



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name:

07X334

**INTERNATIONAL COMMUNITY HIGH
SCHOOL**

PROUD MEMBER OF

THE INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS

EXCLUSIVELY SERVING IMMIGRANT TEENS

NEW TO THE ENGLISH LANGUAGE

WWW.INTERNATIONALSNPS.ORG

DBN (i.e. 01M001): **07X334**

Principal: **BERENA CABARCAS**

Principal Email: **BCABARC@SCHOOLS.NYC.GOV**

Superintendent: **ELAINE LINDSEY**

Network Leader: **CYNDI KERR**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Berena Cabarcas	*Principal or Designee	
Josef Donnelly	*UFT Chapter Leader or Designee	
Juana Gonzalez	*PA/PTA President or Designated Co-President	
Ousseynou Ndiaye	DC 37 Representative, if applicable	
Jennifel Morales Darihana Gonzalez Shimu Siddika Shimme Siddika Hassanatou Samake	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ana Mateo	Member/ Parent	
Miguelina Martinez	Member/ Parent	
David Trasiras	Member/ Parent	
Nelly Valentin	Member/ Parent	
Hugo Lanchipa	Member/ Teacher	
Eva Sievert-Schiller	Member/ Assistant Principal	
Irmgard Khun	Member/ UFT Delegate	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

By June 2014, 100% of our teachers will be evaluated on all 22 components of the Danielson's Framework for Teaching and provided with feedback.

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.

As per our 2010-2011 School Quality Review, the school needs to "refine feedback to better support differentiated professional learning needs and school-wide goals to elevate instructional pedagogy." In 2011, initial exposure to the Framework for Teaching was provided to teachers who were in their third plus year of teaching. The 2012-2013 academic terms marked the second year of training our entire staff to use Danielson's Framework for Teaching. Each staff member attended trainings where they were exposed to the four domains in the Framework for Teaching. This year, using specific feedback from department and interdisciplinary team leaders, we have put together a feedback guide for teachers, counselors, visitors and administrators to use. Through a process of self and peer assessments guided by administrators and coaches, our teachers will better internalize the expectations outlined for improving instruction.

Instructional Strategies/Activities

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

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

1. Professional development sessions for principal & assistant principal during the summer and throughout the year.
2. Assistance from CFN-106 to implement the use of the Danielson Framework.
3. Train our department coaches to facilitate self-assessments and peer assessments resulting in teachers having at least three interactions as either an observer or feedback recipient.
4. Discussions in interdisciplinary teams and departments that inform two separate teacher leadership groups (interdisciplinary team leaders and professional development committee comprised of department leaders)

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

1. Administration
2. Achievement Coaches through CFN-106
3. Department coaches and teacher leaders
4. Interdisciplinary, departments, and UFT Consultation/Quality of Life teams

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

1. Track progress using data reports from Advance
2. Observe with administrators and monitor Advance data reports from February to May to determine if feedback is improving teacher performance
3. Share Advance data reports with departments to inform peer observation plans
4. Review Advance data reports to inform self and peer evaluations

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

1. September 2013 - June 2014
2. February – May 2014
3. February – June 2014
4. February – June 2014

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

1. Weekly administrative check in on progress
2. Achievement coach meetings with administration & coaches
3. Department team meetings
4. Teacher leaders of each team will share teacher reflections in 5 or more sessions w/ interdisciplinary, department, & UFT Consultation/Quality of Life teams.

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).

Our families participating in our final June 2013 SLT meeting encouraged and supported this goal. We will be reviewing the activities that support this goal, as well as the results, in a few of our SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed.

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
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List any additional fund sources your school is using to support the instructional goal below.

In order to support this work, Title I, Title III, and Tax Levy funds will be utilized to pay teachers per session for additional professional development meetings for introduction to Advance, MOSL selection process, mentor training, teacher training, and special workshops throughout the year.

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.

By June 2014, 50% of our students using programs Reading Plus to increase their diagnostic score by two levels.

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.

A ninth grade level literacy in the native language is critical for graduating within four years in the NYC public school system. However, about 40% of our recent immigrant teens begin their high school career with literacy levels between Pre-K through 4th grade in their native language. As per feedback from the School Quality Review, we need to set up a tech-based system to monitor their progress in English literacy.

Throughout the history of the school we have consistently seen students make significant gains in English literacy through grades 9 and 10. The leap from 10th to 11th grade curriculum, lesson structures, and class formats is routinely the point at which students begin to suffer from failing grades and disengagement, as a direct result from an inability to access increasingly complex texts at the same level as their peers. Most struggling SIFE students regularly encounter instructional text that is too difficult for their current reading ability. The students with the lowest levels of literacy are consistently those who drop out of school or result in delayed graduation. For this reason, we offer Reading Plus as a literacy intervention for SIFE and LTELLs who have gained oral English skills but struggle to progress with their reading skills and thus are unable to pass courses and progress through grade levels. During the 2012-2013 academic year, ICHS executed a pilot program with a group of SIFE and LTELLs students where students were immersed in Reading plus sessions three times a week for 1 hour. The results of the pilot showed a significant growth of reading skills on the majority of the participants. Nearly 90% of students who use the program at the recommended pace, performed at a much advanced level in a period of 6 months. Also teachers and students provide a very positive feedback on the improvement in reading skills and reading comprehension. For 2013-2014 year, ICHS expanded the use of this internet based reading program to the whole school meaning that all students have an account in the program to use at school and at home. Reading Plus classes run at three different levels. We have pull-out classes for 11-12th graders who have a significant delay in their reading skills; this class is led by a specialized teacher trained for this specific literacy development tool. Teachers are encouraged to incorporate this tool in their curriculum as a differentiation instrument for those students who seem disengaged for classroom activities. All 11th & 12th grade teachers use the program instead of silent sustained reading. The 9th & 10th grade students are using a variety of computer based program to first acquire more social English which is a necessary step before using Reading Plus. As an intervention tool, the suite is used in a third period intervention class (CTT) who uses primarily this software with students from 9th-10th grade that need to develop reading skills.

Instructional Strategies/Activities

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

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

1. During the 2012-2013 year through our English department's SpEd teacher and 11th/12th grade science teacher, we established a pilot Reading Plus. During the summer we reflected on their accomplishments and needs to inform a plan for 2013-2014.
2. During the summer and at the beginning of the year, all teachers received initial training in Reading Plus and the computer programs began.
3. Teachers have been and will continue to be provided with 2 full staff training and 4 small group sessions to implement curriculum and infuse practices within current ELA curriculum.

4. Progress in the reading plus program will be monitored by two groups, the English department and the Special Education Committee three times throughout the year and findings will be presented to Teacher Leadership committee followed by the entire staff.

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

1. Pilot Reading Plus teachers & administrators
2. All summer school teachers and regular teachers throughout the 2013-2014 academic year
3. All academic teachers, English department & support teachers with paraprofessionals
4. English department, Special Ed Committee, Team Leadership, administration and all other staff

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

1. Review impact of the program on the Regents exam scores for participants in the pilot.
2. Increase school-wide awareness of the program by introducing the entire faculty to Reading Plus through a full staff PD session that highlights the positive impact
3. Select which teachers will be using the program frequently in their classes and observe their implementation
4. Track all students specially students with a native language reading level at or below the 4th grade to determine the best time to transition them from Rosetta Stone to Reading Plus and chart their progress on Reading Plus

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

1. July 2013-September 2013
2. September 2013
3. November 2013-June 2014
4. November 2013-June 2014

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

1. Three Summer school planning sessions and phone conversations with vendor to provide services
2. The PD launch will reserve ½ to receive information on the program’s background, pilot impact, and training for the new academic year
3. Providing substitutes for teachers who need more training and leveraging the English department & SpEd committee meeting time.
4. Impact on instructional practices will be reviewed by teachers in their team meetings once a month and the Special Education Committee respectively. Teacher representatives from each group will bring back teacher data and reflections. The two groups will finalize plans for improved implementation for 2013-2014.

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).

Families are an essential part of the evaluation process to determine entry into these programs. They provide information for our Academic Risk Questionnaire and the ALLD. All families are consulted prior to enrollment in the Bridges program and provide written permission. We will be showing the programs in our monthly SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed. Families will also be invited to attend major educational milestones such as portfolio presentations and two yearly family conferences where Reading Plus reports will be shared.

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
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List any additional fund sources your school is using to support the instructional goal below.

Title I, Title III, and Tax Levy funds will be used to provide incentives for students. We will also use funds to engage families, pay per session to teachers for preparing and facilitating conversations on the use of Reading Plus, and provide translation, where needed, at meetings. Incentives for families will include food, metrocards, and resources used in meetings, including chart paper, markers, and other materials. Approximately 4 staff members will attend each of the monthly Saturday programs.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of the core academic departments will produce a digital portfolio containing their scope and sequence and student work examples aligned to 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.

