with our families in their preferred languages.

5. Our schools uses a language development model, the Internationals Approach, which is classified as a free-standing ESL instructional program by the DOE. Our parents have requested ESL. According to the HLIS and selection form data, 100% of our parents choose the ESL model. This trend has been consistent over time.

6. Per the above, the program at our school aligns 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	351	Newcomers (ELLs receiving service 0-3 years)	228	Special Education	6
SIFE	107	ELLs receiving service 4-6 years	111	Long-Term (completed 6 years)	29

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. [i](#)

	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	228	33		111	55	1	29	12		368
Total	228	33	0	111	55	1	29	0	0	368

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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										65	96	91	40	292
Chinese														0
Russian														0
Bengali										2		1		3
Urdu														0
Arabic										5	4	3	4	16
Haitian										1	1			2
French										16	20	21	16	73

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other										5	8	4	5	22
TOTAL	0	94	129	120	66	409								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

BXIHS offers a curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native languages. In developing programs for English Language Learners, The Bronx International High School has developed a learner-centered, interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer and instructor evaluations.

At the conclusion of each school year, all students are called to present before a panel of teachers, invited assessors and peers, a portfolio demonstrating their progress and/or mastery in the areas covered in the interdisciplinary clusters. This is not only an effective way to evaluate student written work but also oral presentation skills. More importantly, presentations offer students the opportunity to hone their skills for the eventual graduation portfolio presentations they must present in their senior year. This valuable and proven way to graduate students is of course under jeopardy as we are compelled to give standardized examinations for graduation.

A. Programming and Scheduling Information

1. a. Instruction is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 70 students. Each teaching team is also divided into 3 classes of approximately 20 to 22 students.

1. b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for specific projects. There is one class of 9th graders, that is the "Bridges" program that is further described in section 5a.

2. All students are programmed to ensure they have the mandated number of ESL and ELA instructional minutes each year. Most classes are heterogeneous, i.e. students are not necessarily grouped according to language ability, achievement, age, or grade level. Classrooms are generally structured around the completion of projects performed in cooperative groups. Students take courses that are interdisciplinary in nature and centered around a theme. Each interdisciplinary team includes at least one teacher who is licensed in ESL. In addition, content area teachers are trained in language development and ESL methodology. At BXIHS our ESL program is taught through content area courses. All of our class periods are 65 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction. Our advanced students also exceed the required 180 minutes per week of English Language Arts.

3. All students take the four academic classes of math, science, social studies, and English every year. The goal of each class is to engage in and instruct students through "comprehensible input," which demands differentiation. Teachers use various strategies to achieve this in a multilingual, multilevel class. 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. While teachers do not instruct in students native language, more English proficient students often translate to engage in meaning making conversations with students who are new to English. Students work in groups to complete collaborative tasks that develop both language and content knowledge. We use the research-based instructional approach developed through the International Network for Public Schools (INPS) which utilizes five principles: heterogeneity and collaboration; experiential and project-based learning, language and content integration, localized autonomy and responsibility, and one learning model for all. While lessons include front of the room instruction by the teacher at times, Bronx International classrooms are characterized by a variety of grouping techniques. This includes heterogeneous groups, groups based on similar skills in different areas, partner work, and individual work. Teachers use: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation and flexible grouping, and QTEL strategies.

4. Each September, all new students are assessed in both English and Native Language reading and writing. The Spanish ALLD is an assessment of native language reading comprehension and vocabulary. The data from this exam indicates the independent reading level for each student in Spanish. For other native languages, we have designed an informal reading comprehension assessment. The text used is translated from an English text leveled at 3.7. Students must read and respond to a set of comprehension questions based on the text in native language. Data from this assessment indicates whether or not a student can read a 3.7 grade level text in French, Arabic, or Bengali. We will continue to use these informal measures until the ALLD is translated into other native languages. Additionally, entering students complete a writing sample in the native language. A basic diagnostic rubric is used to evaluate the sample in the categories of meaning and development, organization, language use, and conventions.

