



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX INTERNATIONAL HS
DBN (i.e. 01M001): 09X403
Principal: JOAQUIN VEGA
Principal Email: JVEGA4@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
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
Joaquin Vega	*Principal or Designee	
Janet Stephens	*UFT Chapter Leader or Designee	
Francisca Calvo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Oumar Yaya	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cesar Rondon	Member/ Parent	
Manuel Rivera	Member/ Parent	
Abdol Diallo	Member/ Parent	
Gilberto Pena	Member/ Parent	
Guillermo Montero	Member/ Parent	
Wesley Hoffman	Member/ Teacher	
Luincys Fernandez	Member/ Teacher	
Nathan Simonini	Member/ Teacher	
Moussa Sane	Member/ Teacher	
Brendan Kolbay	Member/ Teacher	
	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, 75% of students will have moved at least 100 lexiles in the reading scale.

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.

Reading is inexorably linked to good writing; they are intricately connected. Last Spring, we did an analysis of students who were deemed not ready to matriculate from the Junior Institute into 11th grade after two years, and those who had been promoted but struggled in senior institute classes. This analysis surfaced the fact that most students who were not ready to advance or who struggled had low reading levels in English. As a result, they were not able to access the senior institute curriculum. In order to prepare our students for our senior institute and for college, it is necessary to emphasize reading skills. For the new English language learner reading is a means to develop vocabulary, proper usage, and making links from the written word to the spoken word

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. Teachers will meet in their individual teams to assess student reading levels and plan activities to advance this goal.
2. We will institute a Response to Intervention program in literacy developed at BXIHS to support all students on a biweekly basis. Students are given reading assessments, and assigned to a beginner English, monitored reading, word work, fluency or advanced workshop class depending on their need. Teachers get bimonthly professional development specific to the language and literacy class they teach. These workshops are facilitated by experienced teachers trained on RTI and Literacy
3. Teachers will attend ALL-PD
4. Teachers will attend QTEL literacy PD
5. Teachers will also partner with other teachers in our school and vast Internationals Network for Public Schools (INPS) to strategize and collaborate on the effective and proven methods to improve reading.

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

1. Grade team of teachers, supervision
2. Teachers, supervision, coaches
3. Teachers,
4. Teachers
5. Teacher, supervision

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

1. Team notes on google docs
2. Teams and intervention teachers will have on going communication as to the progress of students. In January 2014, the intervention team does a midyear assessment to inform the second semester.
3. Teachers attending the PD will develop lesson plans using strategies learned and will monitor students' progress.
4. Teachers attending the PD will develop lesson plans using strategies learned and will monitor students' progress
5. Teachers will conduct one peer observation by January and one by June using peer observation write up protocol

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

1. Ongoing August 2013 to June 2014
2. Ongoing September 2013 to June 2014
3. Ongoing November 2013 to Feb 2014
4. Ongoing November 2013 to March 2014
5. Ongoing September 2013 to March 2014

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

1. 5 grade teams totaling 29 teachers

2. 29 teachers, principal, Assistant principal, lead teacher
3. 5 teachers
4. 10 teachers
5. 29 teachers

Strategies to Increase Parental Involvement

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

- Parents are informed about their children's progress in reading through our outcomes-based grading system, which provides up-to-date information about the learning goals of the language and literacy classes, and specific information about where their children have mastered the content and where they need to continue to work.
- During curriculum night and three parent- teacher conferences throughout the year to inform parents about students' progress and needs.
- Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team.
- The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings.
- Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

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

Goal and Action Plan #2

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

Annual Goal #2

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

To have students experience Common Core-aligned instruction and planning for college and career readiness.

By June, 2014, 90% of the 12th grader students will have personal learning plans that include post-secondary transition planning and college and career awareness for all student groups.

Comprehensive Needs Assessment

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

Students have an unrealistic expectation about college and college level work. There is an urgent need based on college data and anecdotal data from alumni students to expose them to what will be expected and accepted in an American college. Students also need to understand that they can improve on their SAT scores by learning test-taking strategies through an SAT prep.

