



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE INTERNATIONAL HIGH SCHOOL AT LAFAYETTE

DBN (i.e. 01M001): 21K337

Principal: JON HARRIMAN

Principal Email: JHARRIM@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: CYNDI KERR

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jon Harriman	*Principal or Designee	
Pati Ibarra	*UFT Chapter Leader or Designee	
Irina Kutzenova	*PA/PTA President or Designated Co-President	
Carlos Franco	DC 37 Representative, if applicable	
Darkishan Ali and Jiahui Deng	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Masha Bardash	CBO Representative, if applicable	
Samah Sehata	Member/ Parent	
Elizabeth Delgado	Member/ Parent	
Marie Yvette Johnson	Member/ Parent	
Matthew Hoffman	Member/ Teacher	
Hannah Whang	Member/ Teacher	
Kimberly Sanchez	Member/ Teacher	
Zamira Mirvaliev	Member/ Parent	
Mike Dani	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 21K337

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	345	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	21	# Music	1	# Drama	6
# Foreign Language	2	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.9%	% Attendance Rate			89.8%
% Free Lunch	84.0%	% Reduced Lunch			4.5%
% Limited English Proficient	90.5%	% Students with Disabilities			0.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			10.4%
% Hispanic or Latino	19.0%	% Asian or Native Hawaiian/Pacific Islander			43.1%
% White	26.9%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	6.7%	% Teaching Out of Certification			18.0%
% Teaching with Fewer Than 3 Years of Experience	23.3%	Average Teacher Absences			5.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	49.3%	Mathematics Performance at levels 3 & 4			56.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			50.0%
6 Year Graduation Rate	70.5%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			No
Economically Disadvantaged	No				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the 2012-2013 SCP were numerous. In alignment with our goals, we focused our efforts on more specific feedback, utilizing components and rubrics from Danielson in classroom visits, peer intervisitation, and curriculum/student work shares. We also engaged in multiple professional development opportunities around Webb's Depth of Knowledge. Finally we made significant gains in terms of college and career readiness.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We would like to expand on our work with Danielson and DOK as well as look more carefully at what we are doing to support family involvement in our school.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One challenge that we faced was bringing coherency to the many different professional development threads within our school.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were very successful in meeting our school SCEP goals. Teachers received on average 8 informal visits with written feedback for each from the principal or assistant principal—this exceeded the expectation of 6 visits per teacher. Our graduation rate increased. All teachers created at least two CCLS aligned units and engaged in feedback to revise those units through the DOK tools created by the team leaders and literacy coach. Our college and career preparatory course index increased by 10% and our overall college and career readiness also increased by 10% as well.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One challenge in the development of our 2013-2014 SCEP will be setting goals for teacher effectiveness as the new evaluation system is implemented.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
ELA pass rate for the ELL population will increase by 5%. Raising our lowest third graduation rate by 5%. Raising our 9 th grade credit accumulation rate by 5%.			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication with the school staff and community takes a variety of forms: Monthly Family Association Meetings Direct Mailings to Families Weekly Staff Newsletters Monthly Faculty Meetings Weekly Team Leaders Meetings Written Correspondence through Advisory Access to Data through Grading Program (Jump rope)			
Describe your theory of action at the core of your school's SCEP.			
The theory of action for our SCEP is implementing change at the team level as well as clear instructional leadership. Teams are working to provide more frequent feedback to students, develop clear communication channels with students and families, analyze data for their specific cohort, and implement school-wide initiatives. The principal along with the leadership team is working to implement school-wide instructional practices and assessment, address social/emotional needs of all students through an expanded advisory program, and deepen communication with family through increased avenues of communication.			
Describe the strategy for executing your theory of action in your school's SCEP.			
There will be increased support of the team leaders, including professional development, challenge consultancies, and structures to scaffold the work of the team and increase the coherency across the school.			

List the key elements and other unique characteristics of your school's SCEP.

Focusing on initiatives that are largely grounded in the work of the teams. This year the teams leaders are working closely with administration to develop mechanisms and protocols that allow for the planned changes to be effectively implemented. There will be an increased reliance on accessibility through technology (including online curriculum mapping and utilization of a common grading program).

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have extensive experience in team-based work in our school. From the beginning the school has been built on teams of teachers working collaboratively to design curriculum, review data, and implement new programs. In addition our staff has extensive experience with using technology, and we have supports built in around this, such as a full-time technology coordinator.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

In the 2012-2013 the recommendation in the Developing Quality Review was to “align rubrics [and assessments] to key standards to provide more actionable feedback to students” (p 4).