5. Bronx International's pyramid of interventions was designed to meet the instructional needs of our various subgroups. Our Tier 1 system of interventions includes both the core content classes (described above) as well as weekly Language and Literacy classes for every student. This structure allows our teachers to provide targeted support to groups of students based on their specific areas of need (SIFE, newcomers, ELL students with 4-6 years of service, LTEs with 6 years or more of service as well as ELL-SWDs). Every September, all students take the online reading assessment Ed Performance as part of the Performance Series offered through the NYCDOE. This assessment generates an independent English reading comprehension level for each student in the school. We use this assessment as a screener, in combination with the NYSELAT and native language literacy data, to identify students who need more intensive reading supports or students who need enrichment. Students who score below 4th grade on the Ed Performance are given a one on one diagnostic,

A. Programming and Scheduling Information

using the QRI (Quality Reading Inventory) by trained staff. All 400 students are then placed in one of 5 supplementary Language and Literacy classes based on gaps revealed by the data. The class meets three times a week for 40 minutes, for a total of 120 minutes of additional targeted instructional time per week. Each teacher within their Language and Literacy focus area receives 50 minutes per week of professional development from a coach trained in the instructional area. Teachers in the various classes employ research based practices in the target areas. The five Language and Literacy classes include:

- Beginner English
- Word Work
- Fluency
- Reading Comprehension
- Advanced Reading & Writing Workshop

5a. Each year there are approximately 15-20 students entering 9th grade identified through our assessment process as having severe literacy gaps in English and native language, thus inhibiting access to content classes. Since 2001, the school's first year, we have placed SIFE students in a parallel English class for one 60 minute period per day. SIFE attended this class daily, rather than the heterogeneous English class. This intervention, however, has proven insufficient in developing the language and literacy skills of SIFE students to levels required of regents.

For 2011-2012, as part of tier 3 within our RTI model, we have significantly increased our support for SIFE and other students with low native language literacy. We have created a one year "Bridges" program where, 21 students with low NL literacy to travel to all four content classes together. They receive heavily sheltered content instruction in English, with specialized curriculum designed specifically for this population. Bridges allows us to immediately target a student's language and literacy development in English as soon as they arrive, when we identify their native language literacy skills to be below 4th grade. The goal of Bridges is to accelerate the content, language and literacy development of first year students with the lowest levels of native language literacy in order to create more access for them to the curricula in the 9th and 10th grade heterogeneous class, where they will be next year.

In addition to Tier 3 "Bridges" in the 9th grade, SIFE students in the 11th and 12th grades receive weekly on one one, small group, or push in support from an interventions specialist. Instruction includes language and literacy building using the content of the students' classes.

b. NEWCOMER ELLs: The Junior Institute is comprised of large numbers of newcomer ELLs, as many of our students enter the US school system as 9th graders. According to our September 2011 data, 160 out of 400 students are in need of additional English language support as indicated by NYSELAT scores or the fact that they are new arrivals. Newcomer ELLs are placed in heterogeneous content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

Additionally, all students with low English language proficiency are placed in the Beginner English Language and Literacy class that meets for 30- 40 minute periods per week. Instruction includes thematic units that integrate content, language and literacy instruction. The focus is on building vocabulary and syntax across the four skills areas of listening, reading, speaking and writing.

c. ELLs with 4-6 YEARS : Our data indicate that ELLs receiving services for 4 to 6 years are often scoring low on English reading and writing assessments due to struggles with reading text in general. These students are generally in the 11th and 12th grade, as they have been in the US for longer periods of time. These students are most often placed in a reading fluency or reading comprehension class in order to accelerate their literacy skills. In reading comprehension class, students engage in guided and independent reading of "just right" texts using comprehension strategies. One strategy every 2 weeks is modeled by the teacher in a mini lesson which students apply during a 20 minute reading session, followed by reader response and oral share. In the Fluency class, students who are slow and choppy readers work with 6 minute solution, Fry phrases, Reader's Theater, and Dolch sight word lists in order to develop automaticity in word recognition, expression, speed, and attention to punctuation. These classes meet twice a week, for 60 minutes each. Additionally, students in their 3-5th year at the school are referred for tier 3 interventions with a specialist. In Tier 3, students struggling to meet standards in English language and literacy work one on one or in a small group 2-3 times per week for 40 minutes. The focus is on English vocabulary building, sentence structure, and making meaning from text. The research based practices used in tier 3 include academic vocabulary instruction (Isabel Beck) and sentence frames (Kate Kinsella). Providers of these services include an ESL licensed teacher (for 11th and

A. Programming and Scheduling Information

12th grader) as well as a Bilingual Special Ed teacher (for 9th and 10th graders).

d. LONG TERM ELLS : Our data indicates that we have very few long-term ELLs. These students are placed in reading fluency or reading comprehension class in order to accelerate their literacy skills. They receive targeted intervention in reading comprehension or fluency as described in 5c above.