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. Junior Institute (9th & 10th) teaching teams will partner with Senior Institute teaching teams to develop college-level opportunities for students through guest speakers from local colleges, lessons from college instructors on a particular topic being taught at BxIHS, and seeking invitations from local colleges to visit their campuses.
2. Faculty will also plan interdisciplinary lessons in English, Social Studies, Math and Science and activities requiring college level research, argumentation, presentation and defense. Students will use the inter disciplinary connections while defending their pathway portfolio for graduation
3. Guidance team will set up workshops to increase career and college awareness and support students' educational planning and progress
4. All students will participate in at least one college experience.
5. Seniors and Juniors students will attend at least two college fair

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

1. Guidance Team, teachers, supervision, NYU college partner, college advisor

<ol style="list-style-type: none"> 2. Teachers, supervision 3. Guidance team, college advisor 4. Guidance team, college advisor, NYU partner 5. College advisor, NYU partner, Leadership organizations
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Scope and sequences will be vertically aligned for all subjects that will reflect college opportunities 2. Students' work reflecting interdisciplinary curriculum 3. Guidance will set up dates and protocol for the workshop 4. Students attend a college opportunity 5. 50% of eligible candidates will have done a college application by February 2014 and 90% of the eligible will have applied by June 2014 . Attend the Campus college fair
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Ongoing November 2013 throughout June 2014 2. Ongoing September 2013 throughout June 2014 3. Ongoing September 2013 throughout June 2014 4. Ongoing September 2013 throughout June 2014 5. Ongoing 50% of eligible candidates will have done a college application and 90% of the eligible will have applied by June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Two guidance counselors, 2 social workers, 29 teachers. NYU college partner 2. 29 teachers, supervision, Guidance team 3. Two guidance counselors, 2 social workers, College advisor 4. Two guidance counselors, 2 social workers, college advisor, NYU college partner 5. NYU NYCAC college partner, College advisor,

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. • The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings. Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff. • Parents will attend workshop during parents conferences on college related information

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
School attendance rate will improve by 1% from 83.3% by the end of June 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
There is a need to improve our attendance rate. During the 2012-2013 school year, we averaged 82.7% attendance rate, which we would like improve through improving

school wide systems.

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. The guidance team facilitates a PD with the staff to provide better clarity as to the school's policy on attendance and the consequences of poor attendance..
2. Teachers turnkey the attendance policies to students in their classes and advisory.
3. Strengthen local accountability by engaging students and parents in improving school attendance in advisories and team assemblies.
4. Improve home visits made by attendance teacher, social worker and guidance personnel by ensuring proper follow-up.
5. Teachers, guidance, parent coordinator and pupil personnel secretary will call parents/guardians in the evening when necessary to improve communication with families
6. Establish a rewards program for exceptional student or class attendance to be presented to students
7. Revision all of attendance records at mid-year and end of year

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

1. Guidance team, administration, teachers
2. Teachers, guidance team
3. Teachers, guidance, administration
4. Guidance team, attendance teacher, administration
5. Teachers, guidance team, parent coordinator, pupil personnel secretary
6. Guidance team, grade teams, administration
7. Supervision, pupil personnel secretary, attendance teacher

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

1. Attendance rate evaluation after each marking period by guidance and administration
2. Teachers facilitate attendance procedures to their students as schedule by the school
3. Schedule of parent conferences, assemblies and team celebrations
4. A routine protocol is created early in the year for home visits
5. Protocol and log record is created and actively revised
6. Students are celebrated on bulletin board and assemblies
7. Midyear adjustment of attendance based on reconciliation of attendance data

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

1. Early September 2013 during orientation week
2. Early September 2013 during orientation week
3. Ongoing September 2013 throughout June 2014
4. Ongoing September 2013 throughout June 2014
5. Ongoing September 2013 throughout June 2014
6. August 2013 and revision October 2013
7. January 2014 and June 2014