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision		2.3 Systems and structures for school development
2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 95% of the teachers will have provided students with feedback through the outcomes based assessment grading policy, and this feedback will clearly articulate next steps for the students with regard to each standard addressed in the curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ Strategies/activities that encompass the needs of identified subgroups

1. Provide four professional development sessions for all teachers on identifying key standards, designing rubrics, and using the outcomes based assessment grading program.
2. Meet monthly with department chairs to review work with outcomes based assessment and providing actionable feedback to all students.
3. Provide targeted support for teachers in the areas of rubric design and navigation of the outcomes based assessment program.
4. Survey students and families to evaluate effectiveness of the outcomes based assessment grading program.

▪ Key personnel and other resources used to implement each strategy/activity

1. Professional Development Provider will train all teachers in rubric design specific to needs of high-ELL population, and developers of the outcomes based grading program will provide three professional development sessions for all teachers on the use of the program.
2. Principal and AP will meet monthly with department chairs, and NYC Writing Project coach will facilitate certain sessions.
3. NYC Writing Project Coach and literacy coach will provide direct support for targeted teachers.
4. Personnel committee will refine survey for students, and parent coordinator will develop survey tools for families. Survey results will be reviewed and shared with administration and staff by the grade team leaders.

▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014 95% of teachers will have identified at least 15 key standards/outcomes and provided every student with feedback on their progress with regard to those outcomes and next steps.
2. By June 2014 each department will have clearly identified key standards/outcomes for their departments, with clear vertical connections through the department.
3. By the end of October all teachers will set goals with regard to assessment as described by Danielson 3d, and teachers will complete surveys in January and May to gauge areas of difficulty and effectiveness of support.
4. Families and students will be surveyed in May with regard to their understanding and usefulness of the outcomes based assessment system, and the feedback will be integrated into action plans for the 2014-2015 school year.

▪ Timeline for implementation and completion including start and end dates

6. By October 2013 15 key standards/outcomes will be identified.
7. By January 2014 each department will have identified and documented vertically aligned standards/outcomes.
8. By November 1, 2013, all teachers will have submitted individual goals connected to assessment, and by the end of January 2014 and May 2014 teachers will have completed surveys regarding the effectiveness of outcomes based assessment.

9. By the end of May families and students will complete surveys related to outcomes based assessment and by the end of June 2014 staff will review the surveys and set action plans for 2014-2015.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly 90' team meetings will be built into the schedule with time allotted each month to specifically discuss standards. Two 60' meetings per month will be for departments, with time allotted each month to refine outcomes. Resources will be used to pay for Jumprope, a software program for outcomes based assessment.
 2. Per session will be utilized for monthly meetings with the department chairs (specifically, 5 department chairs meeting for one hour per month). Department meetings will be built into the teacher schedules.
 3. Per session will be provided for the PD committee (which consists of 5 teachers) to design surveys. This work will take approximately 8 hours. Additional resources will be needed for the translation of the student/family surveys into multiple languages.
 4. Two 60' faculty meetings will be built into the schedule. Four of these meetings will be utilized to review survey feedback data and for PD with regard to outcomes based assessment. Additionally NYC Writing Project Coach will design professional development for teams and departments. Four teachers will attend two family association meetings to review outcomes based assessment with families. These teachers will each receive a total of four hours of per session. Food will be provided for the family meetings, and printing will be required for the documents to be shared regarding outcomes based assessment.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
In the 2011-2012 QR the reviewer wrote that she school needs to "increase the level of rigor in the curriculum" and develop curriculum that is "always aligned to the CCLS."											
Review Type:	QR	Year:	2011-2012	Page Number:	5	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum	X	3.3 Units and lesson plans								
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning								

