



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE INTERNATIONAL HS @ PROSPECT HEIGHTS  
**DBN (i.e. 01M001):** 17k524  
**Principal:** NEDDA DE CASTRO  
**Principal Email:** NDECASTRO@SCHOOLS.NYC.GOV  
**Superintendent:** KAREN WATTS  
**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
Nedda de Castro	*Principal or Designee	
Steve Watson	*UFT Chapter Leader or Designee	
Gisbert Mayr	*PA/PTA President or Designated Co-President	
Kirsti Pantin	DC 37 Representative, if applicable	
Yifan Mayr	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Rosie Frascella	Member/ Teacher	
Joanna Yip	Member/ Teacher	
Adam Lammers	Member/ Teacher	
Tanvir Ahmed	Member/ Student	
Hector Simons	Member/ Parent	
Reema Alahri	Member/ student	
Tasfin Nosik	Member/ Student	
Elise Etienne	Member/ Parent	
Janet Oliva	Member/ Parent	
Daisy Simons	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### Sustained Excellence in English Language Arts

By June 2014, all student accountability groups will meet annual yearly progress participation and performance criteria associated with English Language Arts (ELA) and Graduation Rates.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

All student accountability groups currently meet annual yearly progress criteria associated with English Language Arts. The changes to the ELA Regents have resulted in lower scores state-wide for ELLs. Continued emphasis on building language development is necessary for us to maintain our performance in ELA.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

Activity 1: All teachers will receive specialized professional development in teaching methods for English Language Learners and the principles of the Internationals Network of Public High Schools for teaching English Language Learners.

Activity 2: 9<sup>th</sup> and 10<sup>th</sup> grade students will be comingled in all English Language Arts classes to facilitate English language acquisition, with all instruction delivered in English. Teacher teams purposefully group students heterogeneously to ensure that all students in every class have peer native language support and scaffolding in alignment with Internationals HELLO principles.

Activity 3: Supplemental English literacy classes will be provided for all students who are in need of additional ELA supports by a licensed reading teacher.

Activity 4: All core content classes will be taught by teachers organized into team structures with meeting times built into weekly teacher schedules that:

- 1) facilitate collaborative planning,
- 2) increase awareness and understanding of individual students, and
- 3) and provide opportunities for data inquiry and analysis.

Activity 5: English Language Arts class sizes will be maintained below city and state maximums to facilitate instruction of English language Learners (ELLs). 9<sup>th</sup> and 10<sup>th</sup> English Language Arts classes shall not exceed 28 students and class size in 11<sup>th</sup> and 12<sup>th</sup> English Language Arts grades shall not exceed 30 students.

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

1. Our school's Professional Development Committee members, including administration, teachers, and our ESL/ELA Coach; the Internationals Network for Public Schools.
2. School administration; programming staff; guidance staff; elective and core content teachers from Teams 1, 2, and 3.
3. School administration; programming staff; supplemental ESL/ELA teacher.
4. School administration; all teachers.
5. School administration; programming staff.

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

1. The Professional Development Committee will plan and facilitate a series of whole-staff PD sessions; all teachers will participate in 2 full-day PD sessions organized by the Internationals Network for Public Schools.
2. Teacher teams and students' advisors will monitor students' progress during the first 4 weeks of school to determine appropriate changes to class rosters to ensure

- heterogeneity.
3. Our ESL/ELA supplemental literacy teacher will work with teacher teams during the first 4 weeks of school to determine which students need supplemental English literacy classes.
  4. Teacher teams will maintain meeting minutes and records of their work to determine their impact and progress. Additionally, all teachers will participate in a minimum of two weekly inquiry/data analysis meetings to focus on the specific students they teach. These meetings will include time and protocols for: 1) curriculum sharing, 2) sharing student guidance concerns, 3) discussing pedagogical approaches to meeting the educational needs of specific students, and 4) coordinated planning of school and team events and activities.
  5. Our school administration will work with our programming staff to verify class enrollments.

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

1. PD activities will occur twice in the year with the Internationals network conferences. All other activities are on on-going and start on the first day of school and end on the last day of instruction.
2. September; ongoing evaluation of heterogeneity of classes will occur throughout the school year.
3. September; ongoing monitoring of students' need for supplemental literacy instruction will occur throughout the school year.
4. September through June.
5. September through June.