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

1. Two guidance counselors, 2 social workers, 29 teachers, attendance teacher, principal, assistant principal
2. 29 teachers, 2 guidance counselors, 2 social workers
3. Two guidance counselors, 2 social workers, 29 teachers, attendance teacher, principal, assistant principal
4. Two guidance counselors, 2 social workers, attendance teacher, principal, assistant principal
5. Two guidance counselors, attendance teacher, principal, assistant principal, parent coordinator, pupil personnel secretary
6. Two guidance counselors, 2 social workers, 29 teachers, attendance teacher, principal, assistant principal
7. Principal, assistant principal, pupil personnel secretary, attendance teacher

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).

Establish Parent Attendance workshop with assistance of Family Liaison, Social Worker, Guidance personnel, Attendance teacher and outside speakers to address parents on the importance of good attendance and how they can help their children and the school.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

Goal and Action Plan #4

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

Annual Goal #4

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

To improve teacher development in supporting all students to meet the Common Core standards by Charlotte Danielson framework PD by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.
By June, 2014, 90% of teachers will have participated in a professional development for Charlotte Danielson's Framework for teaching, set goals for growth in their Individual Growth Plans, and reflected on their progress.

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.

This a city expectation to help students improve performance and meet common core 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. Teachers will participate in Danielson training before school and throughout the year by administration and talent coach
2. Teachers will Self Assess based on the Danielson's Framework for Teaching
3. Teachers will set individual goals using goal setting protocol with action steps during initial conferences (goals from Domain 3 of Danielson)
4. Teachers will have Post Observation meeting based on the Danielson's Framework
5. Informal and formal observation Next Steps based on the Danielson's Framework.
6. Protocol for reflecting on progress towards goals at midyear and end-of-year
7. Discipline leaders and administration will have Job embedded staff development with the talent coach
8. Teachers will meet twice per week in discipline teams as well as grade teams to share and develop CC aligned curriculum, teaching strategies, scaffolding and differentiation methodologies as applied to this goal which will result in a 9-12 alignment.

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

1. Teachers, supervision
2. Teachers, supervision
3. Teachers, supervision
4. Teachers, supervision
5. Teachers, supervision
6. Supervision
7. NYC Talent Coach
8. Teachers, supervision

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

1. Teacher progress based on observations
2. Teacher progress based on observations

3. Midyear reflection on original goals
4. Teacher progress based on observations
5. Teacher progress based on observations
6. Create a protocol of reflection of goals
7. Supervision
8. Implementation of CCS unit plans

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

1. Ongoing September 2013 throughout June 2014
2. September 2013
3. September 2013 through November 2013
4. Ongoing November 2013 through April 2014
5. Ongoing September 2013
6. January 2014 and June 2014
7. Ongoing October 2013 throughout June 2014
8. Ongoing June 2013 throughout June 2014

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

1. 29 teachers, principal, assistant principal, lead teachers
2. 29 teachers, principal, assistant principal, lead teachers
3. 29 teachers, principal, assistant principal, lead teachers
4. 29 teachers, principal, assistant principal, lead teachers
5. 29 teachers, principal, assistant principal, lead teachers
6. 29 teachers, principal, assistant principal, lead teachers
7. NYC talent coach
8. 29 teachers, principal, assistant principal, lead teachers

Strategies to Increase Parental Involvement

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

- Parents are informed about their children's progress in reading through our outcomes-based grading system, which provides up-to-date information about the learning goals of the language and literacy classes, and specific information about where their children have mastered the content and where they need to continue to work.
- During curriculum night and three parent- teacher conferences throughout the year to inform parents about students' progress and needs.
- Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team.
- The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings.
- Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children. Materials are available in the native languages of the parents.
- The family liaison will facilitate by inviting parents to reading workshops conducted by faculty and staff. Families are encouraged to participate in our portfolio process. Families have always been invited to participate in the presentations as active participants.
- Each cluster team of classes works closely with the school's family liaison to ensure that parents are well informed about the school's overall program and activities conducted in each instructional team. The family liaison determines the needs of the school and the needs of parents through surveys conducted at parent/teacher conferences or meetings.
- Parents will be encouraged to model certain behaviors we'd like to see, such as taking time in the day to read alongside their children, ask questions and discuss what they have been reading with their child.
- Materials are available in the native languages of the parents. The family liaison will facilitate by inviting parents to reading comprehension workshops and learn how they can help their children analyze and discuss works they've been reading.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