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014 95% of teachers will have completed curriculum maps within an online program and will have documented feedback and revision of those maps based on the instructional shifts of outcomes based assessment, CCLS alignment, and rigor.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. Team leaders will attend a two day professional development on the effective use of Atlas, an online curriculum mapping tool.											
2. Each teacher will engage in feedback cycles on the quality of the curriculum at least three times during the year as reflected in the curriculum maps—this will occur											

once in the discipline/department meeting, once with the interdisciplinary grade level team, and once with an administrator.
3. A faculty meeting will be dedicated to effective use of Atlas.
4. Administrators will review online curriculum maps two times during the school year, providing actionable feedback to each teacher.
B. Key personnel and other resources used to implement each strategy/activity
1. Team (teacher) leads, Atlas training
2. All teachers, NYC Writing Project coach, literacy coach, administration, CFN literacy coach
3. All teachers, NYC Writing Project coach, trainer from Atlas
4. All teachers, administration, NYC Writing Project Coach, literacy coach
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Team leaders will provide specific next steps following two day professional development, including at least three specific strategies from the training
2. Teachers will have two sets of feedback on their curriculum maps with an emphasis on the instructions shifts
3. All teachers will provide documentation of curriculum maps prior to PD and following the PD, with highlights showing the revisions made
4. All teachers will be given actionable feedback on curriculum maps at the first meeting and provide documentation of those changes in the second meeting.
D. Timeline for implementation and completion including start and end dates
1. Team leaders will attend Atlas training by November 30 th .
2. By January 2014 each teacher will have completed feedback to another teacher and received feedback. By May 2014 each teacher will have received two sets of feedback and provided two sets of feedback.
3. By November 1 the principal will have reviewed and provided written feedback to each teacher regarding his/her curriculum map.
4. By November 1 the principal will have given actionable feedback to each teacher regarding his/her curriculum map, and by June 1 the principal will have reviewed the revised/updated maps with each teacher.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Atlas is an online curriculum mapping tool that must be purchased annually. Team leaders receive per session for one hour weekly meetings. There are four team leaders and there will be 5 one hour sessions dedicated to curriculum mapping, effective feedback, and PD designed according to the instructional shifts.
2. NYC Writing Project coach and literacy coach will work with administration in designing feedback tools. The teachers will be provided up to 5 hours of per session for documented refinement of curriculum based on feedback. There are 22 teachers.
3. Goal setting meetings will be set up by for each teacher.
4. The team leaders and departments chairs will work with the administration and the coaches in order to review the feedback and design targeted support for the teachers in curriculum design. This will involve 8 teachers receiving 5 hours of per session each.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
One recommendation from the 2011-2012 QR was to "ensure that tools are used to aggregate data so that trends in student performance drive school level, curricular, and instructional decisions," specifically to address the "lack of a school-wide uniform grading policy and grading practices."											
Review Type:	QR	Year:	2011-2012	Page Number:	6	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 there will be a school-wide grading policy in place and in practice, focusing on outcomes based assessment and use of rubrics, which will be evident through the online assessment program (Jumprope) as well as in student work submitted with one formal observation and one CCLS portfolio project.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will receive professional development on the creation and utilization of rubrics and their correlation to the school-wide outcomes based assessment grading policy.
2. Teachers will modify highly effective rubrics for each department and scaffold those rubrics for students at different grade levels.
3. Administrators will provide targeted feedback on rubrics and the outcomes based-assessment.
4. Students will receive feedback in the context of outcomes based assessment at least four times during the year in the form of a progress report generated by the outcomes based assessment grading system.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrators, literacy coaches, outside organization (from the software company connected to outcomes based assessment)
2. Teachers, administrators, literacy coaches, outside organization (from our primary CBO partnership)
3. Teachers, administrators, literacy coaches
4. Students, teachers, administrators, literacy coaches, outside organization (software developer/company)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 95% of teachers receiving PD as described above with the effectiveness and impact evaluated based on a review of submitted rubrics and of the outcomes based assessment reports generated by the software program.
2. 95% of teachers having before/after rubrics as well as documented scaffolds of certain rubrics.
3. 95% of teachers will have feedback on rubrics from their class as well as the outcomes from the school-wide grading policy
4. 95% of students will receive feedback in the form of progress reports generated through this school-wide system at least four times during the year.

D. Timeline for implementation and completion including start and end dates

1. By May 2014
2. By June 2014
3. By June 2014
4. By June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Built into the schedule as well as external to day (teacher per session needed, 21 teachers, 10 hours of per session for each, meetings at various times, funding for software program)
2. Per session, payment to CBO; meeting time built into the schedule and facilitated by department leaders from outside of the school day
3. Meeting time will be within the school day
4. Per session, resources for the CBO

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In the 2012-2013 learning environment survey 14% responded that they disagreed or strongly disagreed with the statement, "At my school there is an adult whom I trust and can go to for help with a problem."