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

1. Our Professional Development Committee meets bi-weekly; committee members are compensated for the time they spend conducting meetings and planning for whole-staff PD sessions. Our ESL/ELA Coach is an out-of-classroom teaching position. INPS provides in-kind PD through the 2 sessions per year they offer.
2. Our school program is built to accommodate team-based, heterogeneous grouping of students.
3. Our school program is built to include a supplemental ESL/ELA class. We have a faculty position specifically dedicated to this class.
4. Our structure of teams includes common planning time, specifically-designed team meetings (guidance, curriculum share), and common groups of students.
5. Our small-school model, combined with sharing resources with other "campus" schools, enables us to keep class sizes down.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.
- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.
- Parents will be encouraged to provide appropriate study places for students and to actively monitor students' completion of homework at regular intervals
- Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents' capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Annual Goal #2 Improved Student Achievement Measures in Mathematics**

By June 2014, all student accountability groups will meet annual yearly progress participation and performance criteria associated with Mathematics.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Comprehensive needs assessment**

Did not meet AYP for mathematics in the “all students” group.

Did not meet AYP for mathematics in the “economically disadvantaged students” group

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

Mathematics

Activity 1: All teachers will receive specialized professional development in teaching methods for English Language Learners and the principles of the Internationals Network of Public High Schools for teaching English Language Learners.

Activity 2: A math coach from the NYC Math Project will be hired part –time to assist mathematics teachers in the development of materials and pedagogical methods appropriate for English Language Learners and Mathematics.

Activity 3: 9<sup>th</sup> and 10<sup>th</sup> grade students will be comingled in all English Language Arts classes to facilitate English language acquisition, with all instruction delivered in English. Teacher teams purposefully group students heterogeneously to ensure that all students in every class have peer native language support and scaffolding in alignment with Internationals HELLO principles.

Activity 4: Supplemental mathematics classes will be provided for selected 11<sup>th</sup> and 12<sup>th</sup> grades students who have not yet passed the mathematics Regents examination in Integrated Algebra in the school day.

Activity 5: All mathematics class sizes will be maintained below city and state maximums to facilitate instruction of English language Learners (ELLs). 9<sup>th</sup> and 10<sup>th</sup> grades shall not exceed 28 students and class size in 11<sup>th</sup> and 12<sup>th</sup> grades shall not exceed 30 students.

Activity 6: An after school Regents prep program will be offered in Integrated Algebra will be offered for 10<sup>th</sup> graders.

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

1. Our school’s Professional Development Committee members, including administration, teachers, and our ESL/ELA Coach; the Internationals Network for Public Schools.
2. School Administration
3. School administration; programming staff; guidance staff; elective and core content teachers from Teams 1, 2, and 3.

4. School administration; programming staff; supplemental ESL/ELA teacher.
5. School administration; all teachers.
6. School administration; Integrated Algebra teachers.

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

Activity 1: 100% of Mathematics teachers will rate at least effective in Domains 2 and 3 of the Danielson Rubric.

Activity 2: 100% of Mathematics teachers will rate at least effective in Domains 2 and 3 of the Danielson Rubric.

Activity 3: Course pass rates in Mathematics for 9<sup>th</sup> and 10<sup>th</sup> graders will meet or exceed 85%.

Activity 4: Integrated Algebra Regents pass rates for 11<sup>th</sup> and 12<sup>th</sup> grade retakers will meet or exceed 50%.

Activity 5: Math Course pass rates in Mathematics for 11<sup>th</sup> and 12<sup>th</sup> graders will meet or exceed 85%.

Activity 6: Integrated Algebra Regents pass rates for 1<sup>st</sup> time takers will meet or exceed 50%.

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

1. Last week of August through June.
2. Last week of August through June.
3. September through October 31<sup>st</sup>. Adjustments can be made throughout the academic year as needed.
4. September through June.
5. September through June.
6. April through June.

