Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: INTERNATIONAL HIGH SCHOOL AT LAGUARDIA

DBN (*i.e. 01M001*): 24Q530

Principal: JOHN STARKEY

Principal Email: JSTARKE@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

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
John Starkey	*Principal or Designee	
Ellen Doyle	*UFT Chapter Leader or Designee	
Carlos Rodrigues	*PA/PTA President or Designated Co-President	
Younas Saleem	DC 37 Representative, if applicable	
Rene Arias Jaquez Loren Salazar	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Maria Rumaldo	Member/ Elected Parent	
Judy Delgado	Member/ Elected Parent	
Cecilia Ramos	Member/ Elected Parent	
Shama Housseem	Member/ Elected Parent	
Shun Jun Tang	Member/ Elected Parent	
Dolma Kalsang	Member/ Elected Parent	
Jaclyn Valane	Member/ Elected CSA	
Sarah Gil	Member/ Elected UFT	
Ruth Orlowicz	Member/ Elected UFT	
Allison McCluer	Member/ Elected UFT	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.
During the Spring semester portfolio presentations for 12th graders, at least 75% of the presenting students will score at least a "competent" under the Performance Based Consortium portfolio rubric categories for the senior math portfolio project.

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.
• Through an analysis of student writing throughout the content areas it was determined that there was a need to better align our NY State Performance Standard Consortium portfolio rubric to the Common Core Standards. The NY State Performance Standard Consortium indicator of "Reasoning and Proof" states that students should "Justify all mathematical statements in an efficient and accurate manner, and draw valid conclusions." This is directly aligned to the Common Core Learning Standards in math of making sense of problems and persevering in solving them, using appropriate tools strategically and looking for and making use of structure. As mentioned in our State Quality Review, "…Rubrics should be aligned to the New York State Learning Standards and the new CCLS and used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback that helps students improve and move to the next level."

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
1. Activity #1: Instructional team teachers will meet weekly to develop lessons and assess student work that incorporates math skills to provide reasoning and proof in order for student to draw valid conclusions.
2. Activity #2: Disciplines will meet at least twice during the school year to plan and assess curriculum that they developed which requires students to provide evidence to draw valid conclusions. This will happen across all disciplines and grades.
3. Activity #3: Professional development for whole staff on how to align the Common Core Standards and the New York State Performance Standards Consortium (NYSPSC) Portfolio rubric in order to raise expectations/rigor related to portfolio and college readiness.
4. Activity #4: Align resources to provide for professional development time for teachers to learn about Common Core Standards and scheduling common preps/meeting time for teachers to discuss curriculum related to making sense of problems and drawing valid conclusions using appropriate tools strategically.
5. Activity #5: 12th grade math portfolio project assessment documentation, completed by teacher panelists, related to using reasoning and proof through the math project.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principals and School Leader.
2. Principal, Assistant Principal's, School Leader, Teachers in all content areas.
3. Principal, Assistant Principal's, School Leader, Teachers in all content areas.

4. Principal, Assistant Principal, School Leader
5. Principal, Assistant Principal, School Leader, Math discipline teachers, Junior Institute teachers.

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

1. 80% of math teachers will submit comprehensive unit plans that incorporate math skills to administration. Administration, in turn, provides feedback on these unit plans from domain 1 of Danielson.
2. Teachers in all content areas and disciplines submit unit plans. Receive feedback from peers and administration on how activities demonstrate evidence of students drawing valid conclusions from domain 1 of Danielson.
3. Administration will collect attendance from the fall Common Core Standards professional development workshop and demonstrate that 80% of our teachers completed this workshop.
4. Administration will schedule two department discipline meeting times for teachers to learn about the Common Core Standards (CCS) and schedule common preps/meeting time for all content area teachers to discuss curriculum related to making sense of problems an drawing valid conclusions based on domain 1 of Danielson.
5. All students presenting a graduation portfolio will have their math project evaluated by the teachers on their portfolio panel based on the math rubric indicator of reasoning and proof based on domain 1 of Danielson.

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

1. September 2013 through June 2014.
2. January 2014 and May 2014.
3. September 2013, November 2013 and May 2014.
4. September 2013 through June 2014
5. January 2014, March 2014 and June 2014.

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

1. Resources are provided to allow all instructional team teachers the time to meet weekly during the regular school day so that they can assess student work incorporating math skills.
2. Resources are provided to allow all teachers in the various disciplines the time to meet during the regular school day at least twice, during the school year, to assess the math curriculum.
3. Resources are provided to hold professional development for the entire staff on aligning the Common Core Standards and NYS Performance Standards Portfolio rubrics during the regular school day. All teachers mentor a student for their graduation portfolio which includes the senior math portfolio project. Per session is provided to support portfolio mentoring after school and before school during the regular school year to help assist students in preparing completing their graduation portfolio and in preparing for their graduation portfolio panel presentation.
4. Resources are provided during the regular school day to provide professional development for all teachers to learn about the Common Core Learning Standards in Math and to provide for common meeting time for teachers to discuss and plan curriculum aligned to these standards.
5. Resources will be provided to allow all teachers to provide feedback and access documentation of the 12th grade math portfolio during the regular school day.

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).

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). The PIP template is provided on pages 11 through 15 in this CEP.

- 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;
- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance.
- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community.
- The school will conduct periodic meetings with parents to develop partnerships to address student needs, achievement goals and to inform parents of the Common Core learning standards.
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development.
- The instructional team communicates with the parents as early as possible to inform them that their child is in danger of failing a class. Parents are strongly advised to come to school for a conference with the teachers on the instructional team. If the parent cannot attend a meeting in person, arrangements are made to hold a conference between the parent and the teachers on the instructional team by telephone. At this meeting teachers share data regarding the student with the parent.
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.
- The school holds a PTA workshop in order to familiarize parents with the school's graduation requirements.
- PTA workshops are held to help educate parents regarding the instructional approach including methods of language acquisition utilized at The International High School at LaGuardia.
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work.
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS.
- Translators are available at all parent workshops and conferences.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

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**	**X**	**Title III**		**Set Aside**		**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.
Increase course passing rates for students designated as "Promotion in Doubt" through the creation and implementation of individualized support plans. At least 70% of students who were designated as "Promotion in Doubt" in fall 2013 will demonstrate academic progress by passing at least 3 of their 4 content courses by June 2014.

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.
• Through an analysis of our course passing rates for students as well as the comprehensive statistics in the Scholarship Report it was determined that there is a need for improvement on credit accumulation among several subgroups of ELL students.

- Historically, individualized support plans have been successful for students identified as “Promotion in Doubt”.

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

1. Activity #1: Students who are designated as INC or are in danger of failing will be identified at mid-semester and intervention strategies will be developed by their teacher instructional teams.

2. Activity #2: The support plan will be implemented by all the students’ instructional team teachers. Students’ progress, support plans and attendance will be monitored by the instructional teams at monthly team meetings and the support plans will be reviewed and modified as needed.

3. Activity #3: The scholarship report will be reviewed by the Principal’s cabinet in January and June.

4. Activity #4: Teachers will engage struggling students in extended day homework help and in enrichment classes during the school day in the areas where needed.

5. Activity #5: Summer Institute program will be developed to address credit recovery needs of students in all grades who did not earn at least ten credits in the current year.

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

1. Guidance Counselors and teachers on instructional teams.
2. Guidance Counselors and teachers on instructional teams.
3. Principal, Assistant Principal, School Leader, Administrative team liaisons.
4. Members of the students’ Instructional teams.
5. Members of the students’ instructional teams.

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

1. 100% of students identified as PID (Promotion in doubt), will receive support plan feedback. PID students are identified as students who have received the following: lack of credit accumulation and/or incomplete coursework and poor attendance. We use the specific checkpoints of interim progress reports on October 2013, January 2014, March 2014 and June 2014 to monitor growth in their individual classes.
2. Each instructional team will offer enrichment classes and extra help during extended time to all students identified as PID and student progress will be reviewed at monthly team meetings.
3. Discuss scholarship report with Principal’s cabinet, which represents members from each constituency of the school including parents.
4. All instructional team teachers will offer students identified as PID extended day homework help and enrichment classes..
5. All students designated as PID will be given the opportunity to participate in the Summer Institute program.

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

1. October 2013.
2. October 2013 through June 2014.
3. January 2014 and June 2014.
4. October 2013 through June 2014.
5. March 2013 through June 2014.

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

1. Resources will be provided to allow all teachers the time to meet during the regular school day with their instructional teams to share intervention strategies with students and with their parents.
2. Resources are provided to allow all teachers time to plan for and implement individual support plans at team meetings during the regular school day. Programs are offered during the regular school day which allows all teachers to implement individual support plans such as: the SIFE literacy and math classes, additional enrichment classes held 4 days per week for 35 minutes as well as the extended day. Per session is available for teachers of students who are at risk of failing so that they are able to offer more literacy help for our students such as, the Saturday morning literacy program (2 teachers) and afterschool homework help (available to all five instructional teams). In addition, the Liberty Partnership Program offers our students Saturday morning English support classes.
3. Resources will be provided to allow staff members who are in the principal’s cabinet per session to attend the meetings which are held afterschool on Wednesday’s.