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	Repeated reading Use of high interest texts Pre-writing activities 3 additional weekly Language / Literacy	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Mathematics	Modified assignments Supplemental materials Use of manipulative Regents prep during school and weekend sessions	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Science	Pull-out vocab Supplemental materials Regents prep during school	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Social Studies	Repeated reading Essay scaffolding Pull-out vocab Sequencing Regents prep during school	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Daily Check-ins Parent Conferences Academic team conferences Referrals to external services Advocacy with collateral contacts	One to one and small group (3-4 students) Parent alone or parent with child With grade level team (student often included but not always)	During school After school Before school

**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.

All teachers are highly qualified. Teachers work in interdisciplinary teams and are responsible for a cohort of 80 to 90 students. Teachers are provided with common meeting and planning time. The Internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, and the Bard Consortium, have apprentice programs for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher for one year while completing required graduate level coursework at LIU or Bard. Apprentices may work as a certified teacher during the second year of the program

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).

Focus school funds and/or Title I PD funds will be used to train teachers on the Danielson rubric, CCSS and provide opportunities for peer observations and feedback using the rubric.

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

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

Title I funding has been allocated to support students' academic success toward graduation. For example:
 Enrichment activities such as Art, CTE certificate software, Activities create higher student engagement in school and the academic program.
 They also fund our new outcomes based grading system (Jumprope), which shifts our focus to mastery of standards and supports the use of formative assessment to identify student academic needs. The new grading system also allows for easier parent communication about student progress (grades are available continuously).
 The guidance counselor provides academic and social-emotional support for students.
 In house Coaches provide teachers instructional coaching and guidance to increase the rigor and coherency of the academic program and language and literacy
 School supplies are used to create curricular materials and engaging, enriched classrooms.

Title III funding has been allocated to support ELL students' academic success. For example:
 Per session for Saturday, Spring Break and After school program for ELL students.
 Enrichment activities for ELL students and their parents.
 Subscriptions to multi-lingual instructional materials, magazines, and current events periodical subscriptions.

In order to provide services to our neediest students we conduct workshops, provide school supplies, counseling and tutoring. In addition, this year we have invested in academic software including Reading Horizons (phonics based reading). Funds also pay for AIS services after school for identified low performing students, for Regents prep, Saturday academy and Portfolio mentoring.

Our instructional program is enhanced by staff, professional development workshops and student activities supported by The International Network for Public Schools, The New York Performance Standards Consortium, The Bronx Art Ensemble, Dream Yard, GrowNYC, FIT, Hostos College. These organizations are vital in providing various important health services, leadership development, support and mentoring to our students. Our campus also supports a LYFE program (Living for the Young Family through Education) which provides care for the children of some of our young mothers in order that they may continue their education. Child care and parenting workshops are also provided for both young mothers and fathers.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

In June 2013, a committee was selected to review and select the State and Local Assessments that would be used for evaluation and improvement of instruction purposes. The committee comprised of both teachers and administrators (selected by the principal and UFT representative) met twice during the summer and once at the start of the school year to discuss which measures were to be used.