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

1. PD activities will occur twice in the year with the Internationals network conferences. In the Fall, Math Teachers will attend Math For America PD on integrating numeracy while teaching to the common core. Math Teachers will receive monthly after school PD on Mathematics pedagogy from the NYC Math Project Coach and weekly coaching. Math Teachers will attend a series of after school PDs from the Consortium throughout the year.
2. NYC Math Project Coach will begin her work in late August and continue through June. Teachers receive monthly after school PD and weekly coaching. Our school program is built to accommodate team-based, heterogeneous grouping of students.
3. Our school program is designed to accommodate team-based heterogeneous grouping of students.
4. Students are programmed for the course based on regents exam scores.
5. Maintenance and monitoring of class sizes is continuous.
6. 10<sup>th</sup> grade Regents prep after school will start 6 weeks prior to the start of Regents week to allow for 6 sessions of 1.5 hours each.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.
- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.;
- Parents will be encouraged to provide appropriate study places for students, to actively monitor students' completion of homework at regular intervals, and to ensure that their students have appropriate technology (computers and graphing calculators) at home to facilitate student completion of homework.
- Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents' capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

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

***Annual Goal #3***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>Annual Goal #3 -To Increase the Number of Enrichment Activities for Students and Families After School.</b>

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Student attendance and participation in school-sponsored enrichment programs facilitate the acquisition of English language skills and academic proficiencies by English Language Learners (ELLs).

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
We are a school that serves a 100% ELL population. In order to maximize student attendance in school and participation in enrichment activities, the following strategies/activities will be used:
<u>Activity 1:</u> At least 10 after school enrichment activities clubs will be offered to students.
<u>Activity 2:</u> After school, weekend, and summer enrichment activities will be actively promoted and supported by the school.
<u>Activity 3:</u> The school will maintain, strengthen and build upon its existing enrichment programs
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. School Administration, teachers.

2. School administration, Coordinator of Special Programs, Teachers, Student Government.
3. Administration, Coordinator of Special Programs
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. There will be at least 10 after school enrichment activities that have active participation and regular attendance.
2. There will be at least 10 extracurricular activities that have active participation and regular attendance.
3. Existing programs will continue it to have regular attendance and active engagement.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. Starting in October.
2. Starting in October.
3. Starting in October
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teachers and students will submit proposals for clubs, via our club application process. At least 10 will be encouraged. Teachers will be provided per-session to lead student clubs.
2. Administration, teachers, advisors, guidance team, will recruit students for activities.
3. Activities will continue to be supported with per-session as indicated and with necessary materials

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>Actively involve and engage parents, students and teachers in the planning, review and evaluation of school attendance rates and school enrichment activities.</li> <li>Promote improved communications between parents and school staff regarding the importance of school attendance and school enrichment programs.</li> <li>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;</li> <li>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;</li> <li>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.</li> <li>Maintain a Community Affairs Coordinator to strengthen and build upon its existing enrichment programs and community relationships.</li> <li>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;</li> <li>Conduct parent workshops in the use of Pupil Path so that parents may access student attendance data in real-time.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Increased Focus on Improving Our School Community**

By June 2014, the number of student suspensions and incidents will have been reduced

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Comprehensive needs assessment**

The numbers of student suspensions and incidents increased during 2012-2013 from the prior year.

**Instructional Strategies/Activities**

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

**1. Strategies/activities that encompass the needs of identified subgroups**

**Instructional strategies/activities**

Activity 1: New advisory curricula will be developed monthly for student advisors focusing on the building of a better school community, conflict mediation, and conflict resolution for implementation in advisory.

Activity 2: Successful community building activities and programs used by other schools, such as restorative justice programs, will be studied and evaluated for possible implementation within our school community to report at June retreat. The initiative will be led by a School Social Worker and Teacher.

Activity 3: Student government with the support of parents and faculty will develop community building activities throughout the year.

Activity 4: Students will receive explicit instructions in expectations and be engaged in community building activities throughout the 2013-14 academic year.

Activity 5: The school will maintain a School Social Worker as a Crisis Intervention and Prevention Specialist from the beginning of the year.

Activity 6: The school will expand its work with "Make it Happen" – a CBO that provides support to young men starting in September.

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

6. Advisors, and the School Social Workers and Guidance Team.
7. Teachers and a School Social Worker.
8. Student government with the support of student government advisor.
9. Advisors and Guidance Team.
10. School Administration
11. Administration and Coordinator of Special Programs.

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

1. Incident report data will be examined quarterly by the school social worker

**4. Timeline for implementation and completion including start and end dates**

1. Bimonthly planning meetings begin in September and continue through June. Advisory curricula are implemented weekly and implementation begins in September

and continues through June.

2. Teacher and Social Worker Meetings to begin in January with a report to SLT in March.
3. September through June.
4. September through June.
5. September through June.
6. September through June.