4. Resources will be provided to allow teachers to meet with struggling students in extra literacy programs such as, the Saturday morning literacy program, after school homework help, the SIFE literacy and math classes, additional enrichment classes, 4 days per week for 35 minutes. In addition, the Liberty Partnership Program offers our students a Saturday morning English support classes.
5. Resources will be provided during the summer school program to give a portfolio class to assist students in completing their graduation portfolio and in preparing for their graduation portfolio panel presentation.

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).

- 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;
- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance.
- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community.
- The school will conduct periodic meetings with parents to develop partnerships to address student needs and achievement goals.
- Parents are strongly encouraged to attend Open School Conferences in both the fall and the spring to meet with their students' instructional team to discuss their child's progress.
- All parents receive daily phone massager calls if their child is either late or absent from a class. If the lateness or absence continues than parents are contacted by phone, email, text message or mail until direct contact has been made. If necessary, the parents are invited in for a conference to discuss their child's lateness or absences.
- The instructional team communicates with the parents as early as possible to inform them that their child is in danger of failing a class. Parents are strongly advised to come to school for a conference with the teachers on the instructional team. If the parent cannot attend a meeting in person, arrangements are made to hold a conference between the parent and the teachers on the instructional team by telephone. At this meeting teachers share data regarding the student with the parent.
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development.
- The teachers on the instructional team conduct frequent follow-up with parents on the progress of their students throughout the school year both by telephone and in person.
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work.
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS.
- Translators are available at all parent workshops and conferences.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

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**	**X**	**Title III**		**Set Aside**		**Grants**
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.
By June 2014, in order to increase the native language skills of students we will provide a minimum of three college level language classes as part of our Early College Program with a minimum passing rate of at least 70%.

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.
We have been striving to increase the native language skills of our English language learners by steadily expanding our Early College native language program and increase college access for ELL's. We would like to continue expanding the collaborative work with the ELA department at LaGuardia Community College to create the opportunity for new cohort native language college courses for our ELL students. As this work has progressed we have seen a need to increase college cohort opportunities for our ELL students in Native Languages as well as in Communications and Humanities. As the demographics of our incoming students changes we have observed an increasing need of our students and their parents to offer college level native language courses in a wider variety of native languages to meet the needs of our students.

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
1. Activity #1: Work with our Early College Coordinator and designated liaisons from our school and LaGuardia Community College to regularly access/evaluate the effectiveness of the support structures of our program and explore further options for native language college class opportunities for our students. 2. Activity #2: Students will be assigned to advisories that will provide academic and study-skill support to ensure student success in their Native Language College classes; 3. Activity #3: The principal regularly assesses the effectiveness of our program and working with the Early College Coordinator oversees the design of professional development related to native language, college readiness and networking with the college to develop more opportunities.
B. Key personnel and other resources used to implement each strategy/activity
1. Members of our Early College Committee: Principal, Early College Coordinator, Guidance Counselors and the LaGuardia Community College Liaison. 2. Team Guidance Counselors, all instructional team members and School Leader, Assistant Principal, Early College Coordinator. 3. Principal and Early College Coordinator.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. All incoming 9th graders and transfer students who speak languages that are offered by the LaGuardia Community College Native Language Department will have the opportunity to take assessment tests in their native language. 2. All students in the Junior Institute who are taking native language college classes as part of the Early College Program will be offered an advisory class. 3. The principal works with the early college coordinator and staff members to create at least two professional development opportunities related to native language.
D. Timeline for implementation and completion including start and end dates
1. September 2013 and December 2013. 2. September 2013-June 2014. 3. September 2013 and May 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Resources are provided to provide time during the regular school day for the Early College Coordinator, guidance counselors and designated liaisons from our school and from LaGuardia Community College to meet on a regular basis to evaluate the effectiveness of the program and plan for the further support of our students in

native language college classes.
2. Resources are provided during the regular school day for the Early College Advisor to run an Early College Advisory to assist students in their native language classes.
3. Resources are provided to provide time for the principal, early college coordinator, and designated liaisons from our school and from LaGuardia Community College to meet on a regular basis during the regular school day to evaluate the effectiveness of the program and plan for the further support of our students in native language college classes.

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).

- The parents of new incoming ninth graders are informed about the Early College Program at the new student orientation.
- Parents of 10th graders are invited to attend a formal Early College Orientation with detailed information regarding the Early College Program.
- Parents are provided with workshops on how to fill out college applications as well as college financial aid. Our parents are all immigrants and generally are uninformed about the college system in the United States so they are provided with detailed information regarding the college system in this country.
- Translators are available at all of the Early College Parent workshops.
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, Arabic and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events.

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**

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.

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.

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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.

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.

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.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Extended Day/Regents Prep/tutorial services/Portfolio mentoring: Reading, interactive writing, testing strategies and best practices.	Small group and one to one instruction based on student need.	Twice per week during extended for 50 minutes on Monday's and Thursday's after the regular school day.
	Saturday Explorer's Literacy Program/Regents prep: Reading, interactive writing, speaking and experiential activities.	Small group literacy activities	Saturday's 9 AM -1 PM.
	Tuesday Seminar: Reading, interactive writing, oral communication and listening skills.	Small group instruction based on student need.	Tuesday's 9:15-11:45 AM, during the school day.
	Wednesday Seminar: Reading, interactive writing, oral communication and listening skills.	Small group instruction based on student need.	Wednesday's 11:45 AM -12:35 PM, during the school day.

	Enrichment Period: Reading, interactive writing, oral communication and listening skills.	Small group instruction based on student need.	4 days per week for 35 minutes during the school day
Mathematics	Extended Day/tutorial services/Math Portfolio mentoring: Math literacy, reading, interactive writing. Saturday Explorer's Literacy Program: Math literacy, reading, interactive writing, speaking and experiential activities. Tuesday Seminar: Math literacy, reading, interactive writing, oral communication and listening skills. Wednesday Seminar Math literacy, reading, interactive writing, oral communication and listening skills Enrichment Period: Math literacy, reading, interactive writing, oral communication and listening skills.	Small group and one to one math instruction based on student need. Small group math literacy activities Small group math instruction based on student need. Small group instruction based on student need. Small group instruction based on student need.	Twice per week during extended for 50 minutes on Monday's and Thursday's after the regular school day. Saturday's 9 AM -1 PM. Tuesday's 9:15-11:45 AM, during the school day. Wednesday's 11:45 AM -12:35 PM, during the school day. 4 days per week for 35 minutes during the school day
Science	Extended Day/tutorial	Small group and one to one	Twice per week during extended

	services/Science Portfolio mentoring: Science literacy, reading, interactive writing. Tuesday Seminar: Science literacy, reading, interactive writing, speaking and experiential science activities. Wednesday Seminar: Science literacy, reading, interactive writing, oral communication and listening skills. Enrichment Period: Science literacy, reading, interactive writing, oral communication and listening skills.	science instruction based on student need. Small group science literacy activities Small group science instruction based on student need. Small group instruction on student need.	for 50 minutes on Monday's and Thursday's after the regular school day. Tuesday's 9:15-11:45 AM, during the school day. Wednesday's 11:45 AM -12:35 PM, during the school day. 4 days per week for 35 minutes during the school day
Social Studies	Extended Day/tutorial services/Portfolio research paper: Social Studies literacy, reading, interactive writing, research, oral and listening communication skills. Tuesday Seminar: Social Studies literacy, reading, interactive writing, speaking and listening activities. Wednesday Seminar: Social Studies literacy, reading, interactive writing, speaking and listening activities	Small group and one to one social studies instruction based on student need. Small group social studies literacy activities Small group social studies literacy activities	Twice per week during extended for 50 minutes on Monday's and Thursday's after the regular school day Tuesday's 9:15-11:45 AM, during the school day. Wednesday's 11:45 AM-12:35 PM, during the school day.

