



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: KINGSBRIDGE INTERNATIONAL HIGH SCHOOL

DBN (i.e. 01M001): 10x268

Principal: RONALD E. FOREMAN

Principal Email: RFOREMAN@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: MARIA CRISTINA JIMENEZ

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
Ronald E. Foreman	*Principal or Designee	
Brian Mullen	*UFT Chapter Leader or Designee	
Eusebio Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sita Fofano	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Luisana Pozo	Member/ Student	
Riaz Din	Member/ CSA Representative	
Joel Cruz	Member/ Teacher	
Aminata Balde	Member/ Parent	
Hilario Bueno	Member/ Parent	
Davyanara Rodriguez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

To improve the percentage of teachers who advance at least one level overall on the Charlotte Danielson's "Framework for Teaching."

Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.

- **School will Implement effective teaching practices using the Danielson Framework for Effective Teaching using the "ADVANCE" system.**
- **School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies.**
- From September 2013 to June 30, 2014, at least 10% of the teachers will advance one level (HEDI) on the Danielson Framework for Teaching.

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.

Teacher pedagogy is critical to student academic outcomes. The NYC Department of Education and New York State has adopted to use the Danielson Framework for Teaching to satisfy the evaluation component for NYS Teacher Evaluations. Exposure and implementation of this rubric will build capacity among our faculty, ensure quality instruction, identify teacher strengths and weaknesses and support teacher pedagogy as a whole.

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

- School leaders will perform regular, frequent observations of teacher practice aligned to competencies in the Danielson Framework for Teaching. The number of observations is determined by the Option the teacher selected, i.e.: minimally 1 full-formal observation with 3 partial period observations or 6 partial period observations.
- Conversations between school leaders and teachers where feedback is provided about each teacher's ongoing development and impact on student learning.
- Work with talent coaches to help school leaders fairly and accurately assess teacher practice and provide useful feedback to teachers that helps them to improve their practice.
- Have access to additional online and in-person professional development activities to support your growth as a teacher, and receive more frequent feedback on your practice
- School Leaders will give direct, timely, and actionable feedback to teachers. Communicate evaluation ratings and evidence to teachers. Support teachers with PD aligned with feedback.
- School Leaders will develop a shared anchor of what effective practice looks like. Work to refine their ability to accurately rate instructional performance.
- School Leaders will enter all relevant data into ADVANCE teacher accountability system.

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

1. Principal, Assistant Principal, Coaches, Network staff, Consultants and online resources provided by New York State and New York City Departments of Education

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

1. Teacher ratings are ineffective, developing, effective, and highly effective (HEDI). Teacher evaluations will be compiled and an average will be calculated by June 30, 2013. Teacher progress will be recorded and monitored for growth. By June 30, 2014, at least 10% of the teachers will advance one level (HEDI) on the Danielson Framework for Teaching.

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

1. September 2013 and ends June 30, 2014

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

1. The process begins in September 2013 where individual principal/teacher conferences occur. The teacher will choose one of the two options noted above. Expectations and professional development will be provided at the onset and ongoing throughout the year targeting the Teacher Evaluation System. Observations and feedback conferences are ongoing. The NYC Department of Education provides an Intranet website with multiple guides, resources and professional

development. In addition, the NYC Department of Education provides a software system called ADVANCE that compiles data aligned to the Danielson Framework, provides feedback to teachers, and calculates teacher ratings. Central DOE Coaches visit twice a month for the entire school year. CFN staff provide Professional development monthly to administration and content area teachers from the Summer 2013 to May 2014.

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).

Part of the Danielson Framework addresses parental communication (Domain 4). Teachers will be rated on how effective their practice is with regards to their Parent Involvement.

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 #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.

To identify active students from the 2012-2013 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates for 20% of the Target Group.

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.

During the 2012-2013 school year 93 students were identified by the Attendance Team as being chronically absent. Chronically Absent is defined as student with 20 or more days absent for a school year. By the end of the 2013-2014 school year (June 2014), 20% of the remaining (excluding discharged students) active target group will reduce their chronic absentee rate.

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**
- Work in collaboration with the Network, DOE on Chronic Absenteeism. Identify students who were absent from school 20 or more days for the 2012-2013 school year.
- Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.
- Send out correspondence to parents for the target population in the fall 2013 stressing good attendance and providing a short synopsis of this attendance initiative.
- Initiate a phone call "blitz" by attendance support staff (not simply automated) on September 7, 2013, reminding the families of the target group of the first day of school.
- Host a *Parents' Student Success Summit* at our school for targeted student families.
- Provide training for the team on how to use the "Data Tracking Spreadsheet", a tool developed in-house for this initiative.
- Identify an administrator to coordinate the work for this project.
- Create an Attendance team (Student Success Team) including the principal, pedagogical staff, support staff, Community Based Organizations, and Network team members.
- Schedule weekly meetings to monitor the progress of the target group.
- Create a team of "Success Mentors" from within the school staff. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.
- Recognize positive student attendance progress with postcards, phone calls and other incentives.
- An analysis of student progress will be ongoing; however, a mid-year review of the progress will be evaluated by the school.