6.

Our social worker, Julie Jacobowitz, and special education teacher, Sarah Parrish, review all individualized education plans (IEPs) to ensure that IEP mandates are met. All content area teaching is based on the model of sheltered instruction, with a focus on comprehensible input. Teachers adapt grade level curriculum for the language and literacy needs of their students. The best practices for ELLs that support this model of sheltered instruction include jigsaws, differentiation, teaching grammar and vocabulary through content, flexible grouping, semantic mapping and the language experience approach, Words their Way, Achieve 3000, and various video screening through Discovery Streaming. Teacher teams meet with our social worker, special education teacher and literacy specialist to determine what instructional strategies best meet individual students' needs.

7. Our assessment processes, and our targeted interventions for the different subgroups of ELLs, as well as the description of our Tier 1 Language and literacy classes are best understood through the visuals in the attached appendices. These clearly illustrate our process of identification of student strengths and weakness, and the school structures that support student needs in the least restrictive environment.

*Tier 3 Bridges - an intensive SIFE program where incoming 9th grade SIFE attend all 4 content classes together with trained teachers using a specialized curriculum. This course is for beginner ELLs with low native language literacy

*Tier 3 Individual, Small Group and CTT instruction

*Tier 2 Tutoring - students are identified for targeted support in content classes based on analysis of their competencies in the academic outcomes for their content classes

*Tier 1 Language and Literacy Classes - targeted literacy student tailored to student need based on analysis of Ed Performance, NYESLAT, QRI, and native language assessment

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

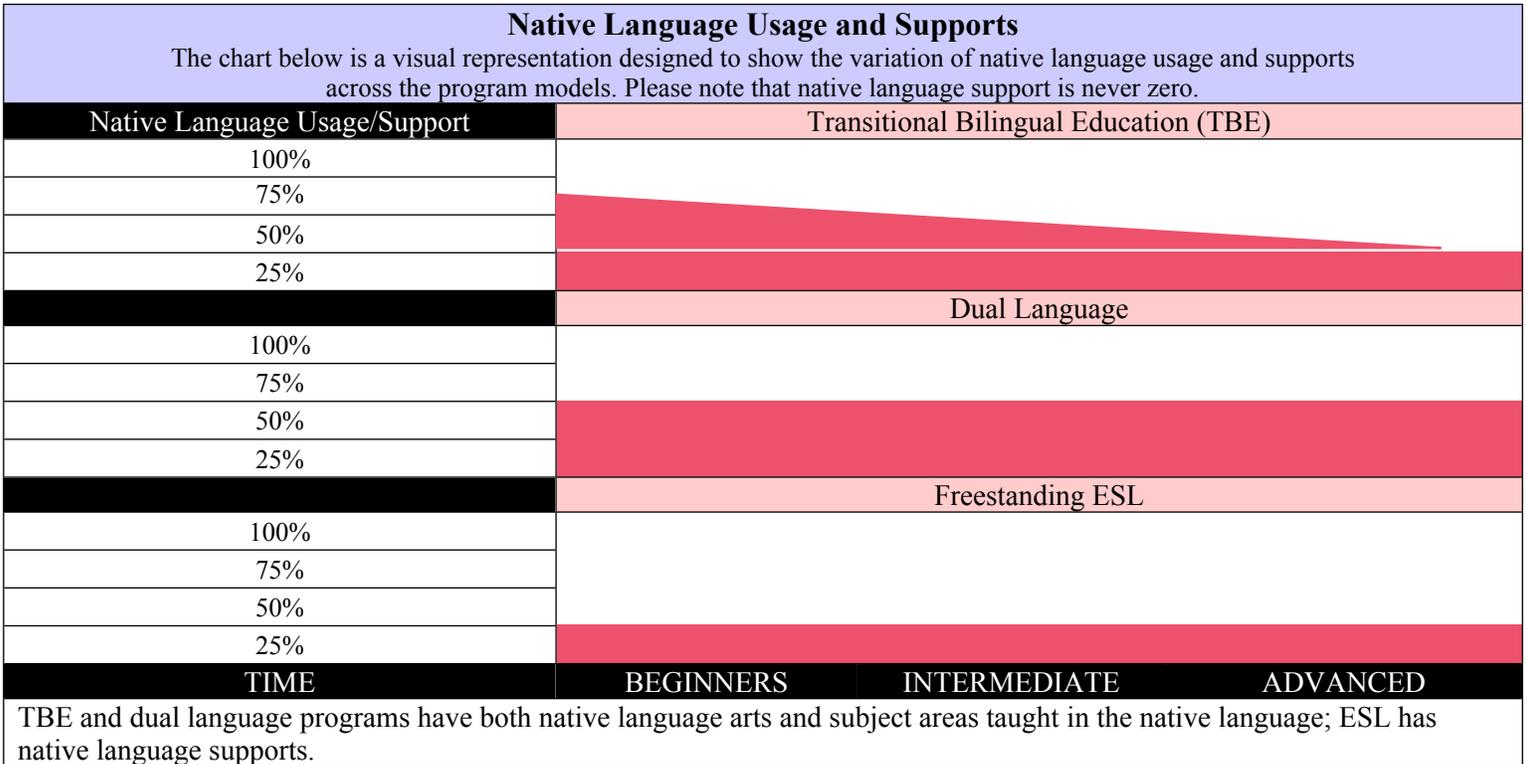
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