	Enrichment Period: Social Studies literacy, reading, interactive writing, speaking and listening activities	Small group instruction on student need.	4 days per week for 35 minutes during the school day
At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	<u>At-risk services Provided by Guidance Counselor:</u> All five teams have one Teacher/Counselor to provide students with at risk services such as counseling for personal, social, emotional and school problems as well as career and college counseling	One to one and small group counseling activities.	Counselors are available to meet with students from 8 AM until 3:30 PM every day. In addition, one crisis counselor is on duty each day
	<u>Guidance Seminar:</u> College advisement, HIV/AIDS curriculum, anti-bullying, grade advisement.	Small group activities.	Held throughout the day during various class periods.
	<u>Western Queens Counseling Center:</u> Provides therapy for personal, social, emotional and school problems and provides therapy for individuals and family.	One to one counseling services.	Available by appointment with individual students on Tuesday, Wednesday and Friday's.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

7. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- The International High School has achieved national prominence. We have been cited for excellence in ELL education by Diane August at the NCLB Conference, by Jim Cummins at TESOL, an by Aida Walqui at the A.A.A.L. Faculty members at the International High School also teach courses at New York University, Fordham University, Queens College and LaGuardia Community College.
- As a school, our doors are always open: We welcome visitors, including many prospective teachers from all over the world. We mentor student teachers from Columbia Universities Teacher's College, Hunter College, New York University, The New School, Queens College, SUNY New Paltz and The School for International Training in Vermont.
- In-school mentors are assigned to support new teachers.
- All of our new teachers attend staff development workshops for new teachers of ELL's offered by INPS (The Internationals' Network for Public Schools).
- All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL offered by West Ed. and workshops offered throughout the year by the New York Performance Standards Consortium as well on the Common Core Standard.
- As a member of INPS we participate in the I-START graduate program that trains and places student teachers specialized in English language development for ELL's.
- We are offering the following workshops this year to ensure that all of our teachers both old and new remain highly qualified:
    - Strategies to support SIFE students to access texts.
    - SIFE workshop to support our ELL SIFE students
    - Project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students.
    - Differentiation for ELL's.
    - Experiential education techniques for ELLs, including cooperative learning strategies.
    - Examining rich tasks and student work in order to assess the work of ELL's.
    - Curriculum ideas involving movement and role playing to engage ELL's in classroom learning.
    - Using language acquisition to assist our ELL's in the classroom.
    - Looking at the work of ELL students through the lens of language acquisition.
    - Helping teachers to better assist their students with strategies to better prepare them to take the ELA Regents exam.
    - Restorative Justice Training to meet the affective needs of our students.
- On Staff development day our staff participates in a series of workshops on a variety of topics and strategies to support ELL's offered by INPS through the INPS (The Internationals' Network for Public Schools).
- Teachers and Guidance Counselors are provided with workshops on the graduation requirement in order to better prepare the students in their classes as well as their mentees.
- Teachers are invited to attend the Early College Middle College National Consortium (MCNC) Summer Conference to talk about college readiness and discuss strategies to help students close the gap between high school and college.
- Teachers visit other Middle College Early College Schools, NYS Performance Standards Consortium Schools, and INPS Schools to learn strategies to help students to become college ready.
- Teachers attend professional development with LaGuardia Community College professors in their disciplines regarding curriculum alignment and team teaching strategies.
- Teachers participate in LaGuardia Community College "brown bag" discussions where college professors share their best

practices.
Teachers attend the Middle College National Consortium's Winter Conference for leadership training and data analysis

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).

In order to enable students to meet the Common Core State Standards (CCSS) the International High School at LaGuardia utilizes many strategies and activities for high quality professional development for teachers, principals and paraprofessionals. Our instructional teams which include teachers and paraprofessionals met meet twice weekly to devise strategies and activities to ensure that students are meeting the Common Core Learning Standards. With these Common Core Learning Standards in mind our instructional teams work on the standard of language and content integration:
Our instructional teams work together to create units that help students develop disciplinary and interdisciplinary academic language.
Our teams so work on the standard of localized autonomy and responsibility by:
developing students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers and paraprofessionals in supporting our students as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Classroom Environment and Assessment: (Held: September 3-4, 2013)
   - Supporting SIFE and IEP students to access a rigorous curriculum
   - Building a supportive classroom environment from the start
   - NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool
   - Using baseline and benchmark assessments that are aligned to the Common Core
2. Alignment of Curriculum Meetings (Twelve meetings being held for year: 9/18, 9/25, 10/8, 10/29, 11/13, 1/20, 12/3, 1/14, 2/11, 3/11, 4/1, 5/13)
   - Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
   - Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric which is aligned with the Common Core Learning Standards in discipline areas.
   - Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.
3. Curriculum Sharing: (Planned for: January 7, 2014)
   - All teachers bring portfolio project task and sample student work to share
   - Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric. 3. Portfolio Project Inter-Rater Reliability:
   - Norming of portfolio rubrics for each project in order to be aligned with the Common Core Learning Standards.

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

a) Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
b) Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
c) Q-TEL/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.

d) RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.
e) The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.
f) Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.
g) DYO Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NY Performance Standards Consortium.)

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities at International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners as related to the Common Core Learning Standards. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (Held: September 3&4, 2013)
2. One 1-hour session on Academic language for ELL students: (Held: October 1, 2013)
   a. Introduction on language development and our students
   b. Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.
3. Two-2 hour sessions on Language and Content Integration for ELLs: (Planned for: Nov. 5, 2013)
   a. Various language and content integration workshops led by the Internationals Network for Public Schools
4. One 1-hour session using SMART board to build entry point for all ELL students (Planned for November 26, 2013)
5. Two-2 hour session on Language and Content Integration for ELLs: (Planned for February 3, 2014)
   Strategies in the classroom integrating language and content
   Strategies:
   a) The Language Experience Approach
   b) Vanishing Cloze
   c) Joint Sentence Construction
6. One 1- hour session: Native language Use in the Classroom (Planned for March 4, 2014)
   a) How to incorporate native language and use it as a support for students in the classroom

7. One 1- hour session: Let's Give 'Em Something to Talk About: Language and Content Integration: (Planned for April 8, 2014)
   a) Social and Academic language sentence matching
   b) Barrier crossword
   c) Word matching (Nominalization)
   d) Cause and Effect Sentence Combining

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at three different points throughout the 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 will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend an all-day Children's First Network (CFN) staff development for secretaries on Election day and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

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.).

In order to help our students with English language acquisition:

- All teachers mentor a student for their graduation portfolio. Extra resources are provided to support mentoring after school and before school during the regular school year to help assist students in preparing completing their graduation portfolio and in developing life skills.
- During the summer, resources are provided for students who fell behind or who need credit recovery opportunities due to academic and or personal issues. There are counselors, mentors and advisors available for summer school.
- The Upward Bound Program is utilized to help students with their English language acquisition and in providing opportunities for them to visit various college which serve as an inspiration for them continue preparing for college.
- Resources are provided to enable teachers to attend professional development workshops provided by the DOE and INPS that are relevant to working with students who are in temporary housing, homes with domestic issues such as violence and teen pregnancy.
- Resources are provided to allow our content area teachers to attend the West Ed. Q-TEL workshops to develop ELL sheltered techniques to help students fulfill graduation requirements.
- In order to help our students who are at risk of failing resources are provided to provide more literacy help for our students by developing and providing for programs which promote strategies which meet the affective needs of ELLs such as:
    - SIFE Literacy and Math classes for students with interrupted education in their native language,
    - The Saturday morning Explorers' Club
    - The Saturday morning literacy classes (supported by the Liberty Partnership)
    - Afterschool homework help in all content area subjects,
    - Enrichment classes,
    - Peer student tutoring to where students assist fellow students in need of assistance.

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.

At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.

- The administration shares data with the teachers on all instructional teams. The administration and teachers on instructional teams go over the data and perform a needs analysis.
- The teachers on the instructional team do an inquiry study. From the study instructional teams of teachers work together and devise strategies to help their individual students.
- Based on the inquiry study teachers on instructional teams develop curriculum tailored to their student's needs.
- Teachers on instructional teams devise individual instructional support plans for students in need.
- Teachers share their individual support plans with the other teachers and on their instructional teams.
- Teachers on instructional teams provide each other with feedback on strategies that might best work with individual students.

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.

Parent Involvement Policy (PIP) Template

SCHOOL PARENTAL INVOLVEMENT POLICY

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; (CEP Goal 1 and Goal 2)
- 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; (CEP Goal 1 and Goal 2)
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; (CEP Goal 1 and Goal 2)
- providing assistance to parents in understanding City, State and Federal standards and assessments; (CEP Goal 1 and Goal 2)
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; (CEP Goal 1 and Goal 2)
- 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; (CEP Goal 1 and Goal 2)
- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance. (CEP Goal 1 and Goal 2)

- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community. (CEP Goal 1 and Goal 2)
- The school will conduct periodic meetings with parents to develop partnerships to address student needs, achievement goals and to inform parents of the Common Core learning standards.(CEP Goal 1 and Goal 2)
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development. (CEP Goal 1 and Goal 2)
- The instructional team communicates with the parents as early as possible to inform them that their child is in danger of failing a class. Parents are strongly advised to come to school for a conference with the teachers on the instructional team. If the parent cannot attend a meeting in person, arrangements are made to hold a conference between the parent and the teachers on the instructional team by telephone. At this meeting teachers share data regarding the student with the parent. (CEP Goal 1 and Goal 2)
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.(CEP Goal 1 and Goal 2)
- The school holds a PTA workshop in order to familiarize parents with the school's graduation requirements.(CEP Goal 1)
- PTA workshops are held to help educate parents regarding the instructional approach including methods of language acquisition utilized at The International High School at LaGuardia.(CEP Goal 1)
- A parent ESL class is offered through the PTA, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work. (CEP Goal 1 and Goal 2)
- The parents are encouraged and assisted by the Parent Coordinator to become familiar with the parent link on ARIS. (CEP Goal 1 and Goal 2)
- Translators are available at all parent workshops and conferences. (CEP Goal 1 and Goal 2)
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events. (CEP Goal 1, Goal 2, Goal 3)
- All parents receive daily phone massager calls if their child is either late or absent from a class. If the lateness or absence continues than parents are contacted by phone, email, text message or mail until direct contact has been made. If necessary, the parents are invited in for a conference to discuss their child's lateness or absences.(CEP Goal 2)
- The teachers on the instructional team conduct frequent follow-up with parents on the progress of their students throughout the school year both by telephone and in person.(CEP Goal 2)
- The parents of new incoming ninth graders are informed about the Early College Program at the new student orientation.(CEP Goal 3)
- Parents of 10th graders are invited to attend a formal Early College Orientation with detailed information regarding the Early College Program.(CEP Goal 3)
- Parents are provided with workshops on how to fill out college applications as well as college financial aid. Our parents are all immigrants and generally are uninformed about the college system in the United States so they are provided with detailed information regarding the college system in this country.(CEP Goal 3)
- Translators are available at all of the Early College Parent workshops. (CEP Goal 3)

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- 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

This School-Parent Compact is in effect during school year 2013-2014.