<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity • Principal, Assistant Principal, Consultant, Guidance Counselor, Social Worker, Network Attendance Teacher, School Aides. • Consultant will create the tracking database. • Guidance staff will communicate our efforts via mail. • Phone calls are performed by bilingual school aides and the multi-language School Messenger System. • The Parent Summit will be organized by the consultant and the entire team and principal will be in attendance. • The consultant will provide all training and professional development with regards to this initiative. • The consultant will act as the administrator leading the initiative. • The Student Success Team will be organized by the school social worker. • The consultant will schedule weekly attendance meetings, provide agendas, relevant data, and other significant documentation. • Incentives and recognition recipients will be identified by the consultant and administered by the AP. • The entire team will review student progress weekly and summative.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity • Targets are established in the beginning of the school. 20% of the target group will improve their daily attendance rates. Monthly assessments are analyzed for improvement and outreach efforts. • The target group of 93 students will be identified during the first week of school in September and inputted into a tracking database. • Communication to the students and their families will be done via mail and flyer to the target group students. • A Parent Summit will take place in the evening of September 26, 2013. The parental involvement is a critical component to the success of the program. • Phone calls are made daily and outreach is logged in binders and on ATS as needed. • The consultant provides ongoing training and professional development weekly for the entire school year. Each agenda will contain a proven attendance strategy. Each staff mentor receives weekly student attendance data for their respective mentees. • The student success team (student mentors) will be identified during the first three months of school. The social worker will provide training to the student mentors. During November 2013, the mentors will meet their respective mentees to establish the “critical friend” relationship. Mentee progress is tracked weekly during the attendance meetings. • Incentives are distributed for Perfect Attendance and Attendance improvement.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates • The initiative begins September 9, 2013 and concludes June 30, 2014. Monthly assessments are performed. • The target group will be identified during the first week of school in September and inputted into a tracking database. • Communication to the students and their families will occur during the second week in September 2013. • A Parent Summit will take place in the evening of September 26, 2013. The parental involvement is a critical component to the success of the program. • Phone calls are made daily and outreach is logged in binders and on ATS as needed. • The consultant provides ongoing training and professional development weekly for the entire school year. Each agenda will contain a proven attendance strategy. • The student success team (student mentors) will be identified during the first three months of school. The social worker will provide training to the student mentors. During November 2013, the mentors will meet their respective mentees to establish the “critical friend” relationship. Mentee progress is tracked weekly during the attendance meetings. • Incentives are distributed monthly for Perfect Attendance and Attendance improvement.
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity 1. The staff noted in B above and activities outlined in A above. Additional funding is provided for student incentives and awards. Per Session is allocated for the team member to attend the Parent Summit. Per Session is provided to the bilingual school aides for daily phone outreach.

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).

Parent Summit(s) are hosted to present an overview of the initiative and celebrate improvement in student attendance. Ongoing communication is performed from the school with the family around the student attendance.

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 #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.

**Teachers will be engaged collaboratively to:
Develop and implement by June 2014 two new (In addition to ones created during the 2012-2013 SY) tasks in Science and Social Studies aligned to the Common Core Learning Standards (CCLS).**

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.

Students will be engaged in two additional units aligned to the Common Core Learning Standards (CCLS) in Social Studies and Science content areas.

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**
 - Develop two additional CCLS units of study that incorporates opportunities for students to conduct research and use supporting evidence. Develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
 - Common Planning Time to meet as a department team to assess student work and determine what lessons will be planned/taught to reinforce with students the concept of providing evidence to support a claim. Focus on identifying the aspects of the CCLS and identify particular standards that can be incorporated into two tasks for each of the four core subjects for implementation.
 - Provide PD to assist teachers in strengthening the alignment of Common Core Standard tasks to the curriculum in the four cores subject areas.
 - The Subject Area teachers will hold departmental meetings in which they develop a plan of action for implementing the tasks and assessing the task effectiveness. Revisions to the tasks will be made based on the teachers' evaluations.
- **Key personnel and other resources used to implement each strategy/activity**
 - Teachers participate using materials provided by the DOE/NYS and through PD.
 - Principal and Assistant Principal provide common planning time within the school day. Materials are provided by DOE, Principal, and Coaches.
 - CFN staff, Principal, and coaches using the DOE and NYS CCLS Standards and supplementary materials provided by the principal.
 - Teachers meet weekly in subject areas. Inter visitation by teachers provide useful feedback.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - CCLS tasks will be reviewed by teacher teams before implementation. Teachers will observe the lessons; evaluate student work products to determine the effectiveness of the task. The alignment of the task to the CCLS will support student achievement on summative assessments.
 - Common Planning Time is established prior to the start of the school year. During weekly meetings lessons are reviewed along with student work products.
 - The implementation of Professional Development is evident in the formal and informal observations and the review of curriculums.
 - The tasks are reviewed by the teams for critical CCLS components and reviewed by the Principal for feedback.
- **Timeline for implementation and completion including start and end dates**
 - The tasks will be completed by June 1, 2014. Evidence of CCLS standards will be evident in daily lessons. Depending on the evaluation option selected by the teacher, 4-6 observations will be conducted from October 2013 to April 2014.
 - Same as above.
 - Professional development is provided every Monday morning by the Principal and/or Leadership Coach.
 - Subject area teachers meet weekly for 55 minutes.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Teacher teams meet weekly to create, discuss, and evaluate the CCLS tasks. Teachers and coaches will observe lessons to ensure the alignment to the CCLS. Student work products will be evaluated to determine the effectiveness of the tasks. Revisions will be discussed in subsequent meetings.
- Same as above.
- In addition to Monday morning weekly PD, the CFN provides monthly PD to content area teachers from September to May.
- Subject area meeting are scheduled during the regular school day one a week in lieu of common planning time and/or grade level team meetings.

Strategies to Increase Parental Involvement

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

Parental involvement is supported by teacher meetings with parents. Parents are invited twice a year to meet teachers during Open School and are also invited to meet with Grade Team teachers during their weekly meetings.

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.

Teachers will be engaged (on a regular basis) in collaborative inquiry work to: Strengthen student work by examining and refining curriculum, assessment, and classroom instruction to the Common Core Learning Standards (CCLS). Math and ELA curriculums will be completely aligned to the Common Core Learning Standards.

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.

Teachers' meeting in collaboration to refine curriculum, assessments, and classroom instruction is a vital component in education. With the instructional shifts in curriculum to be aligned to the Common Core Learning Standards, (CCLS), teachers must ensure curriculum is created and delivered to prepare students for new CCLS Standardized Exams and prepare them for college and careers.

Instructional Strategies/Activities

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

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

- At least 75% of the teachers will meet collaboratively to: Generate uniform curriculum (maps and lessons), Generate uniform assessments, Discuss student work and classroom instruction, Discuss how to improve future curriculum, assessments, and teacher practice, and KIHS will provide professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed in the current school's major subject area curriculum.

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

- Principal, Assistant Principal, Teachers, Coaches, Consultants, CFN Network Staff, and online resources not limited to NYS and NYC Departments of Education.