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



B. Programming and Scheduling Information--Continued

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. Our tier 2 intervention structure is designed to meet the needs of all our subgroups. In addition to the language and literacy supports for students outside of heterogeneous classes, teachers also provide additional content support. Each teacher is required to tutor within their content area to individuals or smallgroups for 80 minutes per week during the school day. This is our tier 2 targeted interventions, which are provided through small group instruction in math, social studies, English and science to individuals or small groups. This intervention is targeted to student needs as indicated by class outcomes data. Saturday Math classes and after school regents support are also mandated for students who are identified by teachers as needing extra support, as determined by percentage of proficiency in class outcomes. During thebefore and after school tutoring sessions, students work with teachers and peers either in native language or English.

9. Although some students each year will no longer be considered ELLs by NYSELAT standards, all students are still in need of academic language support. Teachers on all teams have access to the database of their students' independent reading levels to inform differentiated instruction. Because teachers in all content areas across all grade levels differentiate to meet the needs of a heterogeneous population, students who are no longer ELLs continue to receive texts and assignments at their levels. Finally, students who are reading at or above 9th grade independently in English attend an Advanced Reading and Writing Workshop for their Language and Literacy class twice a week. Former ELLs continue to receive mandated testing accommodations for two years after they have tested out on the NYSESLAT.

10. New program elements for the 2011-2012 academic year, all provided during the school day, and all outlined in appendices B-C include:

*Tier 3 Bridges

*Tier 3 Individual, Small Group and CTT instruction

*Tier 2 Tutoring - Students receive targeted interventions based on their individual deficiencies in content area classes.

*Tier 1 Language and Literacy Classes

This RTI model is designed to provide appropriate differentiated support based on student needs. The data-driven protocol for determining student levels of support is outline in Appendices B and C

11. For the past 2 years we have run our language and literacy classes after school. This was ineffective, as only 30% of students who needed the extra support stayed after school for instruction. By shifting the classes to the school day, we are now able to serve 100% of the students based on their language and literacy needs. Additionally, we have eliminated the SIFE class for one period a day, because our comprehensive Bridges program serves ELLS with low native language literacy for all four content classes. In both of these instances, the programs have been expanded, rather than eliminated.

12. Since more than 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have a range of 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.

13. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all

teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- History Alive! curricula and projects
- Facing History and Ourselves
- Key Curriculum Press: Discovering Series (MATH)

Page 65

- RIGOR (SIFE)
- Experiences (simulations, films, picture, trips)
- Technology
- Powerpoint
- Rosetta Stone - English
- SMART Boards

Native language support is provided through bilingual dictionaries, peer student mentors, and bilingual pedagogues.

14. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our school possesses libraries with bilingual dictionaries, as well as fiction and non-fiction reading materials in these native languages: French, Spanish, Chinese, Russian, Urdu, Bengali, and Arabic.

15. Yes. All of the required services for high school-aged ELLs are available to our students. High school content and topics are adapted for language and literacy levels. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

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

17. Our school offers weekly native language programming in French and Spanish after school as electives.

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)?

NA

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.