The International High School at LaGuardia Community College, 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.

School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

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;

A. 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 24	Borough Queens	School Number 530
School Name International HS @ LaGuardia		

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 John Starkey	Assistant Principal Harry Schutz
Coach type here	Coach type here
ESL Teacher Carol Tureski	Guidance Counselor Theon McGhie
Teacher/Subject Area Sarah Gil/Social Studies	Parent Carlos Rodriguez
Teacher/Subject Area David Casey	Parent Coordinator Iris Jaquez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	504	Total number of ELLs	369	ELLs as share of total student population (%)	73.21%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	369	**Newcomers (ELLs receiving service 0-3 years)**	226	**ELL Students with Disabilities**	0
SIFE	54	**ELLs receiving service 4-6 years**	136	**Long-Term (completed 6+ years)**	7

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	226	32	0	136	21	0	7	1	0	369
Total	**226**	**32**	**0**	**136**	**21**	**0**	**7**	**1**	**0**	369
Number of ELLs who have an alternate placement paraprofessional:										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish										41	41	33	52	**167**
Chinese										2	15	14	17	**48**
Russian										4	4	3	2	**13**
Bengali										8	9	9	5	**31**
Urdu										3	1	1	1	**6**
Arabic										6	6	4	2	**18**
Haitian										3	0	0	3	**6**
French										0	1	0	1	**2**
Korean										0	0	1	0	**1**
Punjabi										0	2	0	0	**2**
Polish										3	0	1	1	**5**
Albanian										0	0	0	0	**0**
Other										29	15	15	11	**70**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**99**	**94**	**81**	**95**	**369**

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)										18	5	5	1	**29**

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)										41	43	38	36	**158**
Advanced (A)										40	46	38	58	**182**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**99**	**94**	**81**	**95**	**369**

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (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	98	0	47	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
   For newcomers we use the ALLD for assessing Spanish speaker literacy and for SIFE we use the QRI, a vocabulary/reading comprehension assessment given twice a year to measure baseline and progress. The ALLD assessment provides us with student's grade level in reading comprehension and in math for those students whose native language is spanish. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The QRI assesses students's reading level in English. The tool allows us to assess student's decoding skills, vocabulary and comprehension. This information helps inform our school's instructional plan allowing us to design curriculum to address the specific needs of students. It is particularly helpful for those students in our SIFE class and is a useful tool to share with our content area teachers and after school tutors. In addition this data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reasding and writing skills through all content areas. Through this consistent reimformcement of reading and writing in their classes as wekk as in our afterschool and Saturday programming students see improvement in their scores over time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The NYSESLAT data indicates that 18% of our incoming 9th grade ELL's have tested as Beginners, while 41% have tested as Intermediate and 40.8% have tested as Advanced. The general trend sems to be that as students move through the grades their literary level improves but most students move up to the Intermediate and Advanced level and many test out. For example, in 10th grade 45% of the ELL students tested as Intermediate, while 48% tested as Advanced. In 11th grade 46.9% test as Intermediate and 46% test as Advanced. Finally, by Senior year 37.8% of the ELL students test as Intermediate and 61% test as Advanced and under 1% are testing at the Beginner level. It seems clear that over the course of their 4 years most of our students improve in their literary skills.
   An analysis of our LAB-R and NYSESLAT results for the school revewals several things:
   a) Our population is incredibly heterogeneous in terms of language ability.
   b) Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
   c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
   d) Our LAB-R data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   As mentioned above, the most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. After examining student's results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be high on the NYSESLAT. The results of the listening section varied and seemed to depend on the topic of the reading. The implications for the schools' LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development into all content area curricula, which means increased professional development for all teachers into ways of achieving this goal.
   Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.
   - As we identify specific subgroups and the areas in which they need support (i.e., Asian subgroup needing support on ELA Regents), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.
   - Our Coordinating Council, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in

their different classes.

- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all 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) The patterns across proficiencies and grades is one of growth and improvement. As stated above this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the NY State Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams. In reviewing the results of the New York State ELA Regents Exam out of 98 ELL's who have taken the Comprehensive English exam 47 have passed.S

Most of our Advanced ESL students have very little problem passing the ELA English Regents exam. In general, they do well on all sections of the exam. We feel that this is mostly due to our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, speaking, writing and speaking skills across all disciplines. We need to continue reinforce our students cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

Our Intermediate ESL students tend to have a much easier time mastering most of the English ELA Regents material. Their biggest problem still tends to be in the listening portion of the exam. The multiple choice section tends to be somewhat difficult for many of our Intermediate students. They tend to do well in the reading portion of the exam except in cases where the reading section is extremely technical. In general the implications for the LAP and instruction are that we need to continue our efforts to focus on developing basic cognitive listening and reading skills across the disciplines in order to further enhance our students reading and language abilities. In addition to continue to work on helping students to increase their vocabulary, and conceptual skills, and higher order thinking skills, we need to encourage students to continue practicing their speaking skills. We also need to focus on reinforcing our student's cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting. An emphasis needs to be placed on further developing ways to increase student listening skills both in and out of the classroom.

Our beginner ESL students tend to have the most difficulty in mastering the listening section of the English ELA Regents exam. They also tend to have problems with the reading sections if they are too technical. They tend to be weakest in usage of grammar and tenses in the written portion of the ELA exam. Most of our Beginner ESL students tend to find the multiple sections to be extremely difficult. The implications for the LAP and instruction are that we need to continue focus on developing basic cognitive reading skills across the disciplines in order to further enhance our students reading abilities. We also need to focus on using language glossaries to enhance their understanding of key terms, vocabulary and to begin developing higher order thinking skills. We need to begin the process of encouraging students to develop higher order thinking skills and to work to improve to their spoken language skills.

How are ELLs faring in tests taken in English as compared to the native language?

The patterns across proficiencies and grades were mentioned in the section above but since we do not give tests in native language a comparison cannot be made.

b) Using Periodic/interim assessments to inform instruction:

The International High School at LaGuardia is currently using the New York Performance Standard's rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. All assessments will be aligned to the NYS Performance Standards Consortium's rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.

- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester.
- All 10th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 10th grade interim portfolio will be held during three different dates this year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c) Using Periodic Assessment to learn about ELLs:

An analysis of formative assessment scores and ELA Regents performance has shown correlation. Our Formative Assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the Formative Assessments can be given interventions and supports earlier.

A native language assessment is part of the 10th grade interim portfolio packet and presentation.

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?

   As part of the Internationals' Network for Public Schools (INPS), every child's second language deelopment is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

   -Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength of each member of the school community to optimize learning.

   -Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.

   -Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdiciplinary, and experiential program.

   -Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

   -One learning model model for all: levers member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

   Therefore, based on this Internationals Approach students backgrounds are viewed as assets in the classroom.

   - Foreign transcripts, parent home language survey, NYSESLAT, LAB-R, ELA, and academic content class grades/teacher feedback are all used to inform us as to the childs academic history and background, assisting us in developing an individual academic support plan for a student.

   -Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing insturction.

   -Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.

   -All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ESL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.

   - The principal and principal's cabinet directs instructionally based, teacher-led committees such as the "Teaching and Learning Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ELL students.

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 our program is measured through the analysis of a wide array of data sources, including:
   - Graduation rate
   - Course pass rate

- Regents pass rate
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College class passing rate
- Portfolio passing rate

International High School at LaGuardia is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and therefore have only included our ELA Regents scores in this document.

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.)

   In order to identify English Language Learners (ELLs) in our school:

   1. All students admitted to The International HS at LaGuardia from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. Only the families of new admits, from out of the state or, most frequently, from their native country, are administered the Home Language Identification Survey HLIS (in their native language if available). This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a licensed and trained pedagogue. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. If the students native language is Spanish they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off schore matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. The students's LAB-R/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview.