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

- At least 75% of our teachers will be engaged (on a regular basis) in collaborative inquiry work during the 2013 – 2014 school year. Curriculum, assessments, and teacher observation write-ups are shared and reviewed by all staff in item B above. The Math and ELA curriculums will be completely aligned to the CCLS by June 1, 2014. Meeting agendas and sign-in sheets will be kept on file.

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

- These activities will commence in September 2013 and conclude during June 2014.

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

- Teacher teams meet weekly to engage in inquiry work. The resources are identified in B above. No additional cost is associated with this activity.

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).

Parental involvement is supported by teacher meetings with parents. Parents are invited twice a year to meet teachers during Open School and are also invited to meet with Grade Team teachers during their weekly meetings.

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 #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.

Increase NYS Regents Pass Rates in the five mandated exams (English, Math, Global, US History, and Science) by at least 5% from the 2012-2013 school year.

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.

The 2012-2013 NYC Progress Report indicated that students not graduating and not meeting the College and Career Readiness goals on Regents Exams were below the Peer Group and City averages. Our Graduation rate is impacted directly by Regents Pass rates and is where our students are most challenged. This goal will address those needs.

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

- The Data Specialist has gathered the latest Regents results as of September 2013 from ATS for all students. This was done to insure that all students are appropriately programmed. The Data Specialist will create a target group in STARS for individual Cohorts who have not scored at least a 65 each of the five core Regents Exams. Old Regents Exams data for students who have not achieved a score of at least 65 will be analyzed by the Inquiry Teams. Individual student "needs assessments" will be created and articulated to teachers for differentiated instruction. All students who have not achieved a score of 65 for any Regents Exam scheduled for Regents Prep before and after school and on Saturdays. The guidance counselors will support this goal through "case conferencing" during the Inquiry Team meetings. Targets will be met by August 31, 2014.

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

- Principal, Assistant Principal, Teachers, Parents, Coaches, Consultants, Guidance Counselor, Social Worker, and CFN staff.

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

- Increase Regents Pass rates in English, Math, Global Studies, US History and Science by 5% over last year (June 2013). The STARS Scholarship Reports from June 2013 and June 2014 will be used to establish increase and decrease trends.

• Timeline for implementation and completion including start and end dates

- January 2014, June 2014, and August 2014 Regents Exam administrations.

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

- The school provides tutoring services from teachers in the early morning, during lunch, after school and on weekends. Students are scheduled for targeted tutoring and Regents Prep as outline by the Teacher Teams in the student plan. Per Session will be provided during Regents administration time to gather

and analyze exam data.

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).

Parents are invited to attend conferences with the guidance counselor and/or teacher teams to discuss where the student stands now and the plan for the student's academic success.

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.

--

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	Academic Intervention Includes the following: AM Small group instruction, PM and Saturday Academy. Weekly English team meetings to align the curriculum for all grade levels.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
Mathematics	AM Small Group instruction. There is peer tutoring after school and during school hours. The entire Math staff works after school and 3 of our math teachers run a Saturday program, and the students are placed according to their academic ability and needs for the Math Regents Exam.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
Science	Four years of Science. An extra period of Science is provided for Seniors to make up science course and/or Science Regents requirements. AM Small Group Instruction. Saturday academy meets weekly to address students' individual needs. Technology, worksheets, Regents Prep and one-on-one conferences are conducted to assist students in meeting standards and monitoring themselves.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
Social Studies	Our Social Studies department conducts transcript analysis in September to identify the students who are deficient in credits and Regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday Academy. We have Staff available every day after school and Saturdays for both Global and U.S. tutoring. Small Group instruction is available to all students each	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends

	<p>morning. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills and help develop the necessary thematic and DBQ essay skills for the Regents Exams and Common Core Learning Standards.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Students are provided with individual conferences to plan how to improve their overall achievement. Students review transcripts with the guidance counselor and are made aware of graduations requirements and first steps for college readiness and the application process. Counseling, Peer Mediation, Group Counseling, referrals to Social Worker are ongoing.</p> <p>We have a school based support team and a Montefiore Medical Clinic on Campus both having psychologists available to our students. Also, we have a boys and a girls club to promote discussion of relevant issues for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.</p> <p>Our Social Worker provides Crisis Intervention for students on demand. Referral services for students and families for issues such as child care, mental health services, domestic violence, Planned Parenthood, and</p>	<p>Small group and one-to-one</p>	<p>During the school day and before and after school.</p>

	<p>sexual health among others. Provides girls with a girls' club, "GLOW", to enhance self-esteem and leadership skills. Conducts parent teacher conferences to assist students with behavior and academic challenges. Provide individual and family counseling. Students with special needs are provided counseling aligned to their I.E Ps. Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd Services, Montefiore Health Clinic, Cardinal McClosky Services, and to other outside agencies. Provides Group Counseling and Individual Counseling.</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

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

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.

All our teachers are Highly Qualified in their teaching area. We do encourage our faculty to pursue ESL extensions to support our International student population. In addition, our in-house ESL teachers provide ongoing professional development in ESL strategies to the faculty.

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).

Our principal receives ongoing professional development from the NYC Leadership Academy through the services of a Leadership Coach. Our Network, in collaboration with Colombia's Teacher's College, provides ongoing quality professional development addressing the Common Core State Standards to our teachers in their subject areas. The principal and coaches provide ongoing professional development to teachers via classroom visits and curriculum reviews to ensure that instruction is aligned to the CCSS.

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.).

Title I funds are allocated in supplies for Students in Temporary Housing (STH) at a minimum of \$100 per student. We do provide essential supplies to all our students using local funds. Students who are at-risk and or delinquent are provided extra support via staff mentoring and peer-to-peer mentoring. Ongoing case conferencing with our school social worker also is a component of our Intent and Purpose program.

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.