ELL Training For All Staff

The entire faculty receives intensive professional development around ESL and ELA teaching techniques one afternoon per week all year, which amounts to approximately 30 hours, far exceeding the mandated 7.5 hours. This includes paraprofessionals, student teachers and all teachers of English, ESL, Social Studies, Math and Science.

There are 5 sections of staff who work three periods per week with leveled ESL groups. Each section is facilitated by a coach, who is a specialist in either ESL (4 coaches) or ELA (1 coach). The levels are Beginner English, Word Work, Fluency, Monitored Reading & Comprehension, and Advanced Reading & Writing workshop. All students in the school are programmed for these workshops according to their reading level and ability in English.

The group teaching Beginning English works with 9th and 10th graders who are new to English. Emphasis is on a cycle of experiential activities leading to oral work and ultimately reading and writing using a whole-language approach. The Word Work group addresses the students who cannot comprehend text above grade 4 independently, who struggle with decoding and sight word recognition. Within the above context (cycle of experiential activities leading to oral work and ultimately reading and writing), the teachers learn how to incorporate phonics and sight word study into their teaching. The Fluency group concentrates on techniques for increasing students' reading fluency so they can deal with increasingly larger chunks of language. The Monitored Reading and Comprehension group works at expanding their literary boundaries and becoming independent readers. The Advanced Reading & Writing Workshop is for students comprehending text at a high school level independently. The class concentrates on college readiness by reading a variety of non-fiction literature and learning to process graphs and charts associated with the readings. They develop opinion pieces showing both sides of the issue before coming to a conclusion based on evidence.

Teachers are encouraged to use the techniques they learn in these PDs in their content classrooms as well as in their ESL groups.

The coaches all have Masters or EdD degrees in their fields.

2. All professional development activities are focused on improving ELL academic achievement and language development. All members of our school community including teachers, guidance counselors, secretaries, paraprofessionals, school aides, administrators, have the opportunity to participate in a wide array of PD opportunities. These activities include:

- Professional conferences - faculty attend a variety of external conferences each year in order to keep up with new trends in ESL and in their content areas.

- Q-TEL/OELL workshop offerings - our teachers and staff are encouraged to attend these training/workshops which highlight best practices for ELL's.

- The International Network for Public Schools New Teacher Summer PD - a two day workshop introduces new International High School teachers to best practices and ESL methodologies - all teachers new and experienced are encouraged to attend.

- NY Performance Standards Consortium - provide professional development for our staff in all content areas throughout the school year in developing and refining formative assessments in our school and in performance based assessment tasks.

3. Since all staff 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 and #2 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 participate in 30 hours. In addition, our school participates in professional development organized by International Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

E. Parental Involvement

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

1

Parent meetings and workshops are held monthly in the evenings when it is most convenient for most parents to attend. Meetings are held on different days of the week each month, to accommodate different parents' schedules. Parents are notified two weeks in advance to attend parent meetings, through flyers and Robo calls, which are sent using the school messenger system. Through the assistance of the Translation and Interpretation Unit, flyers are translated into different languages i.e. English, French, Spanish and Arabic. During meetings, school staff members translate whenever necessary. There are also Student volunteers who translate for parents in meetings. The Office of Family Involvement and Action (OFIA) is a useful resource for parents of our students. It offers monthly Professional Development sessions for the PA

Throughout the school year, the school invites parents to special meetings. Open House allows families of prospective students to receive information about the school and to visit classrooms. Through Parent Orientations, we collect important information about languages used by families and we also inform parents about programs available for English Language Learners. On Curriculum Night parents learn about their children's school curriculum and other academic activities. In addition, Parents attend Parent Teacher Conferences to receive and discuss their children's performance in school.

Throughout the year Parents are free to call the Parent Coordinator and walk in for any assistance they need from the school. The Parent Coordinator assists them and where necessary arranges for parents to meet other staff members to address their problems. Parents attend the annual international festival where they celebrate the school's different cultures and enjoy food from all over the world. There are also trips in the spring for Parents.

2.

We partner with various agencies including The Gang Prevention and intervention unit of the DOE, NYPD Community affairs, Learning Village, immigration agencies and ESL classes.

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 50-60 parents of ELLs in Fall and Spring of 2012 school year. The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed) as needed for ELL parents during the workshops. Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning
2. One 2-hour session on coaching parents in how to use math strategies in problem solving
3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home.
4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning.