Since the opening of our school, our students have engaged in two portfolio presentation in the 9th, 10th & 11th grades and one major graduation portfolio presentation in the 12th grade. The performance based tasks (PBAT's) involved in the graduation portfolio include writing a literary essay, research paper, science lab report, and math application project, which are all designed to actively prepare students for the rigor of college work. In preparing the shift to the Common Core Standards, it is necessary for departments to explicitly align the portfolio tasks to the CCLS targets and track student growth on the PBAT's throughout the four years. The analysis of student performance on the PBAT's identified priorities, language development & content connections, for strengthening the vertical alignment in the curriculum within each department. This work is supported by the DOE emphasis on moving towards the CCLS, the feedback we received from our December 2013 Quality Review was "implementation of the instructional shifts in the regular English is less thorough than in math." The evaluator also mentioned that the science and social studies departments also need a little more training to be at the same level as the math department.

Instructional Strategies/Activities

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

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

1. Provide coaches with guidelines for improving lesson plans, unit plans, and the scope and sequence for each major course within the departments.
2. Require teacher department leaders to submit 2013-2014 curriculum binders by December
3. Review fall semester student portfolio projects and curriculum using the CCLS based Tri State Quality Review Rubric for Lessons & Units in Math & Literacy
4. For each PBAT, the department leader and the team will produce a digital portfolio contain graduation portfolio projects scored in each of the following four categories: (1) needs revision, (2) competent, (3) good, and (4) outstanding. These are the grading criteria outlined by the New York Performance Assessment Consortium PBAT rubrics.
5. An analysis of student performance indicators from the PBAT rubric will further inform a vertical alignment plan for 2014-2015.

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

1. Administration & coaches
2. Teacher leaders
3. Departments & Teacher Leadership Committee
4. Departments, Teacher Leadership Committee, Coaches & Administrators
5. Departments

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

1. Coaches and administrators collect and review lesson plans, unit plans and course scope & sequence that highlight CCLS
2. Teachers organize department curriculum binders with planned curriculum and meet in departments to identify the actual taught curriculum and learned curriculum through assessments
3. Use the instructional shifts in ELA and math to evaluate student work and curriculum within departments with coaches present
4. Pivot tables containing the results of the PBAT's which have been aligned to the CCLS will determine areas of growth for department and individual teachers
5. The mid year PBAT vertical alignment plan will be revised and finalized for use in the 2014-2015 academic year

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

1. July 2013 – June 2014
2. September 2013 – December 2013
3. January 2014 – March 2014
4. September 2013 – June 2014
5. May 2014 – June 2014

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

1. Formal monthly coaches meetings and weekly informal discussion and observation sessions with coaches
2. Formal weekly department meetings and informal department sessions throughout the week
3. Department meetings and both group and individual meetings with coach
4. Training sessions with Lead Teacher, departments & coaches
5. Department meetings and both group and individual meetings with coaches where their findings and plans for the following year are presented to the entire faculty at

end of the year department presentations

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).

Since 2006, our families have played an active role in our portfolio presentations, which is the most frequent topic in our PTA and SLT meetings. Families have always been invited to participate in the presentations as active participants. The presentation rubrics are also sent out in with an attached translation for the benefit of families that cannot attend. Our families participating in our June 2012 SLT meeting encouraged and supported this goal. We will be reviewing the activities that support this goal, as well as the results, in our monthly SLT and Saturday Family Programs. Since 100% of our families have a native language other than English, our gatherings are also conducted in Spanish and French with interpreters for less frequent languages in the audience when needed.

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
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List any additional fund sources your school is using to support the instructional goal below.

Title I, Title III, and Tax Levy funds will be used to support professional development opportunities for teachers, specifically as it related to Common Core curriculum and standards as well as best practices in scaffolding units to meet the needs of a wide range of students. Funds will be needed for providing a math coach for each department starting in the summer. Also the Internationals Network for Public Schools will be contracted to design and implement a workshop on assessment of CCLS tasks and projects, especially with regard to the needs of English Language Learners.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period. • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate. • Bridges Program for students with no or low literacy in their native language. • Tutoring program in conjunction with the SIFE grant. • Reading Plus and structured reading practice for struggling readers. 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school.
Mathematics	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period • After-school tutoring with teachers. • Language paraprofessional support for whom it is appropriate. • Numeracy classes for SIFE students and students testing below a 4th grade math level 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school.
Science	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate. • Bridges Program for students with no or low literacy in their native language. 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school.
Social Studies	<ul style="list-style-type: none"> • 3rd period targeted remediation covering the mandated tutoring period 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes 	<ul style="list-style-type: none"> • During the School day

	<ul style="list-style-type: none"> • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate. • Bridges Program for students with no or low literacy in their native language. 	<ul style="list-style-type: none"> • One-to-one 	<ul style="list-style-type: none"> • Longer periods (60 min/day = 300 min/week) • After school.
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p><u>Guidance counselors:</u></p> <ul style="list-style-type: none"> • 1 period per week of comprehensive advisory program • Pull-out 1-on-1 and small group counseling as needed • Referrals to external organizations. <p><u>School Psychologist:</u></p> <ul style="list-style-type: none"> • Assistance with writing of IEPs and evaluating appropriateness of referrals. • Communicate with special education teachers to monitor the progress of our students on a monthly basis <p><u>At-Risk Health Services:</u></p> <ul style="list-style-type: none"> • Health insurance enrollment fair • Immunization services provided by mobile health van in partnership with Morris Heights Health Clinic • Vision and hearing screenings provided by partnership with Morris Heights Health Clinic • Primary health care provided by mobile health van in partnership with Morris Heights Health Clinic 	<ul style="list-style-type: none"> • During the School day • After school. 	<ul style="list-style-type: none"> • During the School day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<ul style="list-style-type: none"> • Administrative and teaching staff members attend hiring fairs to identify and recruit highly-qualified teachers. • Our school works with the Bard MAT, INPS i-START and Peace Corp Fellows student teacher programs to: (1) train talented new teachers within our specific INPS instructional model and (2) recruit previous graduates to work at our schools. • If needed, the payroll secretary will work closely with principal, budget assistant and CFN-106 HR point person to ensure that non- HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support new &/or struggling teachers. Currently our mentors come from the NYC Math Project at Lehman College, Bard College and the UFT PIP Program. • We also advertise for positions through New York Performance Assessment Consortium.

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).
<p>Teachers, Assistant Principal, Principal and staff participate in an ongoing professional development provided by:</p> <ul style="list-style-type: none"> • Internationals Network for Public School • CFN 106 • Office of English Language Learners • Aida Wailqui • Q-Tel • New York City Writing Project • Reading Plus • ALEKS • Rosetta Stone • Bard MAT Program • Teacher's College • Sauti Yetu • Changing the Odds • Bronx Teen Connects <p>During the professional development sessions, teachers and staff explore how to enable the students in particular the English Language learners to meet Common Core Standards.</p>

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title Funds, Title III, Title III Immigrant, and DYO Funds and human resources to implement

this action plan from Sept. 2012-June 2013 as indicated below:

- Supervisor per session to supervise after-school program and provide data analysis on student progress
- Principal per session to supervise Saturday Family Programs
- Teacher per session for academic support for struggling students during after school and for Saturday Family programs
- Teacher assignment to in-school academic support center for most struggling students
- Professional development in and out of school
- Differentiated books in all content area classes to increase student access to content

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.

Our Teacher Leadership Committee meets every Friday from 7:55 am to 8:55 am. The Leadership Committee has a teacher representative from each team, academic department, committee, guidance, UFT representative and administration meet to consider major instructional concerns. Through lengthy conversations that continue in separate team and department meetings, feedback around multiple assessment measures and professional development are collected. Then the Teacher Leadership Committee develops and implements the plans that have been informed with feedback from as many teachers as possible. We also have our MOSL committee that was activated at the beginning of the year who assisted with this until our Teacher Leadership Committee was finalized and began meeting in November. Furthermore, our UFT Consultation Committee that also gets to express feedback on any concerns. Some of our major assessment breakthroughs include the administration & use of mock regents exams, ALEKS, Rosetta Stone, & Reading Plus in addition to keeping track of student progress on the Regents exams. The information from the analysis informs third period intervention placement, after school & Saturday tutorials, and special team &/or department wide initiatives.

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).



INTERNATIONAL COMMUNITY HIGH SCHOOL

UNITED THROUGH LANGUAGE & LEARNING

345 BROOK AVENUE RM 126 ♦ BRONX, NEW YORK 10454

OFFICE 718.665.4128 ♦ FAX 718.665.4547

Parent Involvement Policy (PIP)

What is the mission of International Community High School?

Our mission is to guide new learners of English through development of the linguistic, intellectual, cultural and collaborative skills necessary for academic, professional, and personal success.

International Community High School and the parents of the students participating in activities, services, and programs funded by Title I agree that this policy outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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. 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:

- 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;
- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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:

International Community High School uses its own teacher-generated curriculum. This curriculum has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The social studies, science and English curriculum are organized two ways. First, there are teaching teams in which these three disciplines are organized. Math is organized in a sequence: Basic Numeracy/Pre-Algebra (if needed), Integrated Algebra, Geometry, Algebra II/Trigonometry and Pre-calculus/Calculus through College Now. Students who enter ICHS as freshmen must pass eight semesters in order to graduate. It often takes students longer than four years to graduate from ICHS. Whenever a student does not pass a class solely on the basis of a low level of English, he/she will receive an incomplete (X) grade. This X does not award the student credits, but also does not negatively affect a student's grade point average.