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

1. The school program includes monthly advisory planning meetings after school 2x per month.
2. The School Social Worker and teacher will be provided with necessary resources to conduct their research.
3. Student government meets during lunch weekly. Teacher advisor will be compensated per diem or per session as needed to support the students.
4. Students will be provided with periodic instruction on the discipline code. Documents will be provided in English and native language.
5. School Social Worker as Crisis Intervention Specialist is available full-time to provide conflict mediation, conflict prevention and support.
6. The Coordinator of Special Programs will act as Liaison for Make it Happen and the school.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Actively involve and engage parents, students and teachers in the planning, review and evaluation of school attendance rates and school enrichment activities.
- Promote improved communications between parents and school staff regarding the importance of school attendance and school enrichment programs.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Maintain a Community Affairs Coordinator to strengthen and build upon its existing enrichment programs and community relationships.
- 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;
- Conduct parent workshops in the use of Pupil Path so that parents may access student attendance data in real-time.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Annual Goal #5 – The 4 year graduation rate for all students will meet or exceed 60%.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

All student accountability groups currently meet annual yearly progress criteria associated with English Language Arts and Graduation Rates.

**Instructional Strategies/Activities**

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

**7. Strategies/activities that encompass the needs of identified subgroups**

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

Graduation Rates

Activity 1: 11<sup>th</sup> and 12<sup>th</sup> grade teachers will regularly analyze Regents performance level, credit accumulations, and other data of individuals and groups of students to facilitate meeting the achievement needs of students during weekly team meetings.

Activity 2: All teachers will have access to ARIS, Skedula, and other data analysis resources as needed for routine and special data analysis initiatives.

Activity 3: Discipline based inquiry teams will meet at least 3 times per year for at least 2 hours each session to examine student work products, inform instruction, and coordinate curricula between the various grades and classes.

Activity 4: Regents prep classes in all subjects will be offered during the school day, afterschool, and during Summer School.

Activity 5: An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week within 30 days of the beginning of the fall term.

Activity 6: Curricula and assessments in ELA and Mathematics will be aligned with Common Core learning standards.

Activity 7: Curricula and assessments in subjects other than ELA and Mathematics will be aligned with New York State Performance Indicators and materials will be modified as appropriate to facilitate the learning needs of English Language Learners.

1. Activity 8: Teachers will analyze Regents data and conduct item analysis for each exam administration from June 2013, January 2014 and June 2014.

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

Activity 1: 11<sup>th</sup> and 12<sup>th</sup> grade core content teachers.

Activity 2: The school Data Specialist will provide PD and special reports and data as needed to teacher teams.

Activity 3: All Core Content teachers will participate and be provided additional per-session to conduct vertical inquiry work.

Activity 4: Core content teachers will provide instruction. Per-session is provided as indicated by the instructional program.

Activity 5: A teacher will be provided per-session to be the after school peer tutoring coordinator. Teacher teams and advisors refer students to this programs as either recipients of services or as peer tutors. Students may self-refer.

Activity 6: ELA and Mathematics Discipline team. Per-session will be provided for extended vertical meetings.

Activity 7: Teacher discipline teams.

Activity 8: All Core teachers.

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

Activity 1 Core course pass rates in the 11<sup>th</sup> grade will meet or exceed 85%.

Activity 2: Core course pass rates in the 11<sup>th</sup> grade will meet or exceed 85%. Data specialist will provide team course data for analysis after each marking period.

Activity 3: Teachers will modify curricula based on analysis of student assessments. Effectiveness will be evaluated based on PBAT performance.

Activity 4: Regents data will be collected and item analysis conducted for each core test.

Activity 5: Core Course pass rates across the school should meet or exceed 85%.

Activity 6: Curricula and assessments in ELA and Mathematics will be aligned with Common Core learning standards.

Activity 7: Student performance will be analyzed via: course pass rates, PBAT and Regents exam performance.

6. Activity 8: Student growth for each exam administration will be tabulated and analyzed.

**10. Timeline for implementation and completion including start and end dates**

1. Student progress data is provided every marking period (6 times per year), Regents exam data in January and June.
2. September through June 2014.
3. September, November, January, March, May and June 2014.
4. September through June 2014.
5. October through June.
6. September through June.
7. September through June.
8. September 2013, January, June 2014.

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

Activity 1: Teachers are organized by interdisciplinary teams that have common time during the school day 2 to 3 hours per week to conduct inquiry work.

Activity 2: The school data specialist will conduct teacher PD and provide support as needed to allow teachers and team access to data sources.