Teachers and administration meet every Monday morning. Included in the weekly agenda are opportunities for faculty to participate in the selection of appropriate student assessments and express their professional development preferences. Prior to the weekly meeting with the administration are subject area and grade level teacher team meetings where student work products, including multiple assessments, are analyzed for quality and effectiveness.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 268
School Name Kingsbridge International High School		

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 Ronald E. Forement	Assistant Principal Riaz Din
Coach	Coach
ESL Teacher Leonardo Iglesias	Guidance Counselor Suzette Persaud
Teacher/Subject Area Brian Mullen/Social Studies	Parent Eusebio Cruz
Teacher/Subject Area Andres Perez/Science	Parent Coordinator
Related Service Provider Carmen Escobar	Other
Network Leader(Only if working with the LAP team) M. Cristina Jimenez	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	8	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> 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	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	454	Total number of ELLs	378	ELLs as share of total student population (%)	83.26%
------------------------------------------------------	-----	----------------------	-----	-----------------------------------------------	--------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										4	4	4	4	16
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	378	Newcomers (ELLs receiving service 0-3 years)	356	ELL Students with Disabilities	5
SIFE	5166	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	4

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	356	166	4	18	0	0	4	0	1	378
Total	356	166	4	18	0	0	4	0	1	378

Number of ELLs who have an alternate placement paraprofessional: 0

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 OTHERS														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										39	93	89	100	321
Chinese										1				1
Russian														0
Bengali										5	7	6	7	25
Urdu													2	2
Arabic										2			1	3
Haitian														0
French										1	2	6	4	13
Korean														0
Punjabi														0
Polish														0
Albanian													1	1
Other										4		3	5	12
TOTAL	0	0	0	0	0	0	0	0	0	52	102	104	120	378

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)										21	49	41	31	142

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)										5	38	33	39	115
Advanced (A)										1	10	13	29	53
Total	0	0	0	0	0	0	0	0	0	27	97	87	99	310

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	107	0	48	0
Integrated Algebra	148	70	101	40
Geometry	35	5	34	4
Algebra 2/Trigonometry	2	0	2	0
Math				
Biology				
Chemistry				
Earth Science	19	35	17	30
Living Environment	36	98	26	59
Physics				
Global History and Geography	85	105	26	80
US History and Foreign Language	42	67	36	47
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom. The data is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.

Our entire school is comprised of International students. Our incoming 9th graders come over-the-counter. Therefore, students without a NYSESLAT score are administered the LABR. The data consistently places these students as beginners. This school year 86% were unable to respond to any questions on LABR.

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

The NYSESLAT is a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure comparable proficiency results in the category of Reading and Writing. While students are immersed in a predominantly all-English setting, it appears that their writing and reading skills still lack proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs attaining success on Regents examinations as well as making a year or more progress on in-house standardized assessments . Additionally, progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting. The modalities affect instructional decisions in the grade team level. Teachers incorporate all 3 modalities into their instructional plans to help increase achievement and to support the growth of the students learning English. Please note, the state did not release the spring 2013 NYSESLAT scores in combined modalities.

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 comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majority of our ELL students are deficient in reading comprehension and writing skills. A school initiative involves professional development targeting literacy across the core curricula. Teachers are engaged in weekly and bi-weekly meeting where literacy for ELLs are targeted. Student results continue to show a weakness in the areas of reading and writing. The performance of the students on exams in English as opposed to their native language is that the students who take the exams in English tend to perform better because the classes are given in English and a great deal of the academic vocabulary is difficult to translate for the students. Teachers are using the periodic assessments to create their instructional plans to meet the needs of the students. The teachers are learning that specific addressing of needs within the core subjects has seen a sizeable growth in performance on regents exams, particularly in the English and Social Studies disciplines.

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.](#))

Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
Translations supports are provided to all our students in their native languages. The school provides dictionarys in written and electronic forms. In most subjects, textbooks are provided in languages other than English. Rosetta Stone software is available to all students and their families in English that can used in school or at home. Assessments, school created and standardized, are provided in the students' native language. Purposful grouping of students,based on English Language Proficiciency, are evident in all classes.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and the Periodic Assessment provides data throughout the year and allows us to benchmark the progress of our ESL program. The ultimate barometer of the success of our programs are determined and measured by student performance on New York State regents exams and our graduation rate. Additionally, teachers of grade teams do quarterly transcript evaluations to evaluate the students' progress within their cohort to measure credit accumulation and regents performance.

Part IV: ELL Identification Process

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

- 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.](#))
The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, Bilingual Testing Coordinator, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete essential school and State documents. The Home Language Survey is administered by our Bilingual Testing Coordinator (Science teacher). Once parents indicate a language other than English for the student's language, students are then designated for LAB-R testing, which is administered by our Spanish Bilingual Testing Coordinator the same day or the next; always within 10 days upon arrival. As an international school, our faculty has teachers that speak a variety of uncommon languages who are called upon to provide translation support to the student and family during the admission process. In the event that we cannot locate a viable translator for a family, we contact the DOE's Office of English Language Learners for support. According to the LAB-R results, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the LAB-R assessment. The HLIS is a document we use to determine if the students speak a language other than English. There is also an informal interview in both English and the Native language by our teacher Testing Coordinator. The students and parents are asked specific questions about their background and English abilities. All parents and students are provided to the best of our ability translators at the intake process. We have pedagogues who are bi-lingual. We have speakers of Spanish, French, Arabic and Bengali on staff to assist in the intake process. Parents are informed of our Rosetta Stone account at the school in order help their English development. This school administers the Spanish LAB for all Spanish-speaking ELLs. The pedagogues who administer the initial screening is comprised of a science bilingual teacher (Testing Coordinator), Mr. Perez, or our ESL Teacher, Mr. Iglesias as his backup. The

HLIS is administered by either teacher, Andres Perez or Leonard Iglesias as his backup. The HLIS is completed with the assistance of the pedagogue, and we always try to match the parents with people who speak their native language. Andres Perez, our testing coordinator, conducts all Lab-R testing. He is a licensed pedagogue. he also administers the NYSESLAT exam to our students. The ESL teachers review NYSESLAT results to evaluate ELLs and to ensure our students are receiving the proper instruction. Student growth in English development is charted annually and compared to regents and classwork progress.

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.

The teacher and testing coordinator, Mr. Perez or the ESL teacher, Mr. Iglesias shows the Department of Education approved Parent orientation video and addresses any concerns that may arise. Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer 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 [\[see tool kit\]](#).)