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

   - For the administration of the HLIS: John Starkey, school principal and licensed ESL teacher works in conjunction with Theon McGhie, licensed Guidance Counselor.
   - The administration of the formal initial assessment in literacy, math, English (LAB-R) is conducted by David Casey (licensed ESL teacher, who speaks Chinese and Korean) and John Starkey, (licensed ESL teacher, who speaks Spanish).

   If families speak another language than we have additional pedagogues on staff who speak Spanish, Chinese, Bengali, Urdu, Hindi, French, Polish and Russian. When necessary the DOE Translation Unit is utilized to assist us with the translating of other languages.

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.

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ESL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ESL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible the invitation letters are sent out in the parent's preferred languages. The school attempts to schedule parent orientation sessions at times convenient for the parent's in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues who explain the three programs to our students are: Carol Tureski (certified in ESL and speaks Spanish), John Starkey (certified in ESL and speaks Spanish), Allison McCluer (certified in science), Arlene Gonzalez (certified in math and speaks Spanish). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bengali, Polish, Chinese, Korean and Russian. In addition, we utilize the Translation Unit for support. During this meeting parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ESL).

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester; however, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs.

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].)

As Program Selection forms are submitted, the school collects and reviews each Parent Survey and Program Selection Form for accuracy to ensure that they were properly completed, signed and dated and also to ensure that the school does not give a second HLIS to parents of students tranferring from another school who already has a home language code in ATS. Theon McGhie, Guidance Counselor, is responsible to collect the original parent survey and program selection forms within ten days of the student's enrollment. Our parent coordinator, Iris Jaquez makes copies of the Parent Survey and the Program Selection forms. She files the original copy in the students' permanent record folders and a second copy is placed in the cumulative foldr and dept in the amin office. In addition, our parent coordinator, Iris Jaquez creates a check list of all students which is kept in the folder and students are checked off as the Program Selection forms are returned.

- Theon McGhie, Guidance Counselor, is responsible to keep an accurate and updated file on parents who choose a bilingual program that the school is unable to offer as a result of insufficent number of students.
- Harry Schutz, Assistant Principal, enters the required information for newly identified ELLs is entered into the ELPC screen in ATS.

The pedagogues John Starkey and Theon McGhie, Every effort is made to ensure that all Home Language Survey Forms (HLIS) and Program Selection Plans are collected during the initial screening session with the licensed pedagogue. If all Program

Selection forms and Home Language Survey forms have not been submitted during the initial screening than individual calls are made by our parent coordinator, Iris Jaquez, to ensure that the forms are all colleted within 10 days of the students enrollment. When necessary the DOE Interpretation Unit is utilized so that the calls can be made in the parent's home language. Outreach continues until the forms are returned to the school and filed in the cummulative folder. If the call is not successful, parents are asked to come in to school to complete the form. This process is repeated when students enter the school throughout the school year.

During the fall semester Entitlement letters are distributed by mail to all parents of new entrants indicating if they are entitled to ELL services. In addition, Continuation Entitlement letters are sent out to the parents of all continuing students who are still entitled to ELL services. Non-Entitlement letters are sent out to the parents of students who scored above the LAB-R cut score based on the school's recorded hand-score. Non Entitlement/Transition letters are sent out to the parents of all students who had previously been ELL's and had been receiving ELL services but who had now passed the NYSESLAT exam and were no longer entitled to ELL services. Every effort is made to send out all of the above letters in the parent's native language. Whenever possible, the DOE Translation Unit is utilized to translate the letters into languages spoken by our parents. Students are given an additional copy of these letters to take home by their guidance counselor. We utilize our school phone messenger service to alert parents in their native languages that the letters had been mailed and whenever possible our parent coordinator also follows up with direct phone calls to the parents. Additional followup is made at parent teacher conferences as needed. We utilize both staff translators as well as the DOE Translation services in order to help our staff communicate and reach out to our parents in their native language so that we can be sure that they fully understand the procedures we utilize to place their ELL students into the proper program they requeset so that we honor the parent's choice of programs for their child. Copies of all Entitlemen, Placement, Continuation Entitlement/Non-Entitlement letters are kept in the main office.

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.
Parent choice is based on the 3 programs available in NYC: TBL, DL and ESL. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. If a parent requests a TBE or DL program parents are informed when that program becomes available. Based on the LAB-R if a child is identified as an ELL and entitled to services the parents choice letter and home language survey is carefully examined and the parent choice recorded by Theon McGhie, Guidance Counselor to see that the parents wishes are being honored. A placement letter is then sent out. Placement letters records are maintained in the main offce by the parent Coordinator, Iris Jaquez, and Assistant Principal, Harry Schutz. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program. The ELPC screen in ATS is updated within 20 days of a stuents admission to the school by Assistant Principal Harry Schutz.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have requested Free-Standing ESL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ESL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ESL model. According to the HLIS and selection form data

100% of our parents choose the ESL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

. Instruction:

a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed, as are 11th and 12th grade students. 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.

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)?

2. Mandated Instructional minutes:

As per CR Part 154, all students are carefully programmed to be certain they receive 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, advanced 180 minutes of ESL and 180 minutes of English per week. We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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.

3. Delivery of content material:

At International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. 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.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research based instructional approach utilizes five strategies which foster language deveopment and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autoonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student centered, inquiry driven and project based revolving around themes and essential questions that provide a balance between content and English language skill building. Small heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts as well as bilingual paraprofessionals to assist in the classroom.

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

4. Ensuring that ELLs are appropriately evaluated in their native languages?

At the International High School at LaGuardia ELL's are appropriately evaluated using the instuctional strategies as described in Question # 6 (a-e) below. At Orientation incoming ELL's are given a native language assessment. At the International HS we greatly value student's native languages. All of our interdisciplinary classes have native language components to them. We also offer college native language classes in many languages. We have a comprehensive native language performance based assessment which all of our ELL students must complete.

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

At International High School our ESL program is taught through content area courses. All of our class periods are 70 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ESL instruction required for Beginner students, the 360 minutes per week required for Intermediate students and the 180 minutes per week required for Advanced students. All of our classes are content area ESL and differentiated ESL instruction. Our advanced student also exceed the required 180 minutes per week of English Language Arts.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
- In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
- Language skills are most effectively learned in context and embedded in a content area.
- The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
- Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
- The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
- Career education is a significant motivational factor for adolescent learners.
- The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.

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

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and "intelligences."
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then "jigsaw" and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

All of the students at International High School are in mixed grades and are divided into two groupings. The 9th and 10th grades are considered the lower institute and the 11th and 12th grades are considered the upper institute. The school is organized into six interdisciplinary teams of 75 students. There are three lower institute interdisciplinary teams (9th and 10th grades mixed groups) and three upper institute interdisciplinary teams (11th and 12th grades mixed groups). The interdisciplinary curriculum in all

teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which access the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT's) which are required in all classess and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administeried assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modallities.

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).

a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE Leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.
- Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.
- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Plan for ELLs who have been in US schools less than three years (newcomers):

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the Lab R exam which assesses the students English

language abilities. For students transferring in from NYC schools test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Plan for ELLs receiving service 4 to 6 years:

The plan for ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs an dcontinuing English language development. Their teachers meet regularly in teams to discuss the needs fo the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL poplulations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Plan for long term ELLs: (completed 6+ years):

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible long term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Plan for former ELLs (in years 1 and 2 after testing proficient):

As students reach proficiency and test out through the NYSESLAT assessment they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers thse students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accomodations after they they have testied out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

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?

7. Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their

specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and Special Education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teacheing the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as descreibed in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tuturing. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strateiges include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the Special Education teacher or service provider and the content area teachers. A team teaching approach would be used in which the Special Education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need imporvoement.

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which servies to enhance their literacy skills through exploration of NYC and its environment.

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?