Activity 3: Three extended staff meetings are scheduled for two hours. Teachers will be provided per session.

Activity 4: The school schedule supports regents prep during the day and teacher per-session is provided for after school and Saturday Prep courses.

Activity 5: Teacher coordinator will lead the tutoring center, recruit and train peer tutors and monitor tutoring center referrals and use.

Activity 6: Discipline meeting time scheduled during the school day, and vertical time after school is scheduled to conduct CCLS alignment work. Coaching will be provided by our school ESL\ELA coach and our NYC Math Project Coach.

Activity 7: Discipline meeting time scheduled during the school day, and vertical time after school is scheduled to conduct CCLS alignment work. Coaching will be provided by our school ESL\ELA coach and our NYC Math Project Coach.

1. Activity 8: The data specialist will provide teacher teams with data and guidance to facilitate the item analysis for each exam by discipline after each administration of Regents examinations. Teachers will analyze result in discipline and vertical meetings.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.
- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.
- Parents will be encouraged to provide appropriate study places for students and to actively monitor students' completion of homework at regular intervals

Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents' capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path

### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Extended class periods</b>	Whole class	During the school day
	<b>Additional literacy class</b>	Small group	During the school day
	<b>Test preparation</b>	Small group	During the day and after school
	<b>Differentiated Reading Program</b>	Whole Class	During the day
	<b>Peer Tutoring</b>	One –to-one	After school
<b>Mathematics</b>	<b>Extended class periods</b>	Whole class	During the school day
	<b>Peer tutoring</b>	One –to-one	After school
	<b>Test preparation</b>	Small group	After school

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

	<b>Case Management</b>	One-to-one and family	During the school day.
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

Weekly professional development meetings will be conducted with all staff on Tuesdays, and will include the following activities:

- Analysis of student work in order to improve instruction/design interventions
- Analysis of student assessments (project-based learning)
- Social-emotional progress of a teaching team's shared students
- Formation and refinement of discipline specific benchmarks at each grade level
- Peer critiques of teacher-generated curricula

Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.

Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum.

Implementation of the New Teacher Evaluation System Based on the Danielson Framework – awareness and understanding of the 22 factor framework for effective teaching developed by Charlotte Danielson and adopted for teacher evaluations by the DOE and the UFT will be explored and understood through various professional development activities throughout 2013-14.

### **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).

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

Weekly professional development meetings will be conducted with all staff on Tuesdays, and will include the following activities:

- Analysis of student work in order to improve instruction/design interventions
- Analysis of student assessments (project-based learning)
- Social-emotional progress of a teaching team's shared students
- Formation and refinement of discipline specific benchmarks at each grade level
- Peer critiques of teacher-generated curricula

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International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum.

Implementation of the New Teacher Evaluation System Based on the Danielson Framework – awareness and understanding of the 22 factor framework for effective teaching developed by Charlotte Danielson and adopted for teacher evaluations by the

DOE and the UFT will be explored and understood through various professional development activities throughout 2013-14.

**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.).

Funds for students in temporary housing are set aside in their own budgetary line. These funds are used in accordance with the allocation policies to meet the needs of students identified as living in temporary housing.

**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.

In accordance with State Policy, a committee of teachers in collaboration with administration convened at the start of the year to receive professional development on Measures of Student learning. The committee selected MOSLs and designed and implemented PD for teachers in staff meetings. Teachers receive on-going professional development on using assessment results to improve instruction through regularly scheduled staff meetings, team meetings , curriculum, guidance, and discipline meetings.

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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 <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>524</b>
School Name <b>The International HS @ Prospect Hts</b>		

### 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 <b>Nedda de Castro</b>	Assistant Principal <b>Maison Rippeteau</b>
Coach <b>Joanna Yip</b>	Coach <b>type here</b>
ESL Teacher <b>Joanna Yip</b>	Guidance Counselor <b>Linda Ponciano</b>
Teacher/Subject Area <b>Katherine Mahoney /Reading</b>	Parent <b>Gisber Mayr</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mariano Munoz</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>428</b>	Total number of ELLs	<b>401</b>	ELLs as share of total student population (%)	<b>93.69%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										9	9	4	3	25
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	9	4	3	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	401	Newcomers (ELLs receiving service 0-3 years)	327	ELL Students with Disabilities	12
SIFE	128	ELLs receiving service 4-6 years	91	Long-Term (completed 6+ years)	10