In addition to what is done in #2 above, an Entitlement Letter is provided for the parent. The entitlement letter addresses ESL placement or non-placement based on LAB-R results. The form is duplicated. A copy is mailed home to the parent with instructions to either come in for a conference or call the ESL Coordinator, Mr. Iglesias or Mr. Perez. The pedagogues, Mr. Perez or Mr. Iglesias are responsible for the entitlement letters, and these letters are distributed at the intake process along with parent survey and program selection forms. The pedagogue collects these forms and a file is created for every student with a checklist of required documents and kept in Room 233 under lock with the Pupil Accounting Secretary. If by chance an entitlement letter is not obtained via the normal process, a bilingual attendance will visit the home of the student in an effort to obtain it.

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of the pedagogue members of the intake team. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the bilingual or ESL team teacher(s). Every student has an intake file with a checklist of required documents kept in room 233. Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. This is also explained in the entitlement letters provided to the parent(s). The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs. The Program Chairperson enters the Parent Choice into the ELPC screen in ATS immediately after reviewed always within 20 days after admission.

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.

The school generates three ATS reports throughout the year. The reports are run multiple time to capture any newly arrived students. The ATS reports: (1) RLAT - Shows student NYSESLAT History; (2) RLER - Shows students eligible to take the NYSESLAT; and (3) RLER - NYSESLAT Modality Report that shows how students perform on the NYSESLAT components. The reports are generated by an Assistant Principal Data Specialist. During the New York State administration period of the NYSESLAT the school tests all eligible students in ELA/ESL classes. The exams are administered by Mr. Iglesias (ESL Teacher), Ms. Grube (ESL Teacher), and Mr. Perez (Bilingual Teacher). Makeup exams are provided on an ongoing basis to ensure all eligible ELLs are administered all sections of the NYSESLAT Exam. The Reading/Listening sections are administered

individually by appointment by our ESL teachers, Mr. Iglesias and Ms. Grube. Exams are collected and reviewed for completeness and biographical accuracy.

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. 
Over 99% of our students and their parents select a Free-standing ESL program. Our school currently only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLs via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. The school monitors trends in parent choices by charting parent responses and comparing the data by the intake team. The Parent Choices are recorded in a Spreadsheet that is continually monitored by our ESL Teachers to ensure that we do not have a minimum of 20 students on a grade requesting TBE or DL. If the school ever met the criteria, the program would be created.

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])?

In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in heterogeneous-ungraded ESL classes. The remainder of their program is based their academic requirements. The teachers work in collaborative grade and subject team to assess student needs and create academic programs for at-risk students. Our classes are departmentalized in order to best serve our students for both credit and regents exams requirements.
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)?

Explicit instruction is delivered by certified ESL teachers and certified ELA teachers with ESL extensions. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes minimum (275 minutes of ESL and 275 minutes of ELA/ESL), 360 minutes minimum (275 minutes of ESL and 275 minutes of ELA/ESL) for Intermediate, and 180 minutes minimum (275 minutes of ELA) for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our students travel in blocks and have a heterogeneous mix.
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.

Content area instruction is delivered in English. We have established a LAP team which includes the principal, Network ELL Compliance Specialist, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our teachers employ the workshop model in our classes and students are grouped with different levels of English within the class. This is done to ensure that content becomes comprehensible and to enrich language development through the students' peers. Content area teachers employ a variety of ELL strategies including but not limited to graphic organizers, annotation, textbooks in multiple native languages, strategic groupings, Rosetta Stone software is available and utilized in all classes, translation dictionaries are in all classes in all languages, and ESL teachers support the ELA curriculum working in conjunction with the ELA teacher on instruction. ESL teachers meet with all content area teachers during common planning time. Content areas of concern are reinforced in ESL classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is monitored by teachers in grade team levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students receive evaluation in their English acquisition by both ESL and ELA pedagogues. English language assessments are created by the school and are administrated at the beginning, middle and end of every school year. The English acquisition assessments mimic the NYSESLAT exam and incorporate some common core shifts in ELA. The assessment rubrics are created by both ESL and ELA teachers. In addition to daily teacher formative assessments, Achieve 3000 and Scantron software is used frequently monitor English language acquisition. In addition, the school utilizes the NYESESLAT predictive exam that the Department of Educaiton provides. Finally, the school utilizes the NYSESLAT results as a summative assessment and school accountability.
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).

ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items in #3 above, ELL students are enrolled in online programs Achieve 3000, Rosetta Stone and SCANTRON for Literacy support. Students at different levels are provided with literacy and language support in both their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendance in coordination with the guidance counselor and the individual grade teams. The grade teams administer baseline exams in their respective departments and then create an academic plan based on the ability of the student. Our SIFE students are enrolled into our P.M. School and Saturday academy also. Our newcomers (less than 3 years) are teamed up with a student buddy whose English level is advanced in order to expedite the process of learning English. All newcomers are evaluated in grade teams to ascertain their strengths and weaknesses and to teach them accordingly. Our plan for Long-Term ELLs is to continue their process for English language development using P.M. and Saturday academy for both enrichment and regents requirements. We have after school writing programs and verbal SAT prep for student achievement. Lastly, all our AIS is open to the entire school, current and former ELLs. In addition, Former ELLs are provided extended time on examinations for up to 2 years.

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?

Teachers of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. Our instructional strategy includes workshop model, weekly grade and subject team meetings to assess student achievement and create alternative strategies for lower achieving students. These strategies include scaffolding for the writing process focusing on sentence and paragraph development as opposed to writing large essays they may not be capable of at that time. All teachers have grade appropriate textbooks and literature to assist instruction, computers and smartboards are available to every teacher, and all grade teams are conducting inquiry work in an attempt to increase student vocabulary skills.

ELL-SWDs students receive mandated services (i.e.: related service counseling by our bilingual social worker; speech from our bilingual speech teacher in our School Based Support Team; and bilingual instruction is supported by our bilingual paraprofessional). Currently we have only 3 students requiring these services.

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?

We have under 5 student with disabilities in our school. Teacher Teams address the needs and learning disabilities of our SWDs during common planning time. Student IEPs are shared via SESIS with our staff of SWDs. A special education teacher pushes into classes when required by a student's IEP. Furthermore, all our SWDs are in the least restricted environment. Almost all are classified as SETTS.