The second way that the curriculum at ICHS is organized is by level. Our school is organized into two levels. Students move up from one level to another after acquiring the necessary skills, knowledge and English to move on. Not only do students need to pass their courses in order to be promoted, but they also need to pass a written portfolio and presentation. Level One, called the Junior Institute, includes both the ninth and tenth grades. Students need to have at least two years of high school credits, pass their cluster portfolio and demonstrate that their English is proficient enough to start Level Two work in order to move up to Level Two. Level Two, called the Senior Institute, includes eleventh and twelfth grades. Students need at least four years of high school credits and to pass their graduation portfolio in order to leave Level Two and graduate. In addition, all ICHS students are required to pass five Regents exams (English, Living Environment, Integrated Algebra, American History and Global History & Geography).

The instruction at ICHS is student-centered. While teachers do give notes and tests, much of the learning comes from the students themselves. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

Classes at ICHS are small. They have between 18 and 26 students. Most classes are over 60 minutes to allow students to maximize what they can experience in a given class. Teams comprised of five teachers instruct the same 70-80 students each day. This allows teachers to get to know their students and to work together to best teach and support them.

Students often work in groups. These groups are designed to help them to learn English better, a particular topic or skill and/or to get to know and work with others. ICHS offers several arts opportunities for students. In addition to the four core subjects, each team has an arts-related class, which could be visual arts or theater. These classes meet weekly. ICHS also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their

peers. Teachers facilitate discussions to help students to understand each other's opinions and discourage intolerance. In most classes, students write journals in which they are asked to explore their own value systems. In all classes students learn how to get along in groups and often make friends across cultures, races and religions.

Students at International Community High School graduate by portfolio and also by passing the required Regents exams. During their senior year, students put together a collection of their best work. This includes a personal statement for college applications, resume, research paper, a literary essay, a science experiment, a math project, and some students also choose to include a creative piece, a native language project and a work experience/internship piece. After writing reflections on their high school experience as well as on each piece in their portfolio, students hand in their portfolios to be evaluated. If a student passes the written portfolio piece within their class, he/she must defend his/her work at a presentation.

Support home-school relationships and improve communication by:

Families will receive progress reports for five marking periods each year. The second, third, and fifth progress report will be mailed out; however, the first and fourth progress reports must be picked up in person during the Parent-Teacher conferences held in October and March. Also at the beginning of February and end of June, families will receive the portfolio presentation grade on the portfolio rubric. The rubric is translated into all of the native languages that have a written form, represented in our school.

Provide parents reasonable access to staff by:

The partnership between parents and school staff is vital to ICHS's success. Communication is the key to this partnership. Because ICHS parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach ICHS parents. Parents can call the school at (718) 665-4128 from 8:30 am to 4:30 pm. Teachers at ICHS speak many languages and it is often fairly easy to get an interpreter. However, if someone who speaks English well is available at the parent's home, it is advised that this person be nearby when a parent-who doesn't speak English-calls the school. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call.

At the start of a child's education at ICHS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the Family & Teacher association.

Parents are informed of monthly events via the parent calendar, which is sent home through students once every semester. Through this calendar, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators. Also during the year, parents are invited to events. The International Winter Festival and the Spring Talent Show are two examples. Parents are also repeatedly encouraged to participate in the parent association.

ICHS would like to expand and improve its relationship with parents. There are several objectives that would help ICHS to reach this goal. ICHS is hoping that parents will use the school to access to information through ARIS. ICHS would like to reach more parents through well-planned and productive meetings; therefore, we have decided to have monthly Family Teacher Gatherings where students can spend time with their teachers working on activities while parents and other family members attend workshops in several languages and participate in a luncheon. They would enable parents to become more informed-and to contribute to a discussion about policies, levels, grades and other issues.

Provide general support to parents by:

At ICHS we create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians. Families are invited to volunteer, participate, and observe their child's class as long as an

appointment is made with your child's teaching team. We also very much encourage families to see their child performance at two portfolio presentations per year.

II. Parent/Guardian Responsibilities:

We, as parents/guardians, will support our children's learning in the following ways:

- Making sure that homework is completed.
- Making sure my child is appropriately dressed according to the dress code
- Making sure my child practices reading, writing, and speaking in English and native language(s). We will especially make sure that our child develops more academic vocabulary in the native language(s)
- Monitoring amount of television my child watches
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, the School Leadership Team or other school advisory or policy groups.

III. Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Keep track of my learning outcomes using the JumpRope system
- 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
- Approach other languages and ethnic groups with openness and tolerance
- Always try my best to learn content, language and skills in each class.

**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 07	Borough Bronx	School Number 334
School Name International Community 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 Berena Cabarcas	Assistant Principal Eva Sievert-Schiller
Coach Aika Swai	Coach Renee Ehle
ESL Teacher Hugo Lanchipa	Guidance Counselor Maria Park, Sarah Joseph
Teacher/Subject Area Aristides Uy / Math	Parent Ana Mateo
Teacher/Subject Area Ernesto Tabajonda / Math	Parent Coordinator Ousseynou Ndiaye
Related Service Provider type here	Other Ida Lopez
Network Leader(Only if working with the LAP team) type here	Other Yadira Echevarria

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	444	Total number of ELLs	418	ELLs as share of total student population (%)	94.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										99	125	109	85	418
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	99	125	109	85	418

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	418	Newcomers (ELLs receiving service 0-3 years)	326	ELL Students with Disabilities	13
SIFE	80	ELLs receiving service 4-6 years	90	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	326	50	5	90	30	7	2		0	418
Total	326	50	5	90	30	7	2	0	0	418

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										82	93	81	56	312
Chinese														0
Russian														0
Bengali											11	5	3	19
Urdu														0
Arabic										7	4	2	4	17
Haitian													3	3
French										7	9	11	10	37
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	8	10	9	30
TOTAL	0	0	0	0	0	0	0	0	0	99	125	109	85	418

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	99		32	
Integrated Algebra	108		60	
Geometry	13		13	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	113		64	
Physics	1		1	
Global History and Geography	95		45	
US History and Government	84		36	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 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.

Currently the school is using writing samples and ALLD assessments to evaluate the early literacy skills of ninth and tenth graders in their native language. This is the third year that this method of assessment is being used and it is continually being evaluated and improved on an ongoing basis. The data collected from this enrollment process is used to determine which (if any) literacy intervention the students should be receiving, and to monitor their progress throughout the school year (and thus the effectiveness of the literacy programs).

(It is expected that other methods for measuring literacy will develop or become apparent through ICHS's participation in the Secondary Literacy Pilot and Bridges research with professors from Queens Collage).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? NYSESLAT scores reveals that across the school students tend to be stronger in listening and speaking in grades 9 and 10, with reading and writing scores increasing in grades 11 and 12. Results indicate that students make steady progress in all areas from 9th - 10th grade. The Lab-r scores demonstrate that the English knowledge of the newcomers this year tends to be very similar since only 5% scored at the beginner level, 80 % scored at the intermediate level and 15% scored at the advanced level.
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 [AMAQ tool](#))

No data available to answer this question

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a) No data available to answer this question

b) The ELL periodic assessments are used by teachers to determine the types of academic interventions that may be appropriate for students. Math periodic assessments (DYO) are used by teachers as diagnostic tool, helping to place students in any of the math courses (numeracy, algebra, algebra 2 and geometry). The English DYO periodic assessment primarily focuses on writing skills and allows teachers to see growth in writing over time. School leadership is able to examine student progress over the course of the year and evaluate the effectiveness of courses and chosen interventions.

c) The Math DYO Period Assessments administered show a high number of ELLs in our school with low or pre-numeracy skills, which helped to guide the math department and school leadership towards offering multiple math courses open to students of all grade levels. The English DYO Periodic Assessments reflect high levels of growth in writing between 9th and 12th grade, but also indicate that ELLs still struggle with literacy. This will be supported through the continued infusion of literacy in all content classes: NL is seen as an asset, and the heterogeneous model allows students to access content in either their NL (through instructional and peer supports) or in English, while developing content knowledge and language skills. Native language supports are promoted in every single classroom. We have a firm belief that the use of the native language to access English language and concepts accelerate mastery of social and academic English.

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](#).)
- NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

At ICHS, students generally enter the school with a basic English language knowledge and as they develop their academic language and skills, they are capable of developing a deeper and more sophisticated understanding of concepts. Teachers take on consideration this progress by differentiating instruction in order to challenge and engage students at all levels.

Students at ICHS are grouped in mixed graded classes (9th and 10th and 11th and 12th) that reflect diversity in level of language and skill level. The 2 year content sequences allow students to access content as their language develops. Additionally in each class students worked in heterogeneous groups that are basically created using criteria like the student English development, content knowledge and student grade.

The student distribution among intervention programs also take on consideration the student English development. On that programs students are grouped homogeneously based on their specific needs and English levels.