Multiple professional development opportunities have been offered to teachers around these measures and how to use them to improve instruction:

- September 11, 2013 – Introduction to staff of Measures of Student Learning and Teacher Practice and how the measures will be used to inform instruction. Initial Planning Conferences (IPCs) scheduled
- September 30, 2013 – Individual Planning Conferences completed and Goals submitted to principal
 - Decision made by individual teachers on observation schedule that will best help them inform and improve their instruction
- November 5, 2013 – Analysis by teachers of the school wide Local Assessment, specifically identifying key skills/concepts that students need improvement on and ways to address said skills/concepts throughout lessons.
 - Implemented a school wide focus on Evidenced Based Claims

Our teachers are involved with all important decision making, including those around assessment. Our school governance has several important components: We have a Coordinating Council with representatives from each grade (we call them Clusters) team. This team meets weekly with both school administrators, goes back to their teams for input and then we make final decisions. The creation of assessments happens in Discipline teams, where teachers bring interim assessments and final assessments to colleagues for feedback. Throughout last year the Children's First Network point provided professional development in the process of looking at student work and revising teacher instruction and assessment to guide teachers through the inquiry process. In the Spring discipline team will present to the entire staff their inquiry work for the year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 403
School Name Bronx International High School		

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

Principal Joaquin Vega	Assistant Principal Megan Williams
Coach	Coach n/a
ESL Teacher Vergell Bastein/ESL	Guidance Counselor Elaine Angueira
Teacher/Subject Area Roxie Salamon/ELA	Parent
Teacher/Subject Area /Math	Parent Coordinator Ntina Diaz
Related Service Provider none	Other none
Network Leader(Only if working with the LAP team) type here	Other none

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.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	417	Total number of ELLs	383	ELLs as share of total student population (%)	91.85%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	383	Newcomers (ELLs receiving service 0-3 years)	294	ELL Students with Disabilities	13
SIFE	93	ELLs receiving service 4-6 years	74	Long-Term (completed 6+ years)	13

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	294	61	1	75	31	12	14	3	0	383
Total	294	61	1	75	31	12	14	3	0	383

Number of ELLs who have an alternate placement paraprofessional: 2

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										48	80	66	84	278
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										5	1	2	0	8
Urdu										0	0	0	0	0
Arabic										4	2	3	2	11
Haitian										0	0	0	0	0
French										9	17	17	19	62
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										5	6	4	9	24
TOTAL	0	0	0	0	0	0	0	0	0	71	106	92	114	383

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)										45	34	16	22	117

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)										21	59	49	45	174
Advanced (A)										6	19	33	34	92
Total	0	0	0	0	0	0	0	0	0	72	112	98	101	383

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	114	0	43	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

We used data from Ed Performance, NYSELAT, Writing sample, NL reading comprehension, and the QRI one-on-one diagnostic to determine the appropriate class. Each year we administer and collect data on all students writing (school designed prompt and rubric), independent reading in English (Ed Performance), English proficiency levels (NYSELAT), and Math (Ed Performance). A closer analysis of our school wide data and the current language, literacy and math levels of all of our students indicated necessary structural adjustments to our school and influenced our current proposal.

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

Since our school wide data reveals that 50% of BxIHS students are reading below 4th grade as measured by the Ed Performance online reading test, we have created the Language and Literacy Period three times a week during the day. We determined that all of our students could benefit from more targeted language and literacy instruction in addition to their heterogeneous content classes. We used data from Ed Performance, NYSELAT, Writing sample, NL reading comprehension, and the QRI one-on-one diagnostic to determine the appropriate class. The classes all run at the same time school wide, so students can move across classes as they make progress and as their instructional needs shift. The following chart represents the class and the number of students in that class. The entire teaching staff teaches one of these classes, and receives weekly PD from a coach. The Language and Literacy Instruction will be the focus for our ELL inquiry project. Teachers will work on groups, as determined by their Language and Literacy class, as an inquiry team. This will culminate in an ongoing project and presentation in June 2014.