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:			

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

Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ESL support teacher for every regents level course. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language.

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

Students who have tested “proficient” on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another. Our entire school consists of ELLs. Therefore, progress is reported on both NYS Accountability and NYC Progress Report Cards. Credit accumulation and Regents pass rates are equal or greater than similar schools on the NYC Progress Report. The English Language Regents is the most challenging exam for our students. The English language acquisition is measure by the NYSESLAT. The latest NYSELAT shows that 25% of our students gained at least one proficiency level and 7% tested Proficient.

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

Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. We have initiated the "City Chicken" program where our students build and raise chickens on school grounds and record multiple observations and make collaborative decisions on the project success. Our traditional P.M. and Saturday classes will be geared to help student achievement and maintain students on a path to graduate in 4 years.

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

NONE

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

Our school is an International School where currently 90+% are English Language Learners. Therefore, ELL students are not excluded from ANY programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The before and after school program, staffed by all teachers, is available to all students for 45 minutes in the morning and 2 hours every day, Monday through Friday. The Saturday Program is open to all students for support in the four major content areas: ELA, Math , Science, and Social Studies. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials);

list ELL subgroups if necessary)?

Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have access to discovery education to supplement lessons, as well as the wizard test maker which helps to assess regents readiness.

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

Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are seven Spanish native language instructors on faculty. Additionally, there are 3ESL instructorson faculty.. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language. Our native language instruction is done primarily in our P.M. and A.M. schools

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

Required services and support correspond to ELLs' ages and grade levels by assessing students needs in grade teams and placing the students into corresponding A.M and P.M classes based on ability. For example, we may have an eleveth grader writing an 8th or 9th grade level, which would prompt teachers to place the student in a lower level after school class in order to acquire the necessary skills.

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.

For new students to our school who were "list-noticed" to us, we have an orientation prior to the school year where materials are distributed, presentations from staff are made, and a Question-and-Answer forum is provided. However, more than half our new students come "over-the-counter" as newly arrived students to the country during the months of September and October. A preliminary conference is held with the student, the family, and a welcome team of staff. Additionally, we have a peer-to-peer mentoring program for new students, where upper leverl and successful students mentor new students during their first year. Beginning the summer of 2014 we will make an effort to provide a "Bridge-to-High School" program to our new students.

18. What language electives are offered to ELLs?

Students are offered Native language instruction during PM School and Saturday Academy enrichment. As of now, we only offer Spanish electives ,but we are working to incorporate French, Arabic and Bengali into our P.M. school curriculum.

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)?

Not Applicable

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.

All staff, including Assistant Principal, Social Worker, Guidance counselor, teachers, Special Education teachers, and paraprofessionals (the school currently does not have a Parent Coordinator or School Secretary) has a weekly 35 minute meeting every Monday morning for approximately 35 weeks. This is a per session event in which all staff members attend. Instructional strategy is a component of every weekly PD meetings. The minimal amount of time allocated to presenting ESL strategies at these meetings is 20 minutes resulting in a minimum of approximately 11.5 hours annually for all teachers. Teachers share instructional strategies at these meetings, with specific detail and attention paid to our ESL learners. We have outside people attend meetings from periodically in an attempt to provide new insights. One person from each department will attend an outside PD and turn-key train the members of the respective department. The school psychologist and speech teacher supports five campus schools and receive their required professional development from the CFNs.

Teachers, particularly in 9th grade, are trained to assist ELLs as they transition from one school level to another by our in-house weekly PD meetings. Our ESL teachers provide specific strategies to the rest of the staff in order to create the smoothest transition possible for ELLs as they transition from one school level to the next.

During daily inter/intra departmental common-planning periods, teachers, guidance counselor and social worker, create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Lastly, for the past three years the inter/intra departmental team meeting have been discussing and updating curriculum to incorporate the Common Core shifts. The minimum of 7.5 hours of ELL training is easily met in our weekly PD meetings. Teachers share research based strategies on the most effective ELL instruction. Records of these meetings are kept by the Principal as he creates the weekly agenda.

Monthly Professional development offered by the CFN is attended by the guidance counselor, social worker, and teachers. Topics include ELL strategies and supports, ELL transition strategies and supports, ELL-SWD strategies and supports, and how to incorporate the Common Core into instruction. In addition, the CFN periodically will come to the school and provide targeted professional development for our ELLs, SWD, Guidance, and Common Core.

Records of all Professional Development are kept in a binder by the Principal in his office.

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys, discussed during School Leadership Team meetings, and Parent Association meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the staff is also utilized to address the the needs of parents.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the oppurtunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents.

We have full translation available for our students and families. Letters to the homes are written in English and the other native languages at our school. Also, our interpretation needs for students and families are met with adult translators as well as student translators. All the forms, mailing, agenda, progress reports are available in the students' and parents' native language. When necessary we use the NYCDOE translation services for written and verbal communication. Our website and grade reporting software (Power Schools) is available to families in a variety of languages other than English.

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.

Part VI: LAP Assurances

School Name: Kingsbridge International HS

School DBN: 10X268

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald E. Foreman	Principal		11/12/13
Riaz Din	Assistant Principal		11/12/13
	Parent Coordinator		
Leonardo Iglesias	ESL Teacher		11/12/13
Eusebio Cruz	Parent		11/12/13
Bian Mullen	Teacher/Subject Area		11/12/13
Andres Perez	Teacher/Subject Area		11/12/13
	Coach		
	Coach		
Suzetter Persaud	Guidance Counselor		11/12/13
Maria Cristina Jimenez	Network Leader		11/12/13
Gary Prince	Other <u>Consultant</u>		11/12/13
Carmen Escobar	Other <u>Social Worker</u>		11/12/13
Justina Agwu	Other <u>Special Ed Teacher</u>		11/12/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X268 School Name: Kingsbridge International H.S.

Cluster: 04 Network: 402

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.