Review Type:	LE Survey	Year:	2012-2013	Page Number:	9	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 8% or fewer students will report that they feel there is no one that they can go to with a problem as a result of the creation of an advisory program with a 15:1 student:teacher ratio and two meetings per week.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Advisory will be incorporated into all teams twice a week for 30' each of those days. This advisory will be fewer than 15 students with one teacher.
2. Teams will designate an advisory point person who will meet monthly as a committee to identify areas of success and areas of development for the advisory program.
3. Surveys will be done mid-year to evaluate the success of the program.

B. Key personnel and other resources used to implement each strategy/activity

1. CARA (an outside organization); teachers, counselors administrators, coaches, outside mental health providers (Clinic Plus); multiple PD sessions; advisory built into the schedule
2. Teachers, administrators, counselors, Clinic Plus; per session for meeting time; fee for CARA
3. per session, teachers, students, translation services

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Development of a list of outcomes for advisory; communication through advisors; by June 2014; the list of outcomes will be developed by the team leaders and revised through the advisory committee and revised at the team level according to specific identified needs/strengths.
2. Team designation of advisory point by November 1, 2013; Monthly meeting (per session) for advisory committee with the objective of developing a four year college readiness curriculum that will be used throughout the school (including but not limited to advisory).
3. Group develops mid-year survey and has the survey translated into multiple languages for our student population by mid-February 2014

D. Timeline for implementation and completion including start and end dates

1. June 2014
2. November 2013
3. February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. teacher per session for 8 teachers for meetings of varying lengths according to need to develop curriculum and outline for advisory, fee for organization
2. teacher per session for 4 teachers for hourly meetings each month plus additional meeting time according to curriculum needs; fee for organization
3. fee for translation services, teacher per session for four one hour meetings for the development of the survey by 6 teachers; additional training

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS	X	PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI	X	PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In the 2011-2012 the QR observed that "the school constantly communicates with [families] in their home language about how their child is meeting course expectations" (WD).

Review Type:	QR	Year:	2011-2012	Page Number:	4	HEDI Rating:	WD
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 all families will have received translated explanations of the outcomes based grading assessment system, which will help each family better understand their child's progress and areas of need.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity—Develop overview of outcomes based assessment with examples from each grade and department.
2. Activity—Review overview with pilot group of parents.
3. Activity—Distribute overview to families during spring open school afternoon and night.
4. Activity—Mail overview to all families.

B. Key personnel and other resources used to implement each strategy/activity

1. Department heads, administration
2. Parent coordinator, assistant principal
3. Translation services, administration, team/teacher leads, guidance counselor
4. School aide, team/teacher leads

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Draft overview of outcomes based assessment is developed to support families in understanding the academic expectations within the school and exactly where his/her child is at with regard to these expectations.

2. Meeting is held with pilot group of parents; survey is collected and reviewed.
 3. Revised overview is sent for translation; final overview is distributed to families.
 4. Final overview is mailed to all families
 - 5.
- D. Timeline for implementation and completion including start and end dates**
1. January 2014
 2. February 2014
 3. March-April 2014
 4. May 2014
 - 5.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. teacher per session for three hours each for six different teachers
 2. food/printing costs for families, non-contractual services/parent involvement
 3. translation costs of overview; per session for three hours each for six different teachers
 4. printing costs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Before/After School Tutoring 2. Literacy Selective 3. Literacy Pull-Out Class 4. Explorer’s Club 5. Writing Center 	<ol style="list-style-type: none"> 1. Tutoring 2. Small Group 3. Small Group 4. Small Group 5. Small Group 	<ol style="list-style-type: none"> 1. Before and after school 2. During school day 3. During school day 4. Weekends 5. Before School
Mathematics	<ol style="list-style-type: none"> 1. Before/After School Tutoring 2. Statistics Elective 3. Interactive Math Elective 	<ol style="list-style-type: none"> 1. Tutoring 2. Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. Before and after school 2. During school day 3. During school day
Science	<ol style="list-style-type: none"> 1. Before/After School Tutoring 2. Living Environment Selective 	<ol style="list-style-type: none"> 1. Tutoring 2. Small Group 	<ol style="list-style-type: none"> 1. Before and after school 2. During school day
Social Studies	<ol style="list-style-type: none"> 1. Before/After School Tutoring 2. Global Review Selective 3. Global Issues Class 4. Art and History Explorers 	<ol style="list-style-type: none"> 1. Tutoring 2. Small Group 3. Small Group 4. Small Group 	<ol style="list-style-type: none"> 1. Before and after school 2. During school day 3. During school day 4. Weekends
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Group Discussions with Social Worker 2. Counseling with Social Worker 3. Planning Conferences with Guidance Counselor 	<ol style="list-style-type: none"> 1. Small Group 2. Individual 3. Individual 	<ol style="list-style-type: none"> 1. During school day 2. During school day 3. During school day and after school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

IHS recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. FIHS has 3 teachers who were first ISTART apprentices at the school.

IHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We offer a number of professional development opportunities within our school which begins with teacher goal setting. Teachers set goals using the Danielson framework after self-assessing on this rubric. They develop goals based on 3 areas of growth. They are observed a minimum of 6 times per year where they receive feedback and next steps. They are partnered with peers for peer observations to give each other feedback in their areas of growth at least 2 times per year. They meet

weekly in subject area teams and in grade-level teams to plan, share and revise curriculum based on the CCLS and review student work and data connected to the CCLS. In addition, the PD committee plans bimonthly full-staff PD that supports teachers in the Common Core shifts. Finally, we also reach out to our partners, Internationals Network for Public Schools, New York State Performance Standards Consortium, CFN106, QTEL, Facing History and Jumprope for ongoing PD in helping our work to become more closely aligned to the CCLS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We work hard to develop our instructional and after-school programs to meet the needs of all of our students and have created a strong counseling team to support the immediate needs of students and families. We enhance our existing program by developing partnerships with organizations that can further meet the needs that arise in our community. Our partnerships with iMentor, APEX, CARA, New York Cares, Girls Write Now, Minds Matter, and Kingsborough Community College have helped us to get students and their families the critical health, housing and/or social-emotional assistance they may need

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Subject area teams meet a minimum of once weekly to discuss curriculum and assessment. Teams work together with the support of administration to choose common assessments to help track student progress. In addition, because we follow a standards-based assessment model, students are given multiple opportunities to achieve learning goals through a variety of assessments. Subject area teams regularly plan assessments and review data multiple assessment measures tied to these standards. Over the past year, the PD committee, made up of teachers, has worked to create staff-wide PD to support teachers in this work

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



Parent Involvement Policy (PIP) Template

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;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 21	Borough Brooklyn	School Number 337
School Name International High School at Lafayette		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jon Harriman	Assistant Principal Sherien Sultan
Coach Aarti Sawhney	Coach Renee Ehle
ESL Teacher Amy Gallagher	Guidance Counselor Tania Alvarez
Teacher/Subject Area Katie Clark/ESL	Parent Irina Kutzenova
Teacher/Subject Area Matthew Hoffman/ESL/Soc St	Parent Coordinator Carlos Franco
Related Service Provider n/a	Other type here
Network Leader(Only if working with the LAP team) Cyndi Kerr	Other type here

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 currently teaching in the ESL program.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	12	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	351	Total number of ELLs	311	ELLs as share of total student population (%)	88.60%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										4	4	4	3	15
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	3	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	311	Newcomers (ELLs receiving service 0-3 years)	243	ELL Students with Disabilities	0
SIFE	61	ELLs receiving service 4-6 years	66	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	243			66			2			311
Total	243	0	0	66	0	0	2	0	0	311

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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										20	16	17	14	67
Chinese										18	14	34	16	82
Russian										13	19	7	6	45
Bengali										1	1	1	2	5
Urdu										5	5	8	7	25
Arabic										9	8	8	2	27
Haitian										3	3	1	5	12
French										3		3	2	8
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other										9	9	7	14	39
TOTAL	0	0	0	0	0	0	0	0	0	81	75	86	69	311

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										40	21	22	11	94

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										25	30	43	33	131
Advanced (A)										8	21	22	26	77
Total	0	0	0	0	0	0	0	0	0	73	72	87	70	302

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	68		19	
Integrated Algebra	163		93	
Geometry	4		2	
Algebra 2/Trigonometry	5		3	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	158		87	
Physics				
Global History and Geography	160		58	
US History and Government	64		29	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The reading and writing section from the NYSESLAT data indicates that 55% of our incoming 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at the Intermediate levels. For example, in 10th grade, 42% of the students tested as Intermediate while 29% tested as Advanced. By 11th grade, those percentages increase so that 49% of the students test as Intermediate but 25% test as Advanced or Proficient. Finally, by senior year, 47% of our students are testing at the Intermediate level, 37% at Advanced or Proficient and only 10% remain at the Beginner level. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