7. For dual language programs, answer the following:

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

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and portfolio grades. These results are consistently reviewed at a team, department and school wide levels to better determine the effectiveness of school programming. ICHS continues to track data about graduates, to determine whether student choices post-graduation reflect ICHS's core values and philosophies, and to identify whether or not students have reached skill levels proficient enough to allow them to comfortably pursue meaningful post-graduation activities.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The intake process is lead by Hugo Lanchipa our ESL Coordinator. The school staff who are present while parents fill out the registration forms are ESL Coordinator Mr. H. Lanchipa, who is bilingual in English and Spanish, ESL certified teacher Mr. S. Rahman, who is bilingual in English and Bengali, school counselor Ms. M. Park, who is bilingual in English and Spanish and parent coordinator Mr. O Ndiaye, who is multilingual in English, French and Wolof. If a parent and/or student speak a language other than English, French, Wolof, Bengali or Spanish, the ESL teacher conducting the interview will use over the phone translation to communicate with the parent and or student.

When a family arrives, they are welcomed by our parent coordinator and guided to meet any of the staff in charge of conducting the registration process. Each family is assigned to one staff member, who is responsible for conducting the whole registration process, under the supervision of the ESL Coordinator.

Among the registration forms is the Home Language Identification Survey (HLIS), which is conducted or supervised by the ESL Coordinator. Once the parent has completed the HLIS, the ESL Coordinator make an informal oral interview with the student and parents to ensure that the HLIS has been completed properly, to verify that the students is an ELL and also to determine each

student's OTELE Alpha code. Any student, whose OTELE Alpha Code is anything other than English and has recently arrived to NY State, is registered to take the Language Assessment Battery-Revised (LAB-R) test. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) and placed in an ESL class. This test is conducted within the first 10 days of the student school entrance by the ESL Coordinator.

For students whose OTELE Alpha Code is Spanish and scores at or below the cut score on the LAB-R, we conducted the Academic Language and Literacy Diagnostic (ALLD) which measures the student Spanish literacy in order to determine if the student is a candidate for the Bridges program. This test is conducted within the first two weeks of school by the ESL Coordinator. We have found this tool to be more useful than the Spanish Lab-R that we no longer administer.

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.
During registration, the ESL Coordinator explains to the parents, in their native language, about the power they have to choose the English teaching program for their children. He also explains the main characteristics of the three different programs: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Then, parents of the new students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. Where possible, parents and students are also encouraged to visit a classroom or meet with current students to provide a better understanding of our school program. During this time the ESL Coordinator is available to answer any questions regarding the different programs.

After watching the video parents are asked to fill out the Program Selection Form. Those who do not select the freestanding ESL model are explained that the school doesn't currently offer this program but if there are a minimum of 20 parents, within a grade level, who request a different program, the school will open a class offering that type of program. If a parent still wants to put the student in a different program, the ESL coordinator referred them back to the enrollment office to assist them in locating a school with Transitional Bilingual Education or Dual Language programs. Program Selection forms are collected and photocopied, the originals are filed in the students' cumulative folder and the copies are filed in the ESL office by the ESL Coordinator.

If by any chance the placement form hasn't been filled, the ESL Coordinator contacts the parents and encourages them to visit the school at any school day to fill the form. Also the school schedules a parent orientation on the Program selection choices during the first two monthly Parent Teacher Association meetings. At this meetings the ESL Coordinator inform the parents of the program choices and ask them to make their selection on the Program Selection Form, however, if they do not make it to the Parent Orientation, the forms are mailed to the parents by the ESL Coordinator. Translators are available on site to assist parents with these conversations and whenever is possible, the parents receive all documents translated to their native language. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents know about it and filled the parent selection form.

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 [\[see tool kit\]](#).)
Within the first two months of school Entitlement letters are mailed home by our Assistant Principal. Those letters inform parents of their child's status and eligibility as an English Language Learner. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the LAB-R will be given a Non- Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Copies of all these letters are kept in each student's cumulative file and also in the ESL Office.

At enrollment, after an explanation about the program choices, all parents are asked to fill out the Parents Survey and Program Selection Form. Those who do not select the freestanding ESL model are explained that the school doesn't currently offer this program but if there are a minimum of 20 parents, within a grade level, who request a different program, the school will open a class offering that type of program. If a parent still wants to put the student in a different program, the ESL coordinator referred

them back to the enrollment office to assist them in locating a school with Transitional Bilingual Education or Dual Language programs. Program Selection forms are collected and photocopied, the originals are filed in the students' cumulative folder and the copies are filed in the ESL office by the ESL Coordinator.

If by any chance the placement form hasn't been filled, the ESL Coordinator contacts the parents and encourages them to visit the school at any school day to fill the form. Also the school schedules a parent orientation on the Program selection choices during the first two monthly Parent Teacher Association meetings. At this meetings the ESL Coordinator inform the parents of the program choices and ask them to make their selection on the Program Selection Form, however, if they do not make it to the Parent Orientation, the forms are mailed to the parents by the ESL Coordinator. Translators are available on site to assist parents with these conversations and whenever is possible, the parents receive all documents translated to their native language. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents know about it and filled the parent selection form.

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.

As ICHS only offers a freestanding ESL program, within the first two months of school, placement letters are mailed home by our Assistant Principal. Those letters inform parents that their child's have been placed in an ESL instructional program. During registration and through the rest of the year, extensive counseling and guidance is given to parents in their native language about the nature of our ESL programing, ensuring that parents and families understand that we don't have a Bilingual program in the school. Along with the placement letters, continued entitlement letters are mailed home. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Copies of all letters are kept in each student's cummulative file and also in the ESL Office.

During the first 20 days of students enrollment, the ESL coordinator update the ELPC screen on ATS.

At the end of their first year, the ESL coordinator follows up with the families who originally selected another program, to update the Parent Selection Form. If needed, meetings are held with families who indicated they would still like to enroll their child in another program. They are then referred to other schools that reflect their desired learning program. Currently any family that requests a Bilingual placement is placed on a list that remains with the ESL Coordinator. The school had never had 20 students in one grade requesting this service.

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.

During spring, based on the ATS eligibility report to take the NYSESLAT (RLER), NYSESLAT Combined Modality Report (RNMR)and the Current ELL Report (RELC), we identify the students who have not yet tested proficient on the previews NYSESLAT or LAB-r and who should be administered the present NYSESLAT exam. The test taking is supervised by our ESL Coordinator and the Assistant Principal. Due to the fact that more than 90% of ICHS students are considered ELL, the exam is administered through the whole school by all classroom teachers, who also rotate through the responsibility of administering the speaking portion of the test. Prior to the NYSESLAT being administered, training on all four components of the NYSESLAT is provided to the teachers to ensure reliability and accuracy. Two days before the test, the ESL Coordinator with the Assistant Principal prepares all the test packets containing the student booklets, answer sheets, teacher booklets and pencils. Also they make the students list for all the classes and announce the special schedule for the day of the test to the whole school. On the day of the test the ESL Coordinator dedicates entirely to coordinate the administration of the test. Each teacher receives their test packet with the classroom list and proceeds to start the test at the beginning of the day. The ESL Coordinator visits all classrooms to ensure that all parts of the test are completed and receive the packets from each teacher at the end of the test. Once the results of the examination are available, they are shared and discussed with team teachers to analyze the results.

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.  ICHS offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their

program choices as described above. After reviewing the Parent Survey and the Program Selection forms, the trend by parents is to choose the ESL program. In the present year, only 2 out of 58 families of the new students had chosen the Bilingual program as their first choice. None of them chose the Dual Program and no families of the current students chose to move to another program. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents filled the parent selection form.

Program models offered at ICHS reflect the needs of students and parent requests where possible. Every effort is made to include parental and familial participation in the educational program through dialogues and information collected at SLT meetings, parent and Family Workshops and Parent-Teacher conferences

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) The organizational model is departmentalized, all language development is through the content areas. The organizational model of the school is a Junior Institute, comprised of the 9th and 10th grade students and a Senior Institute, comprised of 11th and 12th grades. Classes are grouped heterogeneously within each Institute, with 9th and 10th grade students in classes together and 11th and 12th grade students in class together. The purpose of this program allows second year students to assist incoming students with language and content development. In the Senior Institute, students are working towards completing their Regents graduation requirements and their Graduation Portfolio. The 2 year content sequences in each Institute allow students to access content as their language develops. Students who need additional support receive Pull-Out on a daily or weekly basis. Bilingual Paraprofessionals are assigned to half of the classes and travel with students as a means of assisting their language development.
 - b) The program model is Heterogeneous Block. Students are grouped in mixed grade classes (9th and 10th grade or 11th and 12th grade) that reflect diversity in level of language and skill level to provide an inherent structure of support. Students travel together to core content classes but have the flexibility to join homogeneously grouped (by skill level) academic intervention classes, and are also grouped heterogeneously for gym electives (according to student choice).
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)?

ESL instruction is embedded within our content area classes. Each teaching team is composed by an English, math, science and social studies teacher. Each team is assigned a minimum of 1 certified ESL teacher. Additionally, the students receive further ESL assistance in their intervention classes, visual arts classes (taught by an ESL certified teacher), and drama classes.

Students daily schedule consist of six teaching periods of 60 minutes each. Four periods are committed to the main content classes (English, math, science and social studies). One period is dedicated to an academic intervention class and the remaining period is dedicated to gym electives, visual arts, drama and advisory classes.