We determine the primary language through home language surveys, the Home Language data in ATS, student interviews and social worker/Guidance conferences and phone calls. All of our students are immigrant children, therefore the staff knows our children are ELLs and that extraordinary measures must be taken to communicate with parents. We have full translation available for our students and all letters to the homes are written in English and the other native languages. Our staff discusses the language barriers that exist in our daily professional development meetings.

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.

90% of our school community and parents need translation services. All of our students are immigrant children and there are multiple languages spoken in our school, with Spanish being 90% of the speaking population. All of our home letters are translated into the native languages. Also, our interpretation needs are met with adult translators as well as student translators for all school community events.

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.

We have created a parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE translation services for all letters to be sent home to our ELL families. Our website and grade reporting software (Power Schools) is available to families in a variety of languages other than English. We have in-house staff available for translation, as well as parent volunteers and students who have developed a certain level of mastery of English.

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.

For all translation needs, we have in-house staff, parent volunteers as well as a students who have a certain level of masery of English for parent conferences and events. We also use the NYCDOE translation services for documents.

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>.

A copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services is disseminated to each family enrolled in our school via back-packing, mail, and parent meetings. A copy of this bill is posted in the Parent Association's Office as well as all administrative and Guidance offices. Of the parents who do not respond to our requests, phone calls are made by the social worker and guidance counselor for follow up until contact is made between the school and the parents.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Kingsbridge International HS	DBN: 10X268
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 24
of certified ESL/Bilingual teachers: 10
of content area teachers: 14

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:

At Kingsbridge International High School (KIHS), we believe that all of our immigrant ELL students deserve a quality education that will prepare them for the challenges of the future in college and beyond. In order to do so, we provide them with the linguistic, cognitive, cultural, social, and emotional skills essential for success.

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 378 ELL students.

We have developed an extended day program to support our students with their academic development. We currently have an early entry before AM school (3 Teachers), after PM school (All 10 Teachers with rotating schedules) and at our Saturday Academy (7 Teachers) to ensure that our students are on track to graduate within four years. Four of the 21 Title III participating teachers are ESL certified. These teachers will be pushing into the classes taught by non-bilingual certified content area teachers.

Title III designated classes, teachers and frequency are as follows:

- "AM SCHOOL ESL/Bilingual Faculty: Math- Mr. Batista, English/ESL- Leonardo Iglesias, Science- Andres Perez. These three teachers will provide instruction to the 30 ELLs participating in this program for a total of 22 one-hour sessions, 7:00 - 8:00 AM
- "PM SCHOOL ESL/Bilingual Faculty: English/ESL-Leonardo Iglesias-Carusso, Math-Ahamed Abubakar, Math-Eliseo Cedeno, ESL-Adelina Estevez, ESL-Brynda Grube, Social Studies-Joel Curz, Math-Rafael Modesto, English-Priscilla Thomas, Science-Andres Perez, and Science-Maribel Marinez. These 10 teachers are identified as service providers for the 210 ELLs participating in the program for a total of 22 two-hour sessions, 3:00 - 5:00 PM
- "SATURDAY ACADEMY ESL/Bilingual Faculty /Review: Math-Eliseo Cedeno, ESL-Leonardo Iglesias Carusso, Math-Rafael Modesto, Math-Jose Pegureo, Science-Andres Perez. These 5 teachers serviced 100 ELLs in this program for a total of 15 sessions of five-hour each, 8:00 AM - 2:00 PM.

The ESL/Bilingual educators meet daily with the core curriculum teachers to make sure that ESL/Bilingual strategies are in place in all Title III classes, every day. These 11 ESL/Bilingual teachers meets 3-4 times a week with the entire staff in Subject and Grade Team meetings to develop the necessary methodology and student profiles for the higher level teaching that involves the Title III

Part B: Direct Instruction Supplemental Program Information

requirement for Memo 66 from the Chancellor's office. It is very clear that we have an articulate and clear-headed set of goals that will satisfy all city, state, and federal requirements. These three programs are geared towards maintaining students' credit accumulation as well as Regents preparation and in the academic gaps that ELL experience as they transition into the use of a new language, English. We also offer enrichment programs for our students who have met or maintained the state mandated progress of their cohort for graduation. All grade levels (9, 10, 11, 12) are offered morning and after school programs, as well as during the Saturday Academy. Our SIFE students and our low performers (bottom third in each grade) on the LAB-R exam are the subgroups that are heavily targeted to attend our supplemental academic programs. Students attend the programs from 7 a.m. to 8:00 a.m., 3 p.m. to 5 p.m. after school and from 8 a.m. to 2 p.m. on Saturdays. The many classes being taught by trained ESL/Bilingual staff teach in their classrooms with class libraries, Smart Boards, and all the necessary materials for proper and appropriate instruction for our 100% ELL population. The program runs for the entire school year, from September to June. All classes are given in English with ESL/Bilingual support. Our 1:4 ratio requirement is met with co-teaching and co-planning with the entire staff that works with these three programs. The instructional focus for all three programs are the same: credit recovery, test preparation and we even provide students that are in the gifted and talented program opportunities to tutor their peers under the direction of an ESL/Bilingual teacher. We train the non-certified ESL/Bilingual teachers through our daily and weekly meetings as our entire grade and subject teams go over the IEPs for each and every student. Students are taught by certified teachers and our 1:4 ratio requirement is more than met in a very profound way. The academic language of an ESL/Bilingual curriculum is used successfully 100% of the time. We have meetings in discussing individual students' needs; we meet and surpass our goals each school year. Our students benefit from such consistent, well blended teacher/parent/ESL/Bilingual strategies. In regard to the credit recovery program that we offer during our three Title III sessions before and after the regular school day, it is always geared towards state mandated core curriculum standards. The several credit recovery programs are not only offered in higher levels than what is required by the various government agencies, it is far beyond what is expected. The language acquisition for our students is above average when compared to other schools with our SIFE and ELL population. All certified ESL/Bilingual teachers meet daily and/or weekly to rotate with the other State certified teachers, (many of whom are now working on their ESL endorsements) during all THREE programs, i.e., AM/PM/Saturday Academy as described in this plan. There are 24 teachers working in our programs, all of which are either fully certified in ESL/Bilingual or in their core subjects with co-teaching with the content area teachers with regular licenses. These remaining teachers are either pursuing or considering obtaining their own ESL licenses in local universities to increase the number of ESL/Bilingual educators on our staff. All teachers use ESL strategies on a daily basis. We use our professional periods and also we switch lunch times with prep periods to achieve our goals. The school has the opportunity to have the same lunch period, so that time is sometimes used in PDs tailored to enrich our school's population as well as a time to meet with certain students and parents for a successful progress report meeting that involves the entire grade team teachers, including the Guidance Counselor, Suzette Persaud, and the Social Worker, Carmen Escobar. Translations for these meetings are provided by teachers and/or other staff members. We use our advanced students to translate to parents in Arabic, Bengali, Italian, or French as needed. The materials used are Regents review books, former Regents exams, teacher created materials, smart boards, computers and other

Part B: Direct Instruction Supplemental Program Information

technology to enhance instruction.