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

Our LAB-R data indicates that 74% of our very new arrivals are Beginners. Nearly all of these Beginners scored 0 in listening, reading, and writing. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12th grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. As mentioned above, this data informs our curriculum and the need to continue to develop reading and writing skills through all content areas in addition to our after school programs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As mentioned above, the most crucial pattern is one of improvement from 9th to 12th grade and we expect this pattern to continue. According to the 2011-12 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 95 while the safe harbor was 87. Nevertheless, the disparity between reading/writing and listening/speaking on the NYSESLAT modalities indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. Each interdisciplinary team has at least two ESL-certified teachers; in addition, each team has one teacher who is dual-certified in a content area and ESL.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Our school, utilizes a DYO Formative Assessment tasks and rubrics. Student work produced is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 12th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. An analysis of formative assessment scores and ELA Regents performance has shown a correlation – our DYO Formative Assessments are predictive of regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier. While students complete projects in their native languages, no tests are taken in their native languages as we have almost 40 different native languages spoken in our school.

- b. We do not use the ELL Periodic Assessment at this time.

c. N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A: We have grades 9-12.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- As part of the Internationals Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and LAB-R information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A: We are not a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate above 50% for 4 yers and 71% for 6 years.
- Course pass rate for all grades at about 85% or higher.
- Attendance rates - around 90%
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

School Progress Report data

According to the 2011-12 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students admitted to The International High School at Lafayette from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). An informal interview takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur.

The people responsible for this are:

HLIS: Sherien Sultan speaks Arabic, Jon Harriman speaks Spanish, Tania Alvarez speaks Spanish, Matthew Hoffman speaks French - Licensed Teachers

LAB-R: Amy Gallagher speaks Spanish - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers. In addition our SIFE Coordinator utilizes an assessment that evaluates past educational experience. Spanish Lab-R is administered as needed.

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.

A team consisting of the guidance counselor, parent coordinator, assistant principal (certified in Social Studies), community associate (certified in ESL) and family paras representing the different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
 - In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
 - Information describing the three program choices is reviewed with parents after the videos are shown at the orientation.
- Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

After the orientation, parents complete a program choice survey. The pedagogues involved in this process includes Matthew Hoffman and Amy Gallagher. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language

using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator. All relevant documents are kept in the cumulative cabinet.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation services to communicate with our parents in writing in their native languages.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school’s goal is always to test every ELL in the school. The testing coordinator monitors the completion of each of the 4 sections of the NYSESLAT.

6. 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.) 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. 

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. The majority of our parents have requested Free-Standing ESL.

Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students. Additionally we have an extensive SIFE program at a teacher push-in support schedule.
 - b. Our school uses all of these program models. Each group of students 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' and block's needs for a specific project. 22 different electives provide a range of support suited to the needs of our diverse population.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 65 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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 foster language development and meet the demands of the Common Core Learning Standards.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class 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. The materials are selected by teachers in alignment with the CCLS designed curriculum.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. This teacher generated curriculum is shared at school-wide PD sessions in which ESL teachers are paried with content area teachers to provide feedback on ESL instructional strategies that should be incorporated to assist our ELL learners. Principal observations and literacy coach feedback ensure that the ELL accomodations are effectively implemented by all classroom teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language screeners are used when possible to evaluate ELLs in their native languages. With over nearly 40 different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers understand that language acquisition must occur in all four modalities, meaning listening, speaking, reading and writing. Teachers work in collaborative teams with two or more licensed ESL teachers on each team, so these ESL teachers help the content teachers through the common planning of curriculum. Also, all content teachers have attended ELL specific professional development through WestEd or INPS to ensure their understanding and give them tools to teach to all four of these modalities. Through the INPS core principles of collaborative and experiential learning, teachers make sure sure that students acquire new language through speaking and listening. With Common Core professional development, teachers also ensure students acquire language through reading and writing. Lastly, all students work on portfolio projects for each class which incorporate all four language learning modalities. These projects include written pieces, as well as presentations. The initial written piece serves as a diagnostic and can then be compared with the following formal and informal writing pices over the course of the year to evaluate and understand students' progress over the course of the year. Formal and informal assessments are conducted multiple times over the course of the year. Thus, all four modalities are appropriately evaluated.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups:

- Layered Curriculum – students have a wide array of differentiated choices that are designed for newcomers, ELLs (4-6yrs) and former ELLs for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.
- Instructional Plan for SIFE - Our instruction plan for SIFE involves a pull-out class to support students with basic literacy needs in a way that allows them to be successful in their other classes. Additionally the SIFE population is supported through push-in by select teachers, professional development for all staff, and targeted interventions for specific students. Finally through the SIFE

program there is a writing center that is three mornings per week, a Saturday language and experiential learning series, a math in Spanish course, and a SIFE inquiry team.