8. The International HS at LaGuardia using a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's our challenge is to find ways to teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with our Special Education teacher or service provider depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. By adapting curriculum to enable those students to succeed, by expanding the time available to team members to work with them individually, and by using the resources of paraprofessionals, student teachers and LaGuardia interns, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEP's will receive additional academic assistance in accordance with the particular needs of their individualized IEP's.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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 program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:

- Saturday Literacy Program (Explorer's Club/ESL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Beginning level students only. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snack will be purchased to support the Saturday Academy.
- Enrichment class—All 369 ELL students receive targeted intervention enrichment classes in literacy and math which meet four times per week for 30 minutes throughout the year during the regular school day. Group size will be maintained at 15-18 students per teacher. This class will be targeted to Beginning, Intermediate and Advanced level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy work on students portfolio projects and oral presentations.
- SIFE ESL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- SIFE Math Literacy class- specially addresses instruction in math literacy as well as and in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Beginning level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- Year Book---This class will improve literacy skill and performance of 15-20 Intermediate/Advance level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students' English language development is enhanced. Students will meet 30 sessions, once a week for 70 minutes from late September to early June. Student will publish annual school year book in spring and produce digital year book at the end of the year. Software, General supply, snack will be purchased to support this class.
- Student Community Involvement—ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with a variety of outside community based organizations such as Advocacy Lab, Facing History and Ourselves, Sanctuary for Families, The AAFE-Asian Americans for Equality, Go Green Western Queens, Recycle a bike, Child Center of NY-WIA Program and Sunnyside Community Services among others. Currently 25 ELL students are participating in an internship/career readiness program with The Child Center of NY-WIA Program. Over the past years participants in these programs identified, planned and implemented projects covering themes such as: 1) preventing bias, sexism and racism through dialogue facilitation, 2) Helping tenants know their rights regarding housing issues, 3) Preserving our water and keeping it clean, 4) Providing Resources to increase literacy in your Native Language, 5) Young Immigrants and Access to Financial Aid, 6) How to handle depression and eating disorders. Our staff will be trained by the two organizations. Several of our teachers will spend forty hours in total in support of partnership work with community organizations. These are all supplemental activities which will

aid our students in acquiring English through a variety of community involvement activities. This targeted intervention targets students in all content areas but gives special emphasis to the content area of Social Studies.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Althous all students may avail themselves of Before/After School tutoring the main ELL sub-gropus which are targeted are the SIFE studetns, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their Scial Studies Research paper, Native language project, Math Project, Science project, English literary essay, Creative project as well as their Mastery Statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of paraprofessionals, bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaires and multi-lingual computer software are utilized as well.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Evidence of effectiveness in our model is displayed through data such as 69+% four year grad rate and a 89+% six year grad rate for our students for the 2012/2013 school year. In addition, students in our program averaged 29.4 college credits at the time of graduation:The effectiveness of our language and content integration program is monitored by our alignment to the Performance Based Consortium rubrics and the Internationals Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.
    - Evidence of effectiveness include the fact that over 75% of presenting students receive a minimum of "competent" on their 10th and 12th grade portfolios: Rubrics are used to assess student growth in both content and language progress and knowledge. Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students. Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay, Research Paper, Math and Science) are part of our graduation requirement.
11. What new programs or improvements will be considered for the upcoming school year?
    One new program we have implemented for ELLs for the 2013-2014 school year is our enrichment program. All of our ELL students receive targeted intervention enrichment classes in literacy and math which meet four times per week for 30 minutes throughout the year during the regular school day. Group size will be maintained at 15-18 students per teacher. This class will be targeted to Beginning, Intermediate and Advanced level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy work on students portfolio projects and oral presentations.
12. What programs/services for ELLs will be discontinued and why?
    We do not plan to make any cuts in our programs or services pending any change in the budget.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Since approximately 73.29% of our students are ELLs and the remainder are former 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:
    - SAT Math Prep
    - SAT Verbal Prep
    - Chess Club
    - Student Government
    - Film Club
    - Project Adventure
    - Chorus
    - Art Talk

- Theater
- Human Rights Group
- Teen Developmental Group
- Chinese Club
- Environmental Club
- Computer Technology
- Himalayan Club
- Latino Culture
- South East Asia Club

All ELLs are invited to participate in the above listed activities at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers. Since 100% of our students are either ELLs or former ELLs the representation by ELLs in all of our school programs is substantial.

In addition, since we are an Early College program all of our students are entitled to take free college level classes at LaGuardia Community College. As part of our Early College Program all of our students ELL and non-ELL have the option to stay for a 5th year and earn up to 60 College credits with an opportunity to complete an Associate's Degree from LaGuardia Community College.

Funding sources for after school and supplemental services offered to ELL's in our School:
Since our school funds are conceptually consolidated the funding source for most of our after school targeted interventions listed in section 9 above and many of those listed in this section are covered by Title III funding as well as tax levy funding. The SIFE Literacy and SIFE Math classes which are held during the regular school day are currently funded exclusively with tax levy funds. The funding for the Enrichment class is also covered by regular tax levy funding since it takes place during the regular school day. The funding for many of the activities listed in this section above are covered by the volunteer CBO organizations running the program. (ie: Liberty Partnerships).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELL's 4-6 years,, Long term ELL's as well as former ELL's Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups. Teachers are encouraged to attend ESL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer labs. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs. Various nonprofit Internet organizations that provide feedback for students are helping students to revise and edit their work as well as suggesting additional resources.
Our students have the full use the LaGuardia Community College Library and through interlibrary loan, the entire CUNY system. Additionally, teachers have made use of library book funds provided by the school to create mobile classroom libraries with books that are more accessible and more appealing to ELLs as well as all the other sub-groups of students within our school. The Teaching and Learning Committee has amassed a compendium of booklists, articles on literacy, and reading programs for reference by the instructional teams. Additionally, our own library specialist has given workshops for interested teachers.

All students including ELL students in all sub-groups have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
How Students' native language skills are being used for instructional purposes:
All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native language project as one component of their graduation portfolio. This Native language project is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.
In addition, our ELL students whose native language is Bengali, Chinese, Polish, Spanish and Tibetan are identified and given a college native language proficiency test in reading and writing which is assessed by the Education Language Acquisition Department at LaGuardia Community College. According to the results approximately 125 ELLs were enrolled in a college level native language literature class in the 2012-2013 school year at LaGuardia Community College in one of five native language literature classes. Each of these college native literature classes resulted in a culminating native language project.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs age and grade levels. All of the required services for high school-aged ELLs are available to 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. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Prior to the school year new ELL students are assigned to attend an introductory 3 day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities. During this time SIFE students are assessed and also students are offered a native language assessment by LaGuardia Community College to determine if they are eligible to enroll in native language college classes.
New students are assigned to heterogeneous teams (or clusters) 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.
During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.
Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and along with the assistance of a translator receive a one to one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are 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. These students will also have the opportunity to take the LaGuardia Community College native language assessment to determine if they are eligible to enroll in native language college classes.

18. What language electives are offered to ELLs?

The International HS at LaGuardia awards six high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.

In addition, our students are all part of the Early College Program at LaGuardia Community College and able to select from a broad range of foreign language electives from the college catalog including, Spanish, Bengali, Chinese, Tibetan, Polish, French, Italian, Korean and Japanese among many other languages. On Wednesday afternoons from 1 PM to 4:30 PM our students are encouraged to register for native language elective college classes taught by a college professor which upon completion will earn the students from 3 to 9 college foreign language credits from LaGuardia Community College.

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. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into five team learning communities. The three Junior institute 9th and 10th grade teams are each comprised of five teachers and approximately eighty students. The two senior institute 11th and 12th grade teams are comprised of 7-8 teachers and approximately 130 students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

All members of the International High School faculty serve on one of the four school-wide committees, Teaching and Learning, Personnel, Student Life, and Support Services. The first two committees mentioned are charged with the implementation of different aspects of the school-wide instructional approach to further assist teachers with the implementation of our curriculum. The Student Life Committee allows for open lines of communication between students and staff and empowers students to become a partner in planning their educational opportunities. The Support Services Committee works to support students, to ensure that their affective needs are being met so that they may fully participate in the instructional program. The faculty run committees plan and coordinate staff development day activities, which focus on improving instruction. Faculty meetings have also had workshops in the areas of crisis management run by our counselors from Support Services. ELL techniques, literacy and native language Instruction workshops were also led by staff members.

Our SIFE Leadership team meets regularly to discuss curriculum issues and students' progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

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?

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Category: Language and Content Integration:

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal #2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Classroom Environment and Assessment: (Held: September 3-4, 2013)

- Supporting SIFE and IEP students to access a rigorous curriculum
- Building a supportive classroom environment from the start
- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using

them throughout the year as an assessment tool

- Using baseline and benchmark assessments that are aligned to the Common Core

2. Alignment of Curriculum Meetings (Twelve meetings being held for year: 9/18, 9/25, 10/8, 10/29, 11/13, 11/20, 12/3, 1/14, 2/11, 3/11, 4/1, 5/13)

- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
- Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric in discipline area
- Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.

3. Curriculum Sharing: (Planned for: January 7, 2014)

- All teachers bring portfolio project task and sample student work to share
- Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric. 3. Portfolio Project Inter-Rater Reliability:
- Norming of portfolio rubrics for each project.

3. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

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

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

c. Q-TEL/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.

d. RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.

e. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.

f. Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

g. DYO Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NY Performance Standards Consortium.)

4. Minimum ELL Training for all staff:

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of Professional opportunities at International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (Held: September 3&4, 2013)
2. One 1-hour session on Academic language for ELL students: (Held: October 1, 2013)

- Introduction on language development and our students

- Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.

3. Two-2 hour sessions on Language and Content Integration for ELLs: (Planned for: Nov. 5, 2013)

- Various language and content integration workshops led by the Internationals Network for Public Schools

4. One 1-hour session using SMART board to build entry point for all ELL students (Planned for November 26, 2013)
5. Two-2 hour session on Language and Content Integration for ELLs: (Planned for February 3, 2014)

- Strategies in the classroom integrating language and content
- Strategies:

-The Language Experience Approach
-Vanishing Cloze
-Joint Sentence Construction

5. One 1- hour session: Native language Use in the Classroom (Planned for March 4, 2014)

- How to incorporate native language and use it as a support for students in the classroom

6. One 1- hour session: Let's Give 'Em Something to Talk About: Language and Content Integration: (Planned for April 8, 2014)

- Social and Academic language sentence matching
- Barrier crossword
- Word matching (Nominalization)
- Cause and Effect Sentence Combining

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at three different points throughout the 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 will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend an all day Children's First Network (CFN) staff development for secretaries on Election day and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 7.5 required annually.