We currently have approximately 100 ELL participating in our Saturday Academy, 210 ELL participating in our After School PM program and 30 participating in our early AM morning program. A lion's share of licensed ESL/Bilingual teachers is always on hand for every single session of our three programs. These programs gives us the opportunity to reach at least fifty percent of our population with various programs including Physical Education, Book Club, SAT Vocabulary, Science Enrichment, Rosetta Stone English and Native language building, Math Solutions, Homework Help and Regents Reviews.

Students have access to on-line programs Rosetta Stone and Destination Math. Students will also make use of classroom libraries to read a more diverse selection of books. These students will also attend a "writing center" twice a week to improve organization of essays, and to write in styles that enhance learning and preparation for college courses. Students will participate in writing opinion based essays and research based essays as per the NYS Core Curriculum standards.

The cornerstone of our program is the integration of language development within all subject areas through both implicit and explicit instruction. Each teacher is responsible for language and content instruction. Rather than having classes designated as "ESL classes", we use ESL methodology to develop language proficiencies in the four modalities in every class. Such strategies include:

- Explicit, extensive instruction in reading and writing strategies;
- Multi-level classroom libraries in each discipline;
- Textbooks at different reading levels for the students to use at home and in school, such as the extensive "Windows and Mirrors" program that we purchased for our English Department;
- Extensive use of scaffolding strategies to build on students' prior linguistic and content knowledge;
- Writing components to all content area projects;
- Oral presentation of written work;
- Debate/Drama presentations, this also includes students creating a visualization of the work studied;
- Integration of QTEL methodologies in all content areas;
- Collaborative, interdisciplinary learning projects that reinforce vocabulary and content;
- Explicit instruction of the aspects of language appropriate to the topic being taught, e.g. past tense in a history class, imperatives in a math class, etc. ;
- Common Core Tasks;

The program has eight teachers with ESL/Bilingual certification. The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional

Part B: Direct Instruction Supplemental Program Information

methodologies. The major model of the program is cooperative buddy and team teaching.

☐

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:

Teachers work together in small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. They share ways in which to embed multiple opportunities for language development across all subject areas. At daily meetings they sit down together not only to discuss the progress of their shared community of learners, but to critique each other's work through the analysis of student writing and feedback from peer observations. In addition to these times, we use full day PD activities on Election Day and other student non-attendance days to get additional instruction from outside agencies including experts in ELL populations. Our lead teachers, Andres Perez, John Whiting, and former ESL/Bilingual teachers, like Kimberly Swanson from Columbia University and outside agencies such as instruction by Charlie Glassman, all take an active role in these many opportunities for training our entire staff.

It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We can achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Three times each week, all teachers meet for 45 minutes in the morning for professional development. This is a time to discuss student achievement, lesson plans, and other activities. During this time, there will specific attention given to assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations.

The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. All of our teachers receive training on a weekly basis during the principal's weekly PD sessions. The entire staff meets every Monday to discuss ELL strategies, our inquiry work project, student achievement and progress and Regents readiness for our students. The staff meets every Monday from 7:55 a.m. to 8:35 a.m. and these PD's run for the duration of the school year. The New York City Leadership Academy provides monthly Professional Development.

Part C: Professional Development

☐

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:

The rationale for all of our parent engagement activities is to increase parental involvement in the education process of our students. We provide translation services for all the parents in the languages required. Mostly Spanish, but we also have translators, sometimes high level students, translate Bengali, French, Arabic, among others as required by the parents' involved.

We also hold frequent meetings and events for parents to ask questions to teachers about their child's performance. To supplement this, we plan on holding informational sessions to discuss our assessment tools and demystify the process, so they feel comfortable engaging in meaningful dialogues with the school regarding their student's achievement.

Using these methods, we can ensure that students are meeting expectations and can determine the reasons why a student is not. From there, both the school and families can move forward together to best help their child succeed. We want parents to be fully immersed in the culture of our school, and to be an integral part of their child's education. The activities we provide to parents in addition to all of the mandated activities are a parent orientation in August is to familiarize the parents with the school's mission and the methodology of our classroom teachers; we also inform parents of state requirements for graduation as well as all of our after school programs. We also have monthly PTA meetings on the first Wednesday of every month to discuss critical and current school issues such as upcoming Regents exams, grading policies and credit accumulation. We utilize the New York City Leadership Academy for assistance with these parental notifications. Our notifications are done through mailings, phone calls and emails with the Guidance Counselor, Suzette Persaud and the Social Worker, Carmen Escobar by following up on the initial contact to make sure that parents are aware of the informational meetings. It is difficult to not be informed. This procedure provides the necessary results by having a high percentage of parents attend the many functions dedicated to only parents.

The PTA meets on the first Wednesday of the month for two hours from 6:00 pm to 8:00 pm. Example agendas are as follows. Our PTA was established late this year. However, during the scheduled future meetings topics to be covered but not limited to are, Rosetta Stone for all languages, the school wide grading policy and attendance, Small Group Instruction programs, College Readiness, future plans, school uniforms, field trips, etc. We continue to get parent input on all levels of our programs. All these

Part D: Parental Engagement Activities

meetings make our parents feel at home by having refreshments provided by our cooking club such as various cookies and coffee.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$57,948	The Title III funds will be used for teacher per session to support the before and after and Saturday programs.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$57,948	