- DOK Training - All teachers have received extensive training in Depth of Knowledge integration in the classroom.

Teachers evaluate and provide feedback on curricula in terms of the DOK prompts and tasks within their projects.

- Scaffolding and Differentiation - Teachers receive feedback on their teaching with regard to scaffolding and differentiation provided that allows a range of ELLs to access the work. This feedback includes formal observations, peer intervisitations, and curriculum sharing, as well as a review of student work.

7. 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?

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meets regularly with the teachers and the students to provide support and track their improvement.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes in the mornings before school for individual support. They also receive push-in support from their special education teacher if needed. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes.

Courses Taught in Languages Other than English 

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

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

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

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

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

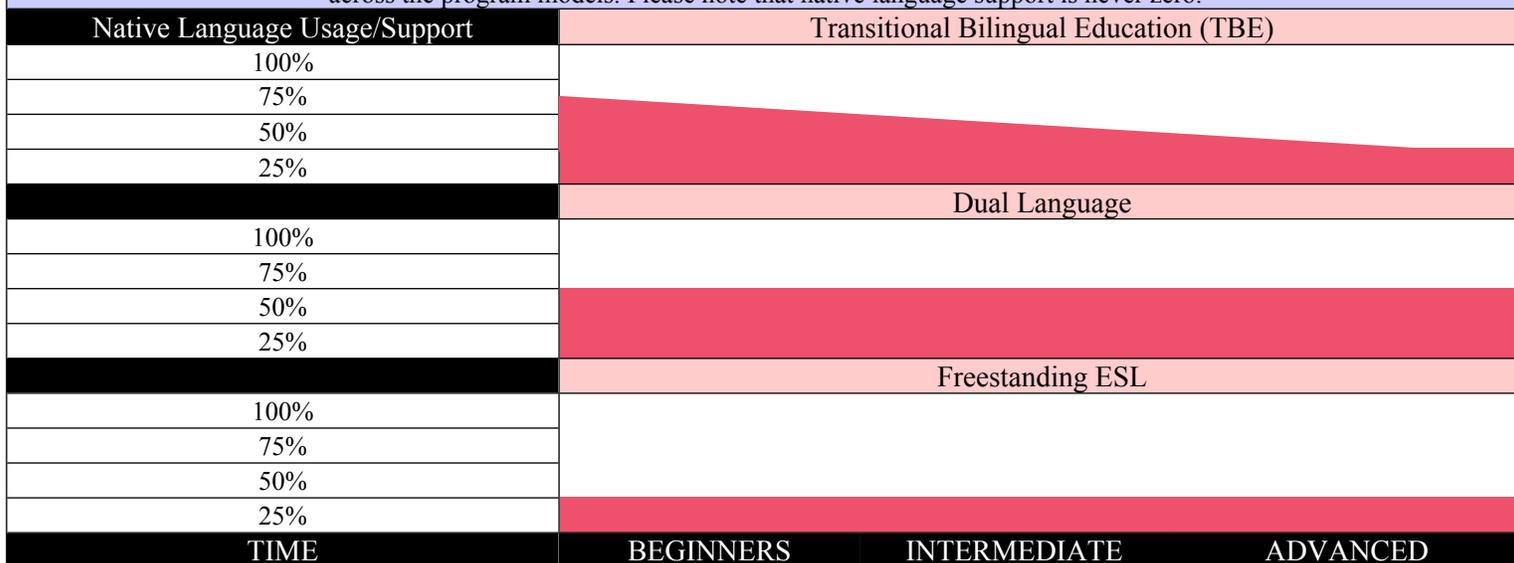
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Our targeted intervention program includes a series of targeted interventions geared towards supporting all of our ELL subgroups. Targeted students are encouraged by teachers, administrators and guidance counselors to attend appropriate classes or clubs to improve their academic performance. Students are encouraged to use both English and their native languages in all programs. Data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotes. Teachers facilitating these programs utilize the “Internationals Approach”:

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the IRC and NYU. These tutoring sessions strengthen students’ literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Math Support Class in Spanish – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class/Writing Center – 3x a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. Also, research indicates that involvement in extra-curricular activities in high school is one of the few interventions that benefits students from low socio-economic status (Everson and Millsap 2005), so not only do the above-mentioned tutoring classes help with student achievement, but the numerous culture clubs, peer training, student government, yearbook and sports teams also help indirectly, because they increase attendance and motivation. Furthermore, since students in these clubs speak a variety of languages, they must use English to communicate, helping their language development. The effectiveness of these programs is measured through analysis of participants’ grades, attendance, informal/formal assessments in the programs and teacher anecdotes.