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	313	93	10	78	38	2	10	4	0	401
Total	313	93	10	78	38	2	10	4	0	401

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										56	40	31	34	161
Chinese										10	5	11	11	37
Russian										2	5	8	8	23
Bengali										1	5	5	6	17
Urdu										4	0	0	1	5
Arabic										18	9	13	2	42
Haitian										15	13	8	20	56
French										4	9	10	2	25
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										13	4	5	13	35
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	123	90	91	97	401

## 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)										54	46	35	21	156

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)										39	39	45	50	173
Advanced (A)										18	11	19	24	72
Total	0	0	0	0	0	0	0	0	0	111	96	99	95	401

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	119		41	
Integrated Algebra	167		66	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	102		44	
Physics				
Global History and Geography	178		63	
US History and Government	107		58	
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.  
Data from our extensive intake process, SIFE interview tool, and diagnostic assessments that are in alignment with the performance based assessment standards of the Consortium in every content area show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. In addition to teacher created assessments, every year, students take the level set from Achieve 3000 to determine initial English Reading levels. The results of the Achieve 3000 level indicate that over 90% of our students enter our school with a reading level at or below 4<sup>th</sup> Grade. SIFE students show levels well below 4<sup>th</sup> grade. As a result, the school continues to place a great emphasis to teach reading in our differentiated school-wide reading program and in supporting reading and literacy strategies in all content areas in all grades.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across all grades on the NYSESLAT and Lab-R indicate that at least 85% of our students enter our school at the beginning and intermediate levels of proficiency in all areas. Data indicates students show growth in reading, writing, listening, and speaking as the progress through the grades in our school with more students at intermediate, advanced, and proficient levels by the 12<sup>th</sup> grade.
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](#))  
The most up to date data is currently unavailable to schools. Nevertheless, if past patterns continue, then the data would support our continued emphasis on reading and writing across all grades and content areas.
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 offers a Free Standing ESL program. Students are provided both the English version and the native language version of Regents assessments, when they are available, side by side. Given the diversity of our language groups and the fact that only a handful of students choose to answer their examination in native language we have insufficient data for comparison.
  - b. The school uses DIY periodic assessments that are aligned to NYS Performance Assessment rubrics for ELA. Teachers and administration examine student results periodically to modify instruction and to make adjustments to our 4 year ELA scope and sequence that address the needs of students. In addition, results are used to develop differentiated program development.
  - c. Our assessments have indicated that our students come in below grade level in reading, writing and numeracy. In all classes, including intervention classes, native language via collaborative peer support is used as an access point to all content.
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction at The International HS @ Prospect Hts is provided using the Internationals Model, where the native language is leveraged as the access point to English. In all classes, students are heterogeneously grouped by ability and language such that they use native language to access content while developing English.
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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and portfolio grades. These results are consistently reviewed at a team, department and school wide levels to

better determine the effectiveness of school programming. I

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Parents choose one of the three NYCDOE program models. Parents will choose a model in order of preference, either Free-Standing ESL, Transitional Bilingual, or Dual Language. If parents choose an ESL program for their child, we place that student in our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school that provides a program of their choice. However, should the number of parent selections for either a dual language or Transitional Bilingual model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Every trimester, Ms. Yip analyzes our Parent Choice Forms to track program choice numbers.

The whole process including the HLIS, parent orientation and student placement occurs all on the same day. All documents, including the Parent Choice Forms are collected on the same day. The Parent Choice Form is copied and placed in a binder that is

kept in the administrative offices in Room 339, and the original is placed in the student's cumulative folder.

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

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

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

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

5. 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.

Ms. Yip coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report on ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times students will be tested in the modality missed either reading, writing, listening or speaking. The school's goal is to always test every ELL in the school in every modality.

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

## 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])?
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)?

Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 100 students. Class sizes are reduced to no more than 25 students in any instructional group. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental SIFE/literacy class for two or three 65 minute periods per week in lieu of an extra elective period. In addition, all students receive a differentiated Strategic Reading class that integrates technology.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to 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 from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. All content area teachers use backward planning working from the NYS Performance Assessment rubrics to plan instructional units. The NYS Performance Assessment units are all Common Core aligned for all content areas.