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

3. For students who have not met listening/ speaking proficiencies on the NYSELAT:

Teachers in Tier 1 content classes (Math, SS, Science, and English) engage students in regular listening comprehension activities, as teaching language through content is required of all content teachers. Activities include the research based practices of information gap and dictogloss activities, as well as active listening and partner interviewing. Students in need of more intensive listening interventions are assigned to a Language and Literacy Class in “Beginner English” that targets all four skills areas in English language development. Students attend this class 3 times per week for 40 minutes, for a total of 20 minutes per week. The primary listening activities include responding to oral prompts through pointing and TPR, partner information gap activities, and structured oral partner practice with question and answer, based on Kate Kinsella's work with academic language and sentence frames. Providers of these services include ESL licensed content teachers, under the coaching support of Nancy Dunetz, an ESL specialist.

In tier 1 content classes, teachers also engage all students in speaking activities in English. General classroom activities for speaking include research based LEA (language experience approach), structured oral partner practice with question and answer (described above) pronunciation practice and class presentations. Students who need additional speaking support in English are assigned to the “Beginner English” Language and Literacy class that meets 40 mins, 3 times per week. Here teachers use content related topics to engage students in oral English. A typical cycle includes experiential learning (using a song, experiment, film, pictures etc) to elicit oral English language. Teachers then map students oral English using a semantic map and use the vocabulary on the map to extend students oral language into sentences in English. These sentences are written and become the class text through the language experience approach. Students practice reading the sentences, using teacher pronunciation and fluency as the model. In addition to Tier 1 Language and Literacy classes, this year we have also begun tier 3 interventions for students not making enough progress with Tier 1 content classes and Tier 1 Language and Literacy Classes. Students in their 3-5th year at the school are referred for tier 3 interventions with a specialist. In Tier 3, students struggling to meet standards in oral English work one on one or in a small group 2-3 times per week for 40 minutes. The focus is on English vocabulary building, and sentence structure. The research based practices used in tier 3 include academic vocabulary instruction (Isabel Beck) and sentence frames (Kate Kinsella). Providers of these services include an ESL licensed teacher (for 11th and 12th grader) as well as a Bilingual Special Ed teacher (for 9th and 10th graders).

For students who have not yet met the READING/ WRITING proficiencies on the NYSELAT:

In tier 1 content classes, teachers engage students in various activities to support reading in English. These include research based

best practices in comprehension (as indicated by the National Reading Panel) , using resources such as Strategies that Work (Harvey & Goudvis), Classroom Instruction that Works (Marzano), Reciprocal Teaching (Okszkus), and Mosaic of thought (Keene and Zimmerman). Every September, all students take the online reading assessment Ed Performance as part of the Performance Series offered through the NYCDOE. This assessment generates an independent English reading comprehension level for each student in the school. We use this assessment as a screener, in combination with the NYSELAT, to identify students who need more intensive reading supports. Students who score below 4th grade are given a one on one diagnostic, using the QRI (Quality Reading Inventory) by trained staff. With this, our assessment team can determine if the primary area of reading instructional need is 1. Comprehension 2. Fluency 3. Word Works. Students are then grouped by need and placed in the corresponding Language and Literacy class. Teachers for each class participate in weekly PD (1- 50 minute session) to plan and develop lessons with a coach around research based practices as follows.

- Reading Comprehension: Students in this class engage in guided and independent reading of “just right” texts using comprehension strategies. One strategy every 2 weeks is modeled by the teacher in a mini lesson which students apply during a 20 minute reading session, followed by reader response and oral share.
- Fluency: Students who are slow and choppy readers work with 6 minute solution, Fry phrases, Reader’s Theater, and Dolch sight word lists in order to develop automaticity in word recognition, expression, speed, and attention to punctuation.
- Word Work: Students who are struggling with decoding and sight word recognition, most often as a result of interrupted or insufficient formal schooling, attend a “word work” class. Here students work on reading and writing letters and sounds, word families, sight words, as well as the concepts of rhyme, syllabication, and morphemes. Research based interventions include: Dolch sight word lists, Words their Way, and elements of the Wilson Reading Program (adapted to our ELL population, as Wilson is designed for native speakers).