In other words, through our content-based ESL instruction, each English, social studies, science, and math class meet five times a week for 60 minutes each. That makes 300 minutes per week but only 180 minutes are required for credit in the content area. The remaining 120 minutes supports ESL instruction which makes a total of 480 minutes per week of ESL instruction coming from the content classes. Students are grouped in academic intervention classes according to skill needs, with these classes occurring daily for 60 minutes each, which totals 300 minutes per week.

a) All students are programmed to have the mandated number of minutes of ESL, actually at ICHS we surpass the required minutes in each category. All ELLs classified as Beginners are required to receive a minimum of 540 minutes of ESL per week. Through our model Beginners receive 240 minutes of ESL through the Humanities classes, 240 minutes through Math/Science classes and 300 minutes through daily academic intervention periods. Those classified as Intermediates require a minimum of 360 minutes of ESL per week. Through our model Intermediates receive 240 minutes of ESL through the Humanities, 240 minutes through Math/Science and 300 minutes through daily academic intervention periods. Those classified as Advanced receive 180 minutes of ESL per week through the content areas and are able to engage in higher level instructional classes through academic intervention periods and extended learning opportunities such as credit-bearing College Now classes.

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.

At ICHS all classes implement the ESL instructional model. In order to do that, ICHS employs the Internationals Network for Public Schools' model in its approach to educating ELLs: The Internationals' pedagogical approach to educating English language learners is based on a Sheltered English Instruction model and has five major tenets:

- Heterogeneity and collaboration: content area classes are heterogeneous and have collaborative structures, such as group inquiry projects that build on the strengths of each member of the school community to optimize learning.
- Experiential learning: students engage in meaningful investigative processes with real-life applications, including internships and service learning.
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program. Academic language and content is infused through every content area, including literacy supports being present in all classrooms.
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects. Pedagogues also work collaboratively with one another to maximize student achievement.

Using these reference points content is delivered in a way that meets the needs of all ELLs. This model allows for ELLs to have multiple access points to content materials, including through project-based inquiry learning. All content instruction is in English with Native Language supports available in all classrooms, age and level appropriate. All classes have dictionaries in many languages, all teachers allows the use of electronic translators and allows the use of native language in class using other students as translators. The INPS philosophies creates a learning environment where NL is seen as an asset, and the heterogeneous model allows students to access content in either their NL (through instructional and peer supports) or in English, while developing content knowledge and language skills. ESL teachers support the content area teachers in developing their materials by sharing with them ESL strategies and forms.

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

New students are thoroughly screened during enrollment and in the first two weeks of school using reading and writing assessments in their native language. Based on the assessments rubrics, the student's literacy levels are determined. Additionally, the Spanish version of the Academic Language and Literacy Diagnostic (ALLD) is administered to all the new students with a home language of Spanish, to determine reading and writing literacy grade level.

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

Teachers at ICHS create all units providing multiple opportunities for developing and demonstrating academic language skills in listening, speaking, reading and writing with focus on specific language skills that are challenging and differentiated for all students and reinforce content knowledge. This year we reinforce our teaching and evaluation of the student reading skills (specially the comprehension piece) with the use of Reading Plus, an online instructional software that is planned to be used by every student during classroom time and as a home supplement instruction.

6. How do you differentiate instruction for ELL subgroups?

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

A) Teachers differentiate for SIFE in accordance with an individual student's needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills, being the SIFE ELLs generally categorized in the lowest level. The materials teachers create for class instruction (Activity guides) are also differentiated in those three levels according to the expected performance of these students. For the math area we have a numeracy pull out program for those students demonstrating the biggest gap in numeracy skills and knowledge. The numeracy program is aligned with the math schedule to allow students to obtain targeted intervention during their regularly scheduled math period. Once SIFE students matriculate to 10th grade, the pressure to perform at an academic level that will allow students to meet all graduation requirements increases. For this reason we offer Wilsons as a literacy intervention for SIFE and LTELLs who have gained oral English skills but

struggle to progress with their literacy and thus are unable to pass courses and progress. Wilson's classes run at four different levels, one hour a day for each level.

New students during enrollment and in the first two weeks of school are thoroughly screened using reading and writing assessments in addition to the Oral Interview Questionnaire and ALLD (where appropriate) to determine SIFE with the highest academic needs. Those students were registered in our intensive literacy and numeracy program for 9th graders (Bridges Program) which will more fully prepare these students to access materials covered in later grades and close the gap between these students and their peers, allowing them a greater chance of academic success and reducing the risk of dropping out. Students will work in a smaller class size (fifteen to twenty students versus approximately thirty in 'regular' classes), allowing for teachers to give more individualized attention. Historically these students have required additional time in school, either five or six years versus four. Due to the overwhelmingly large gap between SIFE and other students in their heterogeneously grouped classes, even with additional time several students still struggle and often make very slow or little progress at all. It is expected that Bridges will provide these students with the foundational literacy and numeracy skills needed to perform competitively with their peers in the years following the completion of their Bridges year.

In general SIFE students are supported through several initiatives and programs in the school:

- i. Level appropriate native language materials in content classes.
- ii. Small group numeracy instruction
- iii. Small group literacy instruction
- iv. After school instruction
- v. Summer school enrichment
- vi. Daily content-specific interventions
- vii. Bridges Program

In addition to this, teachers receive on-going professional development (provided at school and network levels and also external programs) in order to better understand and meet the needs of our students with no or low literacy in their native language.

B) Upon entering ICHS, all students will have been in the USA for less than 4 years. The majority of our newcomers are in 9th and 10th grade. Teachers differentiate for newcomer ELLs in accordance with an individual student's needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills. The materials teachers create for class instruction (Activity guides) are also differentiated according to the expected performance of these students. Teachers also have glossaries and bilingual dictionaries in the classrooms for ESL students. Teachers also have leveled independent reading books for students to use.

In order to fast-track their English and content knowledge and have them make the gains necessary for graduation and successful completion of Regents examinations students are placed in daily intervention classes that speak to subject areas that they struggle with the most. The following third period interventions and supports are available (daily, 240 minutes per week):

- i. Level 1 literacy
- ii. Level 2 literacy
- iii. Level 3 literacy
- iv. ESL: Oral skills development
- v. Global Studies
- vi. Numeracy
- vii. Algebra
- viii. Pre-Calculus
- ix. Living Environment
- ix. Advanced Art
- x. Life Skills
- xi. SETTS (mandated students)

Access to after school and summer school programs are also made available to these students. The focus for students who have been in the USA less than 3 years is English Language acquisition and literacy, though the above courses are available to all students in order to accommodate the varied skill sets and needs of students. All ELLs also receive an advisory curriculum which is tailored at various grade levels to meet the social-emotional needs of students adjusting to a new language and culture.

C). At ICHS there is a reduced population of ELLs receiving service 4 to 6 years (approximately 15%) due to the fact that we primarily serve students who are arriving in 9th grade directly from their home countries. The majority of those students are placed in 11th and 12th grade, and at this level college and career readiness are also included in their curriculum in the form of College Summit and Internship programs. At these level teachers create tasks for students that are at different levels and give them the option to choose the level at which they could perform. Another form of differentiation within the class instruction is the phase at which the students could work and achieve. Teachers also use diverse grouping strategies to differentiate instruction for these subgroup of students.

D) There is a small percentage of Long-Term ELLs at ICHs (22 students) due to the fact that we primarily serve students who are arriving in 9th grade directly from their home countries. Eighteen of them are 12th graders that need to complete some credits, present their graduation portfolio or pass some regents in order to graduate. The rest are students with IEPs and they have their own type of differentiated instruction based on their tests. The 12th grade students have the flexibility of partial schedules to meet credit or graduation requirements. Teachers depending on the specific needs of those students prepare differentiated tasks and class instruction materials. Also those students are continually followed up from our guidance counselor in order to supervise their class performance and achievements.

E) At the present moment ICHS has no former ELLs (in years 1 and 2 after testing Proficient). In case there exist a student who tested proficient on the initial years, the guidance counselor will review the student transcripts and after an interview with the students will prepare a personalized schedule according to the student skills and content knowledge.

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?

If the IEP of an ELL-SWDs doesn't entitle the student the support of a paraprofessional, they are always placed in classes where at least one paraprofessional could work with them. Currently, all of our students with IEP's participate in general ed classes in English, math, science and social studies. On these classes, teachers differentiate for ELLs in accordance with an individual student's needs, leveling the students in three different levels according to their content knowledge and skills. Teachers work along with the paraprofessionals to make sure the student receive the appropriate differentiated material. As an intervention class they are registered in a SETTS support class where they receive differentiated support according to their IEPs instructions. Every week there is a Special Ed meeting with the participation of the principal, assistant principal, guidance counselors, and Special Ed teachers (English and Math). In these meeting they discuss the status of the different programs available for ELL-SWDs in order to ensure that they receive all services mandated on their IEPs. All those classes incorporate ESL instruction therefore for ELL-SWDs whose IEP mandates ESL instruction is ensured.

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?

Currently, all of our students with IEP's participate in general ed classes in English, science, social studies, math and electives with a third period SETTS support class. All classes follow the instructional approach outlined in section 6

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.