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

Online Learning
Expanded iMentor Program
Bridge to College
Minds Matter
Liberty Partnership Program at Kingsborough Community College
The Door's This Way Ahead Program
Apex for Youth College Essay Workshop & People Magazine visit
ACE Mentors
NYU Visionary Studio
G-Next
Girls Write Now
ICP - International Center for Photography
College 360 Sepcialized SAT Class

12. What programs/services for ELLs will be discontinued and why?

Reserve was discontinued due to targeted support provided through Bridge to College.

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

your building.

Since nearly 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 ten of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Chess Club
- Student Government
- Tap Dance
- Garden Club
- Mahjong Club
- College Now
- Art History Explorers
- Service Learning
- Saturday Explorers
- Circulo Latino club

Other Support Services:

- Clinic Plus

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students’ needs and ability levels. Some examples include: Some examples include:

- QTEL Institute curricula
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- AMNH
- DNA Center
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has nearly 1:1 laptop computers
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Boards
 - o Nooks/Digital Reader
 - o iPads

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

All of 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. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times throughout the day.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually in June to welcome new students to our school and to inform them about our school structure and activities.

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French. We also offer an Urdu film class, math in Spanish and a literature circle in Spanish.

19. For schools with dual language programs:

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

n/a - no dual language program

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at IHSL participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as iMentor, Minds Matter, Liberty Partnership Program at Kingsborough Community College, Global Action Project, NY Exploring, The Gap Foundation, JApex, Google, Time Inc., Bank of Tokyo, Ernst & Young, Arab American Family Support Services, ACE, NYU, G-Next, Girls Who Code, Adcamp, Korean Society, Girls Write Now, International Center for Photography, St. Joseph's College, College 360, The Museum of the City of New York, The American Museum of Natural History and Baruch College. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The International High School at Lafayette participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, IHSL conducts monthly professional development meetings for all faculty. Our Inquiry Team meets weekly to plan professional development, arrange for outside specialists, and provide feedback related to Inquiry Team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The inquiry team also prepare for our teacher-led PD which is held once a month on 9/24/13, 10/22/13, 11/19/13, 12/17/13, 1/14/14, 2/25/14, 3/25/14, 4/29/14, 5/20/14, and 6/24/14.

Contracted Vendor Professional Development

- Internationals Network for Public School
- QTEL

In-House Professional Development

- Intervisitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
 - Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
 - New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Intervisitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. CFN 106 and INPS have offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

D. Parental Involvement

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

1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a specific focus. The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole, Fulani and Uzbek. Attendance at these meetings is generally strong. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Around 40% of our students' families regularly attend Open School Night and Open School afternoon.

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

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYIC)
- Sanctuary for Families
- Jewish Community Council of Greater Coney Island
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

All mailings relevant to these partner organizations are sent home are sent in both English and in the family's home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents' needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school. We also offer an ESL class for families.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above. Topics covered over the course of this year include: Introduction to BIHS Curriculum, Graduation Requirements, College Prep, Financial Aid, Mentoring and College Readiness, Immigration, Internship, Knowing Your Community, Summer Plans and New Families Orientation.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: THE INHS AT LAFAYETTE

School DBN: 21K337

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jon Harriman	Principal		
Sherien Sultan	Assistant Principal		
Carlos Franco	Parent Coordinator		
Amy Gallagher	ESL Teacher		
Irina Kutzenova	Parent		
Katie Clark	Teacher/Subject Area		
Matthew Hoffman	Teacher/Subject Area		
Aarti Sawhney	Coach		
Renee Ehle	Coach		
Tania Alvarez	Guidance Counselor		
Cindy Kerr	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 26%; Spanish - 20%, Russian - 15%, Urdu - 9%; Uzbek - 8%; Arabic - 8%; Other - 14% . Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu including:

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

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Chinese - 26%; Spanish - 20%, Russian - 15%; Urdu - 9%; Uzbek - 8%, Arabic - 8%; Other - 14%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

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

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

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean and other languages), including templates that we can adapt for:

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

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

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

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

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

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

The International High School at Lafayette will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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