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?

The International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning or their children at home. During the 2012-13 school year Parent ESL classes were held on Saturday mornings from 9 am to 12 pm for parents wanting to learn English. This year the members of the PTA have suggested changing the day and time to a weeknight. The new class will begin for parents in January, 2014. This class utilizes the "We are New York" curriculum and study guide materials furnished by the Mayor's Office of Adult Education.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles of list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 25, 2013).
- One 1-hour sessions to: a) Title I Annual Parent Meeting; (Held: October 24, 2013).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for November, 2013)
- Two 2-hour session on the communication and relationship between parents and their teens. (Planned: December, 2013)
- One 2-hour session on the Early College Program at The International HS @ LaGuardia Community College. (Planned: January, 2014)
- Two 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school. (Planned for: February, 2014).
- One 2-hour session on protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE). (Planned for March, 2014)
- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned for April 2014).
- One 2-hour session on awareness of gangs and how to keep your child safe. (Planned for May, 2014)

2. Partnerships with Community Based Organizations to offer services to ELL Parents:

At the request of many of our ELL parents who were concerned about immigration and other issues pertaining to the parents of ELLs the PTA invited by our CBO, Making the Road to hold an ongoing walk in clinic for parents presented during Open School afternoon and evening October 23rd and October 24th, 2013 meet with parents during Open School afternoon and evening in October, 2013. Another organization, The Asian Americans for Equality-AAFE which held a very successful workshop in October 2011 was invited back by the PTA to do another workshop for parents in March, 2014. Our PTA has also invited the Sanctuary for Families: Immigration Intervention Project along with attorneys from the law firm of Sherman and Sterling to come meet with families during Open School Afternoon and Evening in March, 2014) to offer pro bono advice on their immigration questions. Other collaborations with Community Based Organizations which offer services to our ELL parents include: Office of Tibet and Sunnyside Community Services.

3. Evaluating Needs of Parents:

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

4. Addressing Parent's Needs:

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these

needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves. Through the PTA, parents requested to have a Saturday class for parents of ELLs to meet their special needs. As a result of this collaboration between the PTA and the administration and staff the school will now runs our popular parent ESL class on a weekday evening beginning in the Spring, 2014.

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: International HS @LaGuardia			School DBN: 24Q530
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Starkey	Principal		12/4/13
Harry Schutz	Assistant Principal		12/4/13
Iris Jacquez	Parent Coordinator		12/4/13
David Casey	ESL Teacher		12/4/13
Carlos Rodriguez	Parent		12/4/13
Sarah Gil/Social Studies	Teacher/Subject Area		12/4/13
Carol Tureski/ESL	Teacher/Subject Area		12/4/13
	Coach		
	Coach		
Theon McGhie	Guidance Counselor		12/4/13
	Network Leader		
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q530 **School Name:** International HS at LaGuardia

Cluster: One **Network:** CFN106

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

Part A: Needs Assessment Findings

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

The data used to access 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 and from those filled out by parents when students 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 International High School 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.

The needs assessment of our school written translation and oral intertation policy are summarized as follows: All of students entering International High School come from families who are recent immigrants and have been in the US for less 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 51 countries and speak over 37 different languages. The five largest language groups represented in our school are Spanish, Chinese, Tibetan, Bengali and Arabic. As per Chancellor's Regulations A-613 we provide translation services to all parents whose primary language is a covered language and who require language assistance services. In addition, when we have more than 10% of our parents who speak a primary language that is neither English nor a covered language, we obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required. Currently we have a total of 504 parents who may require translation and interpretation services. The largest number of our parents speak languages as follows: Spanish speakers-219 (43.4%), Chinese speakers-63 (12.5%), Tibetan speakers-42 (8.3%), Bengali speakers-42 (8.3%), Arabic speakers-21 (4.16%), Russian speakers-16 (3.1%), Polish speakers-11 (3%), Nepali-11 (3%), Pilipino-11 (3%), Urdu speakers-10 (1.9%), Haitian/Creole-speakers-9 (1.7%). The remaining 49 parents (9.7%) speak 23 other languages. When needed or requested we utilize the Translation and Interpretation unit to

communicate and interpret for these parents at conferences and meetings.

- This information is reported to our parents and the school community through our School Leadership Team and is also a part of our School Parent Compact and School Parent Involvement Policy section of the school's LAP and in the CEP which are created together with our parent representatives. These documents are also distributed to parents at PTA meeting through the Parent Association as well as through our school newsletter which is mailed home to all parents and also handed out to parents at the parent orientations offered twice per year for new students. In addition, these documents are available to the entire school community in the main office of the school.

Part B: Strategies and Activities

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

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Bengali, Russian, Arabic, Polish, Korean, Urdu, Haitian-French, and other languages as the need arises.

- International High School 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, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former students who are attending LaGuardia Community College. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eleven International High Schools who are able to share resources and written translations when necessary. Since we are located on the campus of LaGuardia Community College we've often been able to reach out to the college community to help out with written translations. Finally, when a document is too long 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 in written 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 our telephone calling machine to reach out to the parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native languages regarding important school events, messages, etc.

- International High School utilizes a wide variety of strategies in order to provide oral interpretation 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, Chinese, Polish, Bengali, Urdu, Korean, French and Russian. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates as well as members of the LaGuardia College Community to help with oral translations for parents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eleven International High Schools who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

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.

International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely 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. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association 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.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 152.
- International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School the only languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
- International High School will provide information in each of the covered languages concerning the rights of parents to translation and

interpretation services and how to access such services on its school website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: International HS at LaGuardia	DBN: 24Q530
Cluster Leader: Corinne Rello Anselmi	Network Leader: Cyndi Kerr
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 384 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 27 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 18

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: Language Instruction Program: The International High School implements comprehensive freestanding ESL programs in accordance with CR Part 154 and Title III guidelines for approximately 384 ELLs. We implement freestanding ESL push-in and ESL methodology through all content areas. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction to help our student quickly acquire English proficiency to achieve State standards. All of our students are NYSESLAT tested. The newly arrived over-the-counter students are tested in LAB-R. In compliance with Part 154 regulation, through ESL push-in model and ESL through content area methodology, our beginning level students receive ESL instruction exceeding 135min. per day; intermediate level students receive exceeding 90 min. per day; and advanced level students receive exceeding 45 min ESL and 45 min ELA per day and are given opportunities to take college level English and other content area classes as well. Parents and students chose this program at the time of admission and opt to continue or refuse the transfer option annually thereafter. All of our ESL teachers are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually. All classes are mix-graded and heterogeneously grouped, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remain linguistically and cognitively appropriate. Monthly native language projects in various content areas are also a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. Through those project works, students learn the difference in language structures and to appreciate the various cultural differences and similarities among our students. Specific language strategies are used to assist our ELL students in their learning and enhancement of first and second languages including: natural approach; peer mediated instruction; language experience approach; content-based academic language learning approach (CALLA); hands on, student centered, activity based, project driven learning; semantic mapping; total physical response (TPR); multilingual/ multilevel materials; and, the writing process. Supplemental Title III Instructional Program:

Part B: Direct Instruction Supplemental Program Information

The Title III program provides English Language Learners with supplemental instruction in a Saturday Literacy Program and after school programs. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Teachers will be paid per session rate.

Saturday Program (Explorer's Club/ESL)—classes will meet a total of 30 sessions beginning in October, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Beginning and Intermediate level students. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed content area teacher to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, additional instructional materials and additional classroom supplies such as graphing paper and various other art supplies and film for the creation of student journals as well as funds to cover the cost of museum admissions will be purchased to support the Saturday Academy. Several novels expected to be ordered for the class include: Enrique's Journey by Sonia Nazario (Publisher: Random House), Iqbal by Francesco D'Adamo (Publisher: Powells Books) and Bodega Dreams by Ernesto Quinonez (Publisher: Random House).

After school Science Literacy Program—classes will meet a total of 30 sessions beginning in October through mid June from 4:30 p.m. to 6:30 p.m. 12-15 students will be served. Group size will be maintained at 6-8 students per teacher. This class will be targeted to Beginning, Intermediate and Advanced level ELL students. Each class will always have one certified fully licensed ESL teacher and one certified fully licensed science or math teacher to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy through a hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments as well as practice with number calculations using various mathematical and arithmetical formulas. Additional Instructional supplies needed for this class include: the dissection of various organisms. The two planned dissections include Common Sea Anemone and Starfish. The class will also utilize teacher designed Literacy Guides to assist students with their laboratory research at no cost.