ICHS offers the following targeted intervention programs for all students including ELLs. The programs run daily for 60 min each:

- i. Level 1 English literacy (Target ELL Beginner level - Newcomers)
- ii. Level 2 English literacy (Target ELL Intermediate Level -Newcomers)
- iii. Level 3 English literacy (Target ELL Advanced level + Long term ELLs)
- iv. ESL: Oral skills development through theater arts (Target Beginner and Intermediate level)
- v. Global Studies (Regents Prep Class)(Target Intermediate and Advanced Level ELLs+ Long term ELLs)
- vi. Numeracy (Enhance Pre-Algebra skills) (Target Beginner and Intermediate level - Newcomer)
- vii. Algebra (Math regents prep) (Target Intermediate and Advanced level + Long term ELLs)
- viii. Living Environment (Labs and Regents Prep) (Target Intermediate and Advanced level + Long term ELLs)
- ix. Advanced Art (Target Advanced level - ELLs receiving 4 to 6 years)
- x. Pre-Calculus (Advanced Math)(Target Advanced level – ELLs receiving 3 to 6 years)
- xi. SETTS (IEP mandated instruction) (Target ELL-SWDs)
- xii. SIFE Bridges (Target SIFE, ELL Beginner)
- xiii. Life Skills (Enhance behavioral and living skills)(Target SIFE, ELL begginer and intermediate -Newcomer)

All interventions are offered in English with native language supports. Interventions also include small group instruction to address social-emotional issues (such as aggression and retention issues) and in-class supports as designed by the students' teaching teams such as additional native language materials.

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

As ICHS has grown and developed as a school we have noticed that our newly enrolled students share a similar pattern. Around 80% of our newcomer populations are entering with an academic gap of at least one grade level and at least 40% have an academic gap of 4 or more grade levels. Due to this fact, historically our students have required additional time in school, either five or six years versus four. While we have seen significant gains in achievement amongst our student population we need to provide intensive literacy and numeracy instruction in the 9th/10th grade in order to give students with the biggest academic gaps the biggest chance of academic success while reducing the risk of dropping out.

Our current program is effective in that our six year graduation rate is currently 68.7% which is much higher than the projected graduation rate for New York City ELL students. We created a successful academic environment where students feel motivated to keep studying even if it requires more time to graduate.

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

Through ongoing professional development we will continue to refine the programs that are currently in place. Each department and team will track student data and instructional practices in order to evaluate the effectiveness of programs offered. In conjunction with the students use of instructional internet based programs, we will be examining the ability of students in the school to access increasingly complex texts across the school, enhance their english language and increase their math content knowledge, through department lenses. It is the goal of this inquiry work to better understand how to prepare students for the demands of college level curriculum.

Now that our SIFE Bridge program is in the consolidation phase, through extensive data analysis we will look to further improving the Bridges Program, extend the bridges into the summer program and have our Bridges teachers coach the rest of the 9th & 10th grade staff on specific intervention techniques in the regular classroom research.

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

None of our ESL programs will be discontinued.

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

The model of our school enables all ELLs equal access to programming either for the intervention programs, the electives and afterschool activities. All students participate in a survey where they are asked for their two main options for intervention programs and electives. The students are programmed based on student input and where the team teachers believe it's convenient for the student, but changes could be made in case the student wants to participate in another intervention period.

At the beginning of the year students are placed in specific gym electives according to student choice. On October, the assistant principal announces the afterschool programs list and posts it in different parts of the school. All students have the choice to attend any of these programs. They are only requested to speak to the teacher who will run the program and request a permission slip to participate in it.

The Intervention programs are:

- i. Level 1 English literacy (Target ELL Beginner level - Newcomers)
- ii. Level 2 English literacy (Target ELL Intermediate Level -Newcomers)
- iii. Level 3 English literacy (Target ELL Advanced level + Long term ELLs)
- iv. ESL: Oral skills development through theater arts (Target Beginner and Intermediate level)
- v. Global Studies (Regents Prep Class)(Target Intermediate and Advanced Level ELLs+ Long term ELLs)
- vi. Pre-Algebra (Enhance Pre-Algebra skills) (Target Beginner and Intermediate level - Newcomer)
- vii. Algebra (Math regents prep) (Target Intermediate and Advanced level + Long term ELLs)
- viii. Living Environment (Labs and Regents Prep) (Target Intermediate and Advanced level + Long term ELLs)
- ix. Advanced Art (Target Advanced level - ELLs receiving 4 to 6 years)
- x. Pre-Calculus (Advanced Math)(Target Advanced level – ELLs receiving 3 to 6 years)
- xi. SETTS (IEP mandated instruction) (Target ELL-SWDs)
- xii. Life Skills (Enhance behavioral and living skills)(Target SIFE, ELL begginer and intermediate -Newcomer)

The Gym electives are:

- Capoeira
- Tae Kwon Do
- Ballroom Dance
- Hip Hop
- Gym
- Yoga

The Title III program and the SIFE grant provide funds for the Afterschool programs programs that provide English Language Learners with supplemental instruction beyond our Extended School Initiatives. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers will be paid per session rate. In addition to providing an extended day to maximize the amount of in-school ESL and content instruction, ICHS also offers rigorous after school instruction across all major content areas. All afterschool activities are publicized during the school so students could participate in any of them:

- Intensive Math (four times a week, for two hour session): The primary focus for instruction in this class is preparing students for the Algebra Regents Examination. Students use reading strategies and practical math application strategies to build their skills and are offered the additional support of a bilingual teacher who is able to help them transfer skills from their native language to English. The program prepares all grades
- Intensive Math (Saturdays once a month for a 4 hours session): The primary focus for instruction in this class is preparing students for the Algebra Regents Examination. The program is intended for 11th and 12th grade students.
- Intensive American History (once a week for 2 hours session): The program will focus on the necessary content and skills required for ELLs to be successful in the American History Regents Examination. The program is intended for 11th and 12th grade students.
- Intensive Global History (once a week for 2 hours session): The program will focus on the necessary content and skills required for ELLs to be successful in the Global History Regents Examination. The program prepares all grades.
- Intensive Literacy Development (twice a week for 2 hours session): The program is aimed at 9th and 10th graders who are

struggling to develop solid literacy skills in English

- Intensive Living Environment (10th, 11th and 12th grades): The program will provide content and test-taking strategies for the Living Environment Regents through Mock regents practice, Mandatory Lab Make-Ups and reviews, and strategies such as annotating text for understanding, accessing text complexity and linking the content through real-worlds applications in order for students to make connections for better comprehension and meaning.
- Literacy through the Arts (once a week for 2 hours session): In order to appeal to multiple intelligences and learning styles, we offer an opportunity for students in all grade levels to refine their literacy skills through a variety of artistic applications in the Literacy through Art program. Through this program students develop oral and written communication skills while completing artistic projects that are designed to align and support content classes, enhancing and deepening understanding of these content areas.

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

All students have equal access to bilingual texts, level-appropriate high interest texts, active boards and computers in all classes, manipulatives and in some classes, additional bilingual adults as resources. Technology (active boards and computers) are used to improve technology literacy, convey complex concepts through visuals and interactive activities and appeal to multiple learning modalities. All ELA classes have books from different reading levels and also have books in different languages to promote the reading skills of the ELLs. Math, science and social studies teachers, have reference texts that are also available in different language versions.

This year ICBS is innovating on the widely use of instructional online software. Those educational platforms are:

Reading Plus: Throughout the history of the school we have consistently seen students make significant gains in student literacy through grades 9 and 10. The leap from 10th to 11th grade curriculum, lesson structures and class formats is routinely the point at which students begin to suffer from failing grades and disengagement, as a direct result from an inability to access increasingly complex texts at the same level as their peers. Most newcomers and SIFE students regularly encounter instructional text that is too difficult for their current reading ability. The students with the lowest levels of literacy are consistently those who drop out of school or result in delayed graduation. For this reason and based on a past year successful pilot program, ICBS expanded the use of this internet based reading program to the whole school meaning that all students have an account in the program to use at school and at home. Reading Plus classes run at three different levels. We have a pull out class for 11-12th graders who has a significant delay in their reading skills; this class is led by a specialized teacher trained for this specific literacy development tool. Teachers are encouraged to incorporate this tool in their curriculum as a differentiation instrument for those students who seem disengaged for classroom activities. As an intervention tool, the suite is used in a third period intervention class (CTT) who uses primarily this software with students from 9th-10th grade that need to develop reading skills.

Rosetta Stone: Each year ICBS faces a large number of students who enters the school without the necessary and basic knowledge of the English language. Rosetta Stone allows a wide range of students at different grade levels and proficiency skills to attain and complement their language skills at their own individual pace. Rosetta Stone is able to all 9th to 11th grade students and for those 12th grade students who require/need it. This year we will also expand this program to parents of students as a tool to learn English in their own environment at their own pace.

ALEKS: Is an internet based program that allows ICBS to provide individually targeted math instruction correlated to the Common Core and NYS standards. Implemented as a supplement to math instructional classes, ALEKS let the students complement and validate their classroom learning using the program as a personal tutor in their home or classroom environment. ICBS math teachers use the program in two main forms. As a supplement, to teach background topics that students need to know in order to access the math classroom content and also as a tool to complement class instruction thought personalized homework activities and tutorials. ALEKS is available for all ICBS students.