We will also facilitate ESL class for parents of ELLs. Two groups of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 2012. Two ESL teachers will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students' families. Snacks and metrocards will be provided for the parent activities.

3.

Parents complete a questionnaire where they are asked questions about what their needs are and how we can best help them support their children. Their responses determine workshops and services the school should prioritize for parents.

4.

Offering translations for parents breaks down the language barrier and allows them to be actively involved in the school community. Regular meetings and conferences enable parents to express their views and they can have their concerns addressed, in support of their children's education. Workshops empower parents to know that various services are available in the school and in the community for them.

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)										13	42	10	1	66
Intermediate(I)										17	38	70	33	158
Advanced (A)										7	2	11	11	31
Total	0	0	0	0	0	0	0	0	0	37	82	91	45	255

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	16		
	I										13	42	39	4
	A										11	18	29	10
	P										9	6	24	38
READING/ WRITING	B										13	36	10	1
	I										19	44	69	35
	A										6	2	9	11
	P										2	0	4	5

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	298		86	
Integrated Algebra	205		77	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	252		35	
Physics	0		0	
Global History and Geography	92		47	
US History and Government	137		72	
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Every September, all students take the online reading assessment Ed Performance as part of the Performance Series offered through the NYCDOE. This assessment generates an independent English reading comprehension level for each student in the school. We use this assessment as a screener, in combination with the NYSELAT, to identify students who need more intensive reading supports. Students who score below 4th grade are given a one on one diagnostic, using the QRI (Quality Reading Inventory) by trained staff. With this, our assessment team can determine if the primary area of reading instructional need is 1. Comprehension 2. Fluency 3. Word Works. Students are then grouped by need and placed in the corresponding Language and Literacy class. See Appendix A: Assessment Flowchart for more details.

2. Because of our model, the majority of students are entitled to ELL services based on their LAB-R. This trend has maintained over time. Our NYSESLAT reveals that students struggle more with writing than with speaking and listening. Our literacy intervention program is tailored to our students' needs in reading and writing.

3. For students who have not met listening/ speaking proficiencies on the NYSELAT:

Teachers in Tier 1 content classes (Math, SS, Science, and English) engage students in regular listening comprehension activities, as teaching language through content is required of all content teachers. Activities include the research based practices of information gap and dictogloss activities, as well as active listening and partner interviewing. Students in need of more intensive listening interventions are assigned to a Language and Literacy Class in “Beginnner English” that targets all four skills areas in English language development. Students attend this class 3 times per week for 40 minutes, for a total of 20 minutes per week. The primary listening activities include responding to oral prompts through pointing and TPR, partner information gap activities, and structured oral partner practice with question and answer, based on Kate Kinsella’s work with academic language and sentence frames. Providers of these services include ESL licensed content teachers, under the coaching support of Nancy Dunetz, an ESL specialist.

In tier 1 content classes, teachers also engage all students in speaking activities in English. General classroom activities for speaking include research based LEA (language experience approach), structured oral partner practice with question and answer (described above) pronunciation practice and class presentations. Students who need additional speaking support in English are assigned to the “Beginner

English” Language and Literacy class that meets 40 mins, 3 times per week. Here teachers use content related topics to engage students in oral English. A typical cycle includes experiential learning (using a song, experiment, film, pictures etc) to elicit oral English language. Teachers then map students oral English using a semantic map and use the vocabulary on the map to extend students oral language into sentences in English. These sentences are written and become the class text through the language experience approach. Students practice reading the sentences, using teacher pronunciation and fluency as the model. In addition to Tier 1 Language and Literacy classes, this year we have also begun tier 3 interventions for students not making enough progress with Tier 1 content classes and Tier 1 Language and Literacy Classes. Students in their 3-5th year at the school are referred for tier 3 interventions with a specialist. In Tier 3, students struggling to meet standards in oral English work one on one or in a small group 2-3 times per week for 40 minutes. The focus is on English vocabulary building, and sentence structure. The research based practices used in tier 3 include academic vocabulary instruction (Isabel Beck) and sentence frames (Kate Kinsella). Providers of these services include an ESL licensed teacher (for 11th and 12th grader) as well as a Bilingual Special Ed teacher (for 9th and 10th graders).