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

For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Since our school is comprised of entirely of English Language Learners (or former ELLs), all the teachers work towards attainment of content and language development in their classrooms. As our school has collaborative team structure, teachers meet on a weekly basis in their interdisciplinary teams as well as in disciplinary teams. Teachers plan their curriculum with each other's supports and share their best practices. Every team has a teacher certified in ESL. Our school's instructional model is project based instruction which involves teaching content through language integration at each level. Students are evaluated formally and informally on the content as well as language outcomes. These language outcomes are shared across teams of teachers and focus on all the four modalities: listening, speaking, writing and listening. Besides developing their language through

project based instruction, our students engage twice each year in formal and authentic assessments. These formative assessments are presented through portfolio presentations of common core aligned projects. Every student defends his or her products of experiential learning through oral presentations supported by evidence from the written work.

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).

SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered two additional 65-minute periods of literacy instruction per week and two 65 minute periods of numeracy. In addition, SIFE receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the differentiated reading program, SIFE students receive instruction on developing basic reading skills, including building phonemic awareness and fluency through direct instruction and through the use of technology via the Reading Horizons program. Newcomers are provided with all instructional services provided to all other students. In addition, they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students' individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take two Regents exams at the end of the 10th grade and three at the end of the 11th. All students are administered the NYSESLAT in the spring semester every year. Who have been in the country from 0-6 months are provided a newcomers class for 65 minutes twice per week.

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

The years after a student tests proficient based on the NYSESLAT scores, teachers will, based on classroom assessments, continue to provide the scaffolding and supports necessary to ensure the student's continued success. These students also are provided with mentoring and internship opportunities.

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?

In addition to all services provided to all students and the additional services provided to struggling students, special needs students are provided with all any and all services required by the Individual Instructional Plan. The supports and strategies include native language paraprofessional, assistive technology, and technology assisted reading programs and direct reading instruction. In addition, we provide literacy and numeracy support in a supplemental period during the day and after school.

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?

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

### Courses Taught in Languages Other than English

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

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

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

### 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

Social Studies:				
Math:				
Science:				

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

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

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

- French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French
- Strategic Reading – During the 65-minute weekly period, older, students read in English and various native languages self-selected books that are appropriate to their level and interest. All teachers in an instructional team support students in the selection and completion of their books. In addition, during this period, students have an individualized reading plan where they develop reading skills through integrated technology using Achieve 3000 and Reading Horizons.
- Saturday Regents Prep – For 3 Saturdays faculty members provide a small group of students with three hours of Regents preparation in ELA.
- Additional Literacy Period – SIFE, long-term ELLs, and other struggling students are mandated for two 65-minute literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher/student ratio is of 1:10 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
- After School Tutoring – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
- Regents Prep After School– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for weekly Regents preparation class taught in English.
- Integrated Algebra Regent Preparation—Juniors and Seniors who have not passed the Integrated Algebra Regents receive two 65 minute periods per week from a certified mathematics teacher.
- After School Numeracy -- Struggling math learners a provided two 90-minute periods of instruction a week where they receive explicit academic literacy instruction in a classroom setting with a certified math teacher. The teacher/student ratio is of 1:15 or smaller. Content is tied to mathematics units that the instructional team decides need special attention. This class is taught in English.

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

At this time, our program has demonstrated effectiveness in that our school has achieved an ELL graduation rate that significantly exceeds the state 4 and 6 year average for ELLs. Last year, the school achieved the highest 4 year graduation rate in its history.

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

This year we will launch two college programs for our students. First, 5 students will attend St. Joseph's College and take a college level course in Environmental Science. In addition, we will begin a partnership with Medgar Evers College in its Pipeline program that will allow eligible ELL juniors and seniors to take college level courses in all content areas.

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

No programs for ELLs will be discontinued.

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

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

- After School College and Scholarship Essay Writing
- Chess Club
- Science Club
- iMentor (junior and seniors students paired with adult mentors)
- Drama Class
- Haitian Club
- Newcomers Conversational Class
- English Regents Preparation Class
- Film Class

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. Some examples include:

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

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

All students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

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

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.

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using scaffolding to help students open up about their feelings about school and their transition to a new country and a new language. Students who enter throughout the year are assigned advisories and native language buddies and are placed in classes with native language support. Paste response to question here:

18. What language electives are offered to ELLs?

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

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)?

Paste response to questions here:

## 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. and 2 and 3. Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

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

4. Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities.