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

ICBS only offers an English as Second Language (ESL) program. Native language support is built into the INPS model. Heterogeneous classes (mixed grade, skill level and languages) allow students to access content with native language support from their peers. This practice is especially important in 9th and 10th grade and teachers not only allow this practice but also encourage

it, in order for students to access the material. Through this, students are encouraged to process content concepts through native language and in English. In addition to this, all content classes have native language materials available, at levels that correlate to NL literacy levels some math science and social studies text s are in different language versions. Classroom paraprofessionals and some teachers are also bilingual. Each team has at least one bilingual staff member who can also provide language support when needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Core curriculum delivered corresponds to grade and age levels, appropriately moving towards Regents preparation and college readiness. Daily intervention periods (totaling 240 minutes per week) afford the chance for students receive content-specific intervention services that speak to the individual needs of students, and are not dependent on grade level.
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.
The majority of our incoming 9th grade students are over-the-counter enrolments and thus not necessarily on the school roster before the beginning on the school year. Students enrolled during the spring (those transitioning from a US middle school) are encouraged to attend orientation programs offered monthly between February and June. Students enrolled prior to the beginning of the school year are also encouraged to enroll in the CUNY Summer Intensive English Program or ICHS summer literacy programs.
18. What language electives are offered to ELLs?
A beginner's French language afterschool program is being offered to native and non-native French speakers. This program is sponsored by the French Heritage Program funded by the French Embassy. The program also includes several trips and media projects. As always, native language support is provided in every elective, afterschool activity as in the regular courses.
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)?

NA

C. Professional Development and Support for School Staff

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

1. To enable teachers to constantly monitor student progress and adjust their instruction accordingly professional development happens in a variety of ways, encouraging vertical and horizontal alignment and continuing development of second language acquisition, literacy and numeracy instructional skills amongst all teachers. This continued refinement of professional skills is creating a strong professional team who are able to provide a variety of in-class supports for SIFE. With this focus in mind, professional development occurs at the following levels during the school year: team, department, department heads, interdisciplinary, staff-wide, and administrative.

Staff shares curriculum and resources to improve student achievement and access to content. All teachers attend a week long in-school professional development prior to the beginning of the school year. Additionally, all teachers are invited to attend a 2 day PD at the International Networks for Public Schools. During these workshops, teachers review ESL strategies, discuss curriculum, and share best practices.

All staff also have the opportunity to participate in professional development courses offered by outside organizations such as QTEL or Bard College partnership (teachers) and through NYCDOE (teachers, paraprofessionals, support staff and administrative personal).

2. Staff are trained to assist students as they transition to high school from middle school. During the professional development prior to the start of the school year, the school Guidance Counselors review strategies and techniques to assist students with their transition. All staff are trained on using the Pre-Referral Intervention Manual, which provides strategies all staff members can use to address academic or emotional needs. Instructional methods are developed and discussed during weekly meetings lead by the guidance staff. Additionally, this year ICHS continue instructing the College Summit Curriculum for 11th and 12th graders. This curriculum is designed to help students transition towards a college and career path. The advisory class for 9th and 10th graders familiarizes younger students with the college application process and demands career exploration but most importantly, stresses the cultural sensitivity as students acclimate to a new school and country.

3. Teachers attend a 5 day, 6 hr per day professional development prior to the start of the school year. Additionally, teachers are invited and encouraged to attend a 2 day workshop held by the Internationals Network for Public School. Teachers continue to attend workshops throughout the year that are relevant to their content area or to further their pedagogy. Records of this activities (Pd attendance list or table of contents of the PD session), are held by our school secretary who is in charge of provide any per session if it applies. During the a 2 day workshop held by the Internationals Network for Public School, guidance counselors also attend specific workshops prepared for them in order to assist ELLs with their transition.

4. Apart from the two full day PD at the International Networks for Public Schools that all teachers assist, during the school year professional development (always focused on the needs of ELLs) happens in the following ways for all teachers:

- 120 minutes per week within teaching teams, focused on interdisciplinary instructional strategies and social and emotional supports (all teachers and paraprofessionals)
- 60 minutes per week within departments (all teachers)
- 60 minutes per week with various topics of focus (driven by pedagogic and administrative needs), once a month specifically pertaining to literacy development for ELLs (all content area and ESL teachers, ESL Coordinator and paraprofessionals)
- 60 minutes per month (minimum) of inter-visitations/observations at team or department level (all teachers)
- 60 minutes per week with team teacher leaders focusing on interdisciplinary instructional strategies (1 teacher per teaching team, assistant principal, guidance counselors and key administrative staff)
- 45 minutes per week regarding school wide leadership strategy and logistics (Assistant Principal and key administrative staff)
- 120 minutes per month for content specific strategy and logistics (department heads, assistant principal and key administrative staff)
- 45 minutes per week for support staff strategy and logistics (assistant Principal and support staff)

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are involved in multiple aspects of the school. In addition to ICHS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Phone calls and fliers in multiple languages are used to notify parents of meetings. Twice per year, parent-teacher meetings are held. Student rubrics are translated into their native languages and DOE and staff translators are on site to assist with any conversations. Parental involvement in the school is high, with an average of 50 families attending the monthly workshops and around 400 family drop-ins since September 2012. There is also an interactive ARIS center made available for students in the main office where staff are available to translate when necessary. Parents are also present during student portfolio presentations and make classroom visits.
 2. ICHS partners with the following organizations to provide support and workshops to parents: Morris Heights Health Center, Aspira, Partnerships for Children, College Summit, Sauti Yeti and Tagai mentoring. The Morris Heights Health Center provides medical services to students during the school day and is a resource for all families. Aspira provides internships for students and incorporated families into the programs. Tagai provides 1-1 mentors to the students and has met with parents to explain the goals of the program. Partnership for Children runs workshops on topics such as stress relief for caregivers and positive discipline. All these organizations provide their own translators and in case it is required our staff translators are on hand to support any translation required.
 3. An interview is conducted with parents upon enrollment at the school. During this time, information is gathered about concerns and needs of the parents and families. Information about parents' needs are assessed on an ongoing basis throughout the school year using in-house developed surveys and forums at Family Workshops, SLT meetings, Parent-Teacher conferences and by evaluating the results of the Learning Environment survey. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. The parent coordinator is responsible for organizing these meetings, proposing a meeting agenda, gathering information about concerns and needs from parents during enrollment and school meetings.
 4. During all meetings, translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed. To accommodate parents with low native language literacy, all written translated literature is also orally communicated through phone calls home made by translators. Parents are able to reach school staff in person or by phone from 8am - 6pm and Saturday Family Workshops provide access for parents not able to attend the school site during the week. In addition to school concerns, ICHS is also able to provide referrals for health and legal services to parents. :

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: International Community HS

School DBN: 07X334

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berena Cabarcas	Principal		1/18/14
Eva Sievert-Schiller	Assistant Principal		1/18/14
Ousseynou Ndiaye	Parent Coordinator		1/18/14
Hugo Lanchipa	ESL Teacher		1/18/14
Ana Mateo	Parent		1/18/14
Aristides Uy / Math	Teacher/Subject Area		1/18/14
Ernesto Tabajonda / Math	Teacher/Subject Area		1/18/14
Aika Swai	Coach		1/18/14
Renee Ehle	Coach		1/18/14
Sarah Joseph	Guidance Counselor		1/18/14
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X334 School Name: International Community HS

Cluster: 01 Network: CFN-106

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

Part A: Needs Assessment Findings

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

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

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

All of students entering International Community High School come from families who are recent immigrants and have been in the US for fewer than 4 years at the time they apply. Due to this admission policy, it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 27 countries and speak over 20 different languages. The six largest language groups represented in our school are Spanish, Fulani, Arabic, Bengali, French, and Mandingo. Because the native speakers of Fulani and Mandingo seldom read those languages, and come from Francophone countries, written documents are translated into French, but oral interpretation is provided in Fulani by our parent coordinator, and Mandingo through translation services if communication in French is not possible. We have other staff members who speak Spanish, Arabic, French and Bengali. When even more interpretation services are required for special events, we contract with interpretation services sponsored. Our flyers and school messenger services are also provided in a variety of languages.

This information is reported to our parents and the school community through our School Leadership Team. It is also a part of our School Parent Compact and School Parent Involvement Policy which are created together with our parent representatives. These documents are distributed to parents in a through the Parent Association as well as through our parent orientations offered twice per year for new students.

Part B: Strategies and Activities

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

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

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

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

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

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

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: International Community HS	DBN: 07X334
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 International Community High School, we utilize a content-based ESL program for our recent immigrant ELL students. Teams of teachers (four or more on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies, strategies for language development and support of the native language. All of our ESL teachers are fully licensed and all of our content area teachers receive more than 10 hours of ESL training annually. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. Native language is incorporated into lessons and projects in various content areas are a part of our interdisciplinary approach where students' native languages are fostered/further developed and literacy skills are reinforced in both languages. All core academic classes (English literature, math, science, social studies, and the arts) meet five times weekly for 60 minutes each. We have a population of 444 students, all of them being recent immigrants with fewer than four years in the United States. We serve approximately 408 ELL students being the rest of them students who already achieved the proficient level on the NYSELAT test.