For students who have not yet met the READING/ WRITING proficiencies on the NYSELAT:

In tier 1 content classes, teachers engage students in various activities to support reading in English. These include research based best practices in comprehension (as indicated by the National Reading Panel) , using resources such as Strategies that Work (Harvey & Goudvis), Classroom Instruction that Works (Marzano), Reciprocal Teaching (Okszkus), and Mosaic of thought (Keene and Zimmerman). Every September, all students take the online reading assessment Ed Performance as part of the Performance Series offered through the NYCDOE. This assessment generates an independent English reading comprehension level for each student in the school. We use this assessment as a screener, in combination with the NYSELAT, to identify students who need more intensive reading supports. Students who score below 4th grade are given a one on one diagnostic, using the QRI (Quality Reading Inventory) by trained staff. With this, our assessment team can determine if the primary area of reading instructional need is 1. Comprehension 2. Fluency 3. Word Works. Students are then grouped by need and placed in the corresponding Language and Literacy class. Teachers for each class participate in weekly PD (1- 50 minute session) to plan and develop lessons with a coach around research based practices as follows.

- Reading Comprehension: Students in this class engage in guided and independent reading of “just right” texts using comprehension strategies. One strategy every 2 weeks is modeled by the teacher in a mini lesson which students apply during a 20 minute reading session, followed by reader response and oral share.
- Fluency: Students who are slow and choppy readers work with 6 minute solution, Fry phrases, Reader’s Theater, and Dolch sight word lists in order to develop automaticity in word recognition, expression, speed, and attention to punctuation.
- Word Work: Students who are struggling with decoding and sight word recognition, most often as a result of interrupted or insufficient formal schooling, attend a “word work” class. Here students work on reading and writing letters and sounds, word families, sight words, as well as the concepts of rhyme, syllabication, and morphemes. Research based interventions include: Dolch sight word lists, Words their Way, and elements of the Wilson Reading Program (adapted to our ELL population, as Wilson is designed for native speakers). Students who are reading on grade level in English attend an Advanced Reading and Writing workshop during this Language and Literacy period. Teachers here are supported by a coach from the NYCWP (New York City Writing Project).

Just as students who need additional and more intensive instruction in oral English are referred for Tier 3 services, students who need more intensive supports in reading are referred to Tier 3 as well. Instruction at this level may be one on one or small group pullout, or push in, for 40 minutes twice a week.

4. We administer a range of periodic assessments to provide tailored support in language and literacy. These tests reveal a variety of needs among our students. All students are assessed using Ed performance. Students who score less than 4, who are beginner ELLs, are assessed in their native language. Depending on their literacy in their native language, they are programmed for an intensive SIFE support program or for beginning English support. Students who score below a level 4, but are not beginner ELLs are assessed using the QRI. Depending on the needs the QRI reveals, they are given support in word work, in independent reading strategies or in fluency. Students who score between 4 and 8 are support in independent reading and comprehension strategies. Students who score 8 or higher are given advanced reading and writing support.

5. NA

6. The success of our ELL programming, all within our pyramid of interventions, is evaluated using the following measures:

- Tier 1 Core content classes- percentage of students passing class outcomes with higher than 70% proficiency
- Tier 1 Language and Literacy Classes- percentage of students passing class outcomes and advancing to the other classes
- Tier 3 Bridges- progress on the English ALLD, Math ALLD, English writing sample
- English language levels- NYSELAT
- English independent reading level- scores on end of year Ed Performance
- Progress toward graduation- Regents scores
- Movement from 10th to 11th grade- Junior Institute portfolios

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bronx International HS School DBN:09X403

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joaquin Vega	Principal		1/1/01
Megan Williams	Assistant Principal		1/1/01
Ntina Diaz	Parent Coordinator		1/1/01
Christina Celentano	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Nancy Dunetz	Coach		1/1/01
Suzanna McNamarra	Coach		1/1/01
Elaine Anguiera	Guidance Counselor		1/1/01

School Name: Bronx International HS School DBN: 09X403

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cindy Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X403 **School Name:** Bronx International High School

Cluster: 2 **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

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.

At the beginning of the school year, parents of new students complete Home Language Identification Survey Forms. HLIS allow parents to indicate in what language they would like to receive written information and in what language how they prefer to communicate orally with school staff.

In addition, every year all parents (of old and new students) complete School Emergency Contact Cards. In these cards parents state their preferred Languages of written and oral communication.

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.