After school Small Group Instruction Program- Targeted intervention in Social Studies, the students' native language, English, Math and Science. ESL and content area teachers in Social Studies, English, Math and Science provide support to students in all of the ESL sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of the small group instruction program the main ELL sub-group which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade portfolio and Senior

Part B: Direct Instruction Supplemental Program Information

Graduation portfolio projects which include the Social Studies Research paper, Native Language Project, Math Project, Science Project, English Literary Essay, Creative Project as well as their Mastery Statement. These classes are co-taught by ESL certified teachers and content area teachers. The duration will be September through mid-June from 1-2 hours after the instructional school day on Monday's through Thursday between 3:05 and 5:30 pm.

After school SAT Review classes- This class will offer support for ELL students in preparing for the rigors of the SAT test process in both English and Math. ESL and content area teachers in Math will provide support to students in all of the ESL sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of the SAT Review classes the sessions will be geared towards Intermediate and Advanced ELL's. The classes will run Saturday mornings from 9 AM to 11 AM from October 2012 through May 2013.

Student Community Involvement—

The Title III program will provide ELL students with opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with a variety of outside community based organizations such as EarSay, YCC and Advocacy Lab.

This year our many of our ELL students will have opportunity to take part in a theater class through EarSay. This class will be offered afterschool on Tuesday afternoons from 3:30 to 5:30 pm from September 2012 through mid-June 2013 and will target approximately 15 of our Beginning, Intermediate and Advanced English language learners. In addition, several our ELL students will be provided the opportunity to work on a theater internship program through EarSay, after school four days a week. The Theater class will be taught by a trained theatre arts liaison from our partner Community based Organization, Earsay under the direct supervision of a licensed ESL teacher from the school. The rationale of the theater class is to help our ESL students to accelerate their academic development and to develop confidence in their English speaking, reading, writing and listening skills through the theater arts. They will accomplish this task by reading, writing and analyzing scripts of plays as well as developing their English language speaking and listening skills through performance of play and scene work. The skills they develop through these activities will increase their achievement in the Core content areas of English language development.

The YCC Program: Students in the YCC program work on action research of interest to the individual student to identify, plan and implemented projects covering themes on topics which include: 1) preventing bias, sexism and racism through dialogue facilitation, 2) Helping tenants know their rights regarding housing issues, 3) Preserving our water and keeping it clean: Cleaning up the East River with Oyster Seeds, 4) Providing Resources to increase literacy in your Native Language, 5) Young Immigrants and Access to Financial Aid, 6) How to handle depression and eating disorders. This year the YCC class will have 25 students in the Fall and another 25 students in the spring semester. Each class will be team taught by a certified fully licensed ESL teacher as well as six other fully licensed content area teachers in Social Studies, Science, English and Math. The rationale behind the YCC program is for students to develop their English language skills of reading, writing, listening and speaking through investigations and research in to topics of covering a broad range of concerns involving the community in which they

Part B: Direct Instruction Supplemental Program Information

live. The class will aid our students in acquiring English and improving both written and spoken literacy skills through a vairety of community involvement activities. Students will conduct surveys, interviews in order to complete the culminating action research project. The YCC class will run from October, 2012 through mid June, 2013. Students in the YCC class meet after the school day on Tuesday's from 3:05 pm to 6 pm in order to work on their action research projects.

The Advocacy Lab Program: will run afterschool on Wednesday afternoons after 3:05 for 90 minutes from September, 2012 through mid-June, 2013. The class will be taught by staff from our partner community based organization, Advocacy Lab and taught by an ESL licensed teacher from our school. The class will include 15 of our English language learners. The rationale for this class is for students to develop their English language speaking, listening, reading and writing skills through action research and community involvement. Most of the materials for this class will involve utilizing the internet to do research. Students will also go on class trips to go out into the community to conduct interviews and surveys.

Part C: Professional Development

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

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

Begin description here:

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by fellow faculty members and school administrators.

Teachers working in the supplementary instructional program will receive 13 sessions of professional development.

Planned Timeline:

1. One 2-hour session on promoting conversation around class content with ELL students. (Held: Sept. 4, 2012, facilitated by an ESL licensed pedagogue.

2. One 2-hour session SIFE Workshop to support our ELL SIFE students. (Held: Sept. 5, 2012, facilitated by an ESL licensed pedagogue).

Part C: Professional Development

3. One 1-hour session on strategies for promoting accountable talk in math and literacy with our ELL students. (Held: Oct. 2, 2012, facilitated by a ESL licensed pedagogue).

4. One 1-hour session on project design to support higher order thinking and writing skills with our ELL students. (Planned: Oct. 30, 2012, facilitated by ESL licensed pedagogues).

5. Two 2-hour sessions at INPS Conference. (Planned: Nov. 6, 2012 to be facilitated by ESL licensed pedagogue).

6. One 1 hour session on Language Acquisition Strategies with ELL students to help them to pass the ELA Regents Exam. (Planned for: Nov. 27, 2012 to be facilitated by ESL licensed pedagogues).

7. One 1-hour session on using Universal Design strategies to develop entry points for uor ELL students. (Planned for: Dec. 18, 2012 to be facilitated by ESL licensed pedagogues).

8. Two 2-hour sessions: 1) project-based interdisciplinary curriculum development. Creating interdisciplinary strategies to support ELL students. 2) Student interventions that work with our ELL students. (Planned for: Jan. 28, 2013, to be facilitated by ESL licensed pedagogues).

9. One 1-hour session on using best practices for giving ELL students choices and entry points inito group work. (Planned for: Feb. 2013, to be facilitated by ESL licensed pedagogues).

10. One 1-hour session on examing rich tasks and student work in order to assess the work of ELL's. (Planned for March, 2013, to be facilitated by ESL licensed pedagogues).

11. One 1-hour session on looking at strategies to help ELL students attain college readiness. (Planned for April, 2013, to be facilitated by ESL licensed pedagogues).

12. One 1-hour session on promoting experiential education and hands on curriculum for ELL students. (Planned for May, 2013, to be facilitated by ESL licensed pedagogues).

13. One 2-hour session on sharing an dobtaining feedback from peers on language development techniques that work to enhance the classroom curriculum for ELL students. (Planned for June, 2013, to be facilitated by ESL licensed pedagogues).

Once again this coming year 14 schools in the Internationals Network of Public Schools (INPS) will jointly plan and coordinate after school workshops to support teachers. Staff from all fourteen schools will continue to be engaged in workshops to discuss second language acquisition, project based education, collaborative learning, thematic interdisciplinary instruction, scaffolding, and language development in the content area. This coming year members of our staff will continue to participate in other Q-Tel sponsored training workshops led by Dr. Waiqui. One of our goals is to eventually have all members of our staff receive this vital Q-Tel training. Over the next year International High School will conduct workshops and staff development on curriculum sharing within the school and will work jointly with the other fourteen INPS schools to conduct curriculum sharing so that teachers and staff can benefit from shared knowledge and professional development. (One all day workshop was held on Staff Development Day, November 6, 2012. Future workshops are in the planning stages).

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: Title III program will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning or their children at home. In addition, parent ESL classes will be held on Saturday mornings for parents wanting to learn English. Teachers will be paid per session rate. Instructional material will be purchased to support parent activity. Parent Workshops--- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles of list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school. All parents are targeted for these workshops. The workshops are facilitated in English with assistance from staff and student translators in Spanish, Chinese, Bengali, Polish, Tibetan and other languages as needed. This year's topics will include: International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning or their children at home. Parent ESL classes are held on Saturday mornings from 11 am to 1 pm for parents wanting to learn English. This class utilizes the "We are New York" curriculum and study guide materials furnished by the Mayor's Office of Adult Education. Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles of list of suggested topics and the school does its utmost to accommodate these workshop requests. This some possible topics based on parent feedback include: • One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Held: Sept. 27, 2012). • Two 2-hour sessions to: a) Title I Annual Parent Meeting; b) Protecting you against job and housing discrimination and your rights presented by one of our CBO's, The Asian Americans for Equality-AAFE). (Planned: October 24th and 25th, 2012). • One 2-hour session on the College Application process and how to deal with financial aide forms and college financial aid bureaucracy. (Planned: November, 2012). • One 2-hour sessions on how parents can use ARIS as a tool to keep up with how their child is doing in school and a chance to visit your child's classrooms. (Planned for: December 2012). • One 2-hour session on gang awareness and bullying. How to help keep your child safe. (Planned for January, 2013).

Part D: Parental Engagement Activities
• One 2-hour session on utilizing computer technology and Excel to best be able to assist your child and also to help you to find resources to find jobs, deal with family health issues, and housing. (Planned for February, 2013). • One 2-hour session on the issues facing immigrant families such as immigration status and housing. (Planned: March, 2013) • One 2-hour session on the communication and relationship between parents and their teenagers. (Planned: April, 2013) • One 2-hour session on the Early College Program at International High School at LaGuardia and how to best help child become college ready. (Planned for May, 2013) • One 2-hour session TBA. (Planned for June, 2013)

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		