Our immigrant students have the opportunity to enhance their English and content knowledge through participation in language-rich Saturday programs designed to meet their unique linguistic needs and regents preparation.

Saturday programs

The Title III supplemental program provides immigrant students with supplemental instruction beyond our Extended School Initiatives. The instructional programs will service immigrant students in mixed grades of high school. Teachers will be paid per session rate. In addition to providing an extended day to maximize the amount of in-school ESL and content instruction, ICHS also offers rigorous Saturday school instruction across all major content areas:

- Integrated Algebra Regents preparation (all grades)
- American History Regents preparation (11th and 12th grades)
- Living Environment Regents preparation (10th, 11th and 12th grades)
- Global History Regents preparation (10th, 11th and 12th grades)

The Saturday programs will serve to better focus student skills and content knowledge directly relating to regents topics that need attention, in order to better prepare participating students to pass those

Part B: Direct Instruction Supplemental Program Information

required examinations. Each program is focused around supporting our immigrant students in developing the skills that will prepare students for the relevant Regents examinations:

- Multiple choice test strategies
- Using reading skills to decode text and questions
- Interpreting and analyzing critical documents
- Visual literacy
- Essay planning and writing
- Test taking strategies and approaches
- Using academic language effectively

Integrated Algebra Regents preparation

Schedule: - One Saturday a month from 10:00 am to 2:00 pm. Instructors Shohel Rahman, Enesto Tabajonda, Aristides Uy.

Duration: This program will run from October 2012 until June 2013.

Materials: Instructional book “New York State Regents Examination Coach - Integrated Algebra”, from Triumph Learning publishing. Previous Integrated Algebra regents problems and practice worksheets from www.jmap.org. In house prepared instructional materials.

Once a month on Saturdays when ICHS has PTA meetings, a group of math teachers will provide math regents preparation for 4 hours. The program will focus on the necessary content and skills required for immigrant and ELLs to be successful in the Integrated Algebra Regents Examination. The program will be run by Shohel Rahman (9th and 10th grade Math & ESL certified teacher), Aristides Uy (11th and 12th grade Math certified Teacher) and Ernesto Tabajonda (11th and 12th grade Math certified Teacher). This program will be co-taught by these teachers and will balance ESL language acquisition, math content knowledge, multiple choice strategies and word problems strategies. The primary target group for this class will be the 10th/11th grade students who are also taught by these teachers during regular classes.

American History Regents preparation

Schedule: - One Saturday a month from 10:00 am to 2:00 pm. Instructors Alhassan Susso and Nicholas Deming.

Duration: This program will run from December 2012 until June 2013.

Materials: Previous American History regents practice materials and worksheets from www.regentsprep.org. In house prepared instructional materials.

Part B: Direct Instruction Supplemental Program Information

The American History Saturday program will run once a month, when ICBS has PTA meetings, for 4 hours. The program will focus on the necessary content and skills required for immigrants to be successful in the American History Regents Examination. The program will be run by Alhassan Susso (11th and 12th grade American history teacher, Social Studies certified) and Nicholas Deming (11th grade ESL certified teacher). This program will be co-taught by the teachers and will balance ESL language acquisition and textual analysis strategies with comprehensive content review and knowledge building.

Due to the nature of the grouped grade levels in our school, the American History course is a two year curriculum. However the school aims to have as many students as possible pass the Regents Examination in 11th grade so as to alleviate pressure put on academic and pedagogic resources and students. In order to meet this goal, we must offer this additional instructional program. The primary target group of the program will be 12th graders who have not yet passed the exam, with the secondary target group being the 11th grade students, for the reasons mentioned above.

Living Environment Regents preparation

Schedule: - One Saturday a month from 10:00 am to 2:00 pm. Instructors Ivonne Torres and Jesusa Merioles.

Duration: This program will run from November 2012 until June 2013.

Materials: Instructional book "The Living Environment Regents Review Guide", from Holt, Rinehart and Winston publishing. Previous Living Environment regents practice materials and worksheets from www.regentsprep.org. In house prepared instructional materials.

The Living Environment Saturday program will run once a month, when ICBS has PTA meetings, for 4 hours. The program will focus on the necessary content and skills required for immigrants to be successful in the Living Environment Regents Examination. The program will be run by Ivonne Torres (ESL certified teacher) and Jesusa Merioles (9th and 10th grade Living Environment teacher and Biology certified). This program will be co-taught by the pair of teachers who will focus on the 9th and 10th grade students.

The program will provide content and test -taking strategies for the Living Environment Regents through Mock regents practice, Mandatory Lab Make-Ups and reviews, and strategies such as annotating text for understanding and linking the content through real-world applications in order for students to make connections for better comprehension and meaning.

Global History Regents preparation

Schedule: - One Saturday a month from 10:00 am to 2:00 pm. Instructors: Julia Joseph and Jane Clark.

Duration: This program will run from October 2012 until June 2013.

Materials: Instructional book "Global History and Geography", from Pearson Prentice Hall publishing. Previous Global History regents practice materials and worksheets from www.regentsprep.org. In house

Part B: Direct Instruction Supplemental Program Information

prepared instructional materials.

The Global History Saturday program will run once a month, when ICBS has PTA meetings, for 4 hours. The program will focus on the necessary content and skills required from immigrant students to successfully write the essays in either the Global History or American History Regents Examination. The program will be run by Julia Joseph (11th and 12th grade American history teacher, Social Studies certified) and Jane Clark (9th and 10th grade Global history teacher, Social Studies certified). This program will be co-taught by the teachers and will balance textual analysis with comprehensive essay writing strategies and knowledge building.

The primary target group of the program will be 12th and 11th graders who have not yet passed the exam, with the secondary target group being the 10th grade students.

Teachers will plan and organize various activities focused on the Regents exams and the DBQ and essay writing. These will include discussions around Regents themes, partial mock regents, essay scenarios (by Topic or by test taking skill), sustained silent reading. Using nonfiction texts and videos, the students use a variety of reading strategies to process the texts, then analyze, evaluate and question the texts through the skill scaffolds that Ms. Joseph and Ms. Clark have developed.

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: ICBS will continue its school-based professional development based on the changing needs of students in an effort to build capacity in teachers in a way that can directly address current and continuing academic and psychosocial issues. The professional development program will run during the following times in the school schedule:

1.- Department-specific professional development:

Schedule: - One hour each week from September 2013 through June 2014 (various dates).

- One full day a month from October 2013 through June 2014

Teachers: Department teams (Each team is composed by all the discipline teachers. At ICBS we have four discipline teams Math, Science, English and Social Studies teachers)

Provider: Department coaches (Marilyn Altabet and Halle Kananack – Math, Natasha Williams – Science, BC Craig – Social Studies, Renee Ehle – English)

All teachers in departmental teams participate in this professional development which is primarily curriculum based but again a strong focus on best practices and review of student work with particular

Part C: Professional Development

attention paid to reviewing strategies to assist students with low literacy and improving the rigor in our portfolio based assessment system and regents preparation. These sessions will run once per week for one hour.

Additionally, one day a month, coaches lead the department meetings and stay in the school with teachers to run observations and individual coaching sessions.

2.- In house and outsourced PD sessions or workshops

When possible, in house and outsourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is available to all teachers and is in constant contact with the PD leader at the school. Among these additional PD opportunities for teachers are:

- Peer observations – teachers during prep periods will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
- International High Schools Inter-visitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.
- Active Board Training – Title III ESL teachers will participate in Active Board training to be used with students to create student products that enhance reading, speaking, and writing skills.

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: Schedule of Parental Activities:

- PTA: One Saturday a month from 11:00 am to 12:00 pm with extended time from 12:00 pm to 2:00 pm. from September 2013 through June 2014.

Part D: Parental Engagement Activities

- PTC: October 24 and 25 / March 27 and 28 in the afternoons.

Providers: Principal – Assistant Principal – Guidance counselors – Parent Coordinator – ESL Coordinator.

Communication is key in ensuring the academic success of students and parent involvement and support is essential in order to achieve this. As critical as it is for our parents and families to be fully informed about all aspects of their child education, it is just as important that we have the appropriate mechanisms in place to make parents feedback and involvement a given rather than a struggle.

In addition to ICHS' open-door policy, all parents are invited to monthly Parent Association Meetings, hold during Saturdays. We extended the time of the Parent Teacher Association (PTA) meetings in order to cover in detail more parent related topics that impact achievement of immigrant students and also to allow teachers to run the Saturday programs. We encourage parents to come with their kids to the school so meanwhile the parents are in the PTA sessions, the students are doing regents preparation sessions. We use staff or external translators that are present to interpret information for families as needed. Phone calls and fliers in multiple languages are used to notify parents of meetings. In order to do that, coverage and per session must be provided.

Twice per year, parent-teacher meetings (PTC) are held. Student rubrics are translated into their native languages. During all these meetings, parents are informed about the student performance and also about the afterschool activities and Saturday programs that could help to improve the student skills and knowledge. Translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed.

Parental involvement in the school is high, with an average of 80 families attending the Saturday monthly meetings and around 400 family drop-ins since September 2013.

Part E: Budget

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

Allocation Amount: \$

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

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.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		