The Majority of parents speak Spanish and prefer written and oral communication in Spanish. French is the second most popular language preferred by parents. However, there is a significant number of French speaking families who have indicated that they would like all communication from the school to be in English . Other parents would like to receive all communication in Arabic and Bengali . Only a small minority of parents prefer languages such as Mandingo, Fulani, Wolof, Ewe and Sousou.

This information forms is entered into ATS and HSST. From there it is linked to the school's website, where the school community can readily access it.

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.

The school uses the services of the DOE's Translation and Interpretation Unit to provide written translations to parents. This is helpful because it enables families get relevant information in a language they understand in order to actively participate the Parent Association and Parent Teacher Conferences. Translation requests are sent a month in advance of events to allow time for translations. Thereafter translated documents are sent to families of students 10 working days before an event or the date the school needs feedback .

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.

Oral interpretation services are provided in-house by school staff and parent volunteers. This is done whenever necessary such as when parents come to the school seeking various forms of assistance, during PA meetings as well as during Parent Teacher Conferences. In addition, the school uses over the phone services of DOE's Translation and Interpretation Unit for Oral interpretation and will continue to do so in the future.

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 parents will be sent the Parents bill of rights and responsibilities. Throughout the year, they will continue to receive it as a reminder of their rights regarding translations and interpretations. Also, Information about interpretation services available to parents will be posted outside the office of the Parent Coordinator and outside the main office of the school, where it is clearly visible to all parents who visit the school.

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: Bronx International HS	DBN: 09x403
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: ELA and Science After School Instructional Program for ELLs

Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work . In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction

Outcomes Enhancing program.. The number of ELLs in this program is 150. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Monday- Thursday from 4 to 5 PM, September - May 2012-13. The time frame may be adjusted to Winter break and Spring break session. The focus of the outcomes enhancing program is to go above and beyond the regular school day and accelerate the students understanding of lagueage and skills. Throughout the year teachers have identified specific content and skills called outcomes that students do/do not perform well on. During these sessions the program coordinator will make groups of English, math, history, and science outcomes enhancements that certain students will benefit from. One ESL teachers will team teach with 3 content area teachers (Math, English and Science) will explore literacy concepts through teacher designed projects which will extend their literacy and will allow them multiple opportunities to speak, listen, read, and write in English.

Part C: Professional Development

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

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

Begin description here:

1. Two Title III teachers will participate in QTEL, Building the Base In a three day professional development series during the year (Winter-Fall 2012-13 plus group intervisitation arranged by the network at no cost to Title III . The teachers participating in this series will meet with other colleagues who previously participated in QTEL professional development and study QTEL interactive strategies and incorporate the learning in their instructional practice. This is at no cost to Title III funds

2. Additional professional development conducted in the school that will support Title III instruction at

Part C: Professional Development

no cost to Title III will include:

- Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
- Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings
- Twice a month, 3:30 - 4:20 PM, Language and Literacy workshop for all Title III teachers are provided by in house Language and Literacy coaches (Suzanna McNamarra, Kerri Norton and Megan Williams)
- BXIHS Exit and graduation portfolio presentations that prompt a yearly re-evaluation of the scope and sequence of the four-year curriculum
- Student mentoring and Peer tutoring
- Weekly professional development meetings which will include the following topics:

Differentiation of instruction, Reading strategies, language development, analysis of student work, scaffolding instruction incorporating technology in the curriculum, peer critiques of teacher-generated curriculum and data-driven instruction

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: Evening Workshop Series for Parents of ELLs

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 50-60 parents of ELLs in Fall 2012 and Spring, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed) as needed for ELL parents during the workshops. Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on October 4th, 2012 on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning and all other core subject (Curriculum night)

Part D: Parental Engagement Activities

2. One 2-hour session on coaching parents in how to use math strategies in problem solving-TBA
 3. One 2-hour session on October 24, 2012 from 6-8PM to explain to parents our instructional model and coach them in how to help students at home.
 4. One 2-hour session on February 4th on how to support students with issues of cultural adjustment and second language learning.
 5. There will be additional workshops on Saturdays as a result of the PA meeting needs of its members.
- All of these sessions will have a Learning Village component for parents

This will enrich parent/family engagement in the school and provided a much needed service to students' families. Snacks and metro-cards will be provided for the parent activities. (\$227)

Part E: Budget

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

Allocation Amount: \$

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

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.
Other		
TOTAL		