## 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. At least 70 percent of our students' families attend Open School Day (held from 12 to 8 p.m. over one day in November). This percentage gets closer to 90 percent if you count the days leading to and right after Open School Day. This year, we have increased parent involvement in our PTA and SLT by leveraging the relationships developed with parents through our advisory program. In addition, in early October we have a family night where parents meet their children's teachers and learn about the instructional program for the year. In the spring, we hold a portfolio night where students share their projects with parents in an evening gallery walk.
  2. Our school partners with several different organizations in order to provide workshops and/or services to ELLs and their families: 1) The Door (legal services), 2) iMentor, 3) The New York Immigration Coalition (NYIC), 4) Chinese-American Planning Council, 5) Global Potential, 6) Assorted attorneys and tax specialists (workshops on legal and financial issues).
  3. The school environment survey administered by the NYCDOE provides parents with an excellent forum for speaking about their concerns regarding our school. We are proud to say that parents are very satisfied with our school. Our goal is to attain the highest possible rating for the upcoming survey period. In addition, parents express their input in monthly PTA meetings and our SLT.
  4. Our activities area aligned to the needs of our parents. For example, the family night, portfolio night, and ESL for parents, which will again be offered this year, where parent initiated programs.

## 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 International HS @ Prospec**

**School DBN: 17k524**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nedda de Castro	Principal		1/1/01
Maison Rippeteau	Assistant Principal		1/1/01
Mariano Munoz	Parent Coordinator		1/1/01
Joanna Yip/ESL	ESL Teacher		1/1/01
Gisbert Mayr	Parent		1/1/01
Katherine Mahoney/Reading	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Joanna Yip	Coach		1/1/01
	Coach		1/1/01
Linda Ponciano	Guidance Counselor		1/1/01
Cyndi Kerr	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 17K524 School Name: International HS @ Prospect Hts.

Cluster: 1 Network: 106

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

### **Part A: Needs Assessment Findings**

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

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records or filled out by parents when a student is entering the NYC schools for the first time. We also utilize information gathered from our Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of The International HS @ Prospect Hts is to provide all parents with written translation and oral interpretations through all means available to us.

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.

All of students entering The International HS @ Prospect Hts come from families who are recent immigrants and have been in the US for fewer than 4 years at the time they apply. Due to this admission policy, it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 27 countries and speak over 20 different languages. The six largest language groups represented in our school are Spanish, Haitian Creole, Arabic, Chinese, French and Russian/Uzbek. Within the French subgroup are included students who speak multiple African languages including Fulani and Wolof, further, Chinese speakers are comprised of those who speak Mandarin, Cantonese, and Fukanese. We have other staff members who speak Spanish, Arabic, French, Wolof, all of the Chinese languages and Russian. When even more interpretation services are required for special events, we contract with interpretation services sponsored. Our flyers and school messenger services are also provided in a variety of languages. This information is reported to our parents and the school community through our School Leadership Team. It is also a part of our School Parent Compact and School Parent Involvement Policy which are created together with our parent representatives. These documents are distributed to parents in a through the Parent Association as well as through our parent orientations..

## Part B: Strategies and Activities

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

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, French, Haitian Creole, Chinese, Russian, Urdu, Bengali and Arabic, and other languages as the need arises. The International High School @ Prospect utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, French, Wolof, ,all of the Chinese languages represented, Russian, Urdu, and Arabic.. Our staff members have been very willing to help out by providing writtentranslations whenever possible. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have anetwork of eight International High Schools who are able to share resources and written translations when necessary. When a document is toolong or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help inwritten translations.

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.

We will utilize the DOE translation services to reach out to the parents in a variety of languages via telephone to meet the needs of our parents. We also use DOE vendors to provide in-person oral interpretation in all represented languages during our parent teacher conferences.

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 HS @ Prospect Hts takes the responsibility of providing each parent with written translation and oral interpretation services seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. The Parent Coordinator and guidance counselor hold an orientation session for new parents as they enroll their students in the school which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: The International HS @ Prospec	DBN: 17k524
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Supplemental Class in the school day.	
Total # of ELLs to be served: 290	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 16	
# of certified ESL/Bilingual teachers: 7	
# of content area teachers: 9	

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

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**Supplemental Differentiated Reading**

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

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

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

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

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

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

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

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

Begin description here:

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

Group 1: Common Core Standards: ELL Assessment and Instruction

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

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

Group 2:

Strategic Reading Instruction for ELLs

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

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

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parent ESL Class:

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

Translation services for Parent Meetings:

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		