Students who are reading on grade level in English attend an Advanced Reading and Writing workshop during this Language and Literacy period. Teachers here are supported by a coach from the NYCWP (New York City Writing Project).

Just as students who need additional and more intensive instruction in oral English are referred for Tier 3 services, students who need more intensive supports in reading are referred to Tier 3 as well. Instruction at this level may be one on one or small group pullout, or push in, for 40 minutes twice a week.

4. For each program, answer the following:

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

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

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

c. n/a

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

Paste response to question here:

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

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

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

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

7. For dual language programs, answer the following:

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

n/a - we do not have a dual language program

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

The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate above 50%
- Course pass rate for all grades at about 85% or higher
- Regents pass rate - for the 2013 - 2014 12th grade cohort is above 80%.
- Attendance rates - above 82%
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

School Progress Report data

According to the 2010-11 New York State Report Card, our students have a Performance Index (PI) much greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 185 while the AMO was 167. Furthermore, our entire ELL population (or Limited English Proficient on the New York State Report Card) had a PI of 187 compared to the AMO of 172.

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](#).)
Students admitted to Bronx International from a NYC junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. When students and parents arrive with referral letter from the Borough Enrollment Center, they go to a licensed pedagogue for screening of students to be admitted in the school. For new admits to the NYC DOE, the HLIS is given in the parent's preferred language (every section must be completed). Student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. The informal interview was conducted by a licensed and trained pedagogue (Maria Fleyshgakker)
Lab-R (in English) is administered based on the HLIS and RLAT (from ATS) for new incoming students in the NYC school system. Lab-R is conducted by a licensed and trained pedagogue (Maria Fleyshgakker) within ten days of admission. The Lab-R Spanish is given when students qualify (when they score below proficiency on the LAB-R). The cut-score matrix in the Lab-R Memo is used to determine the student's ELL entitlement status. The student's LAB-R/Spanish LAB answer grids are submitted to the Borough Assessment Office.
All ELLs, as identified by the RLER and RLAT reports in ATS, take the NYSESLAT during the spring testing period.
The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and, if necessary, the Spanish LAB are: For the administration of the HLIS: the principal Joaquin Vega works in conjunction with licensed and trained pedagogue Elaine Angueira
For the administration of the LAB R: licensed pedagogue Maria Fleyshgakker is responsible
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.
 - At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
 - In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
 - Information describing the three program choices is reviewed with parents after the videos are shown at the orientation. Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not be submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our families have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection.
- If student is entitles to services based on the LAB-R, the HLIS and parent survey are reviewed by Elaine Angueira to ensure that parent choices are honored. A placement letter is then sent. Continued entitlement letters are sent by mail in September. We communicate with our parents in their preferred language.
- Our school attempts to hire personnel who speak our students' native languages. In addition, we use the DOE translation services to communicate with our families in their preferred languages.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by a licensed teacher. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL.
- Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ESL as the program of choice, thus our parent choice and program offerings are completely aligned.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art and Physical Education) who work to plan instruction for groups of approximately 100 students. BXIHS offers a curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native languages. In developing programs for English Language Learners, The Bronx International High School has developed a learner-centered, interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer and instructor evaluations. BXIHS offers a curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. At the same time, students have the opportunity to maintain and further develop their native language through native language arts coursework; peer mediated instructional activities and instructional materials and textbooks in their native languages. In developing programs for English Language Learners, The Bronx International High School has developed a learner-centered, interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups. Assessment throughout the school focuses on portfolios and exhibitions incorporating self, peer and instructor evaluations.
- At the conclusion of each school year, all students are called to present before a panel of teachers, invited assessors and peers, a portfolio demonstrating their progress and/or mastery in the areas covered in the interdisciplinary clusters. This is not only an effective way to evaluate student written work but also oral presentation skills. More importantly, presentations offer students the opportunity to hone their skills for the eventual graduation portfolio presentations they must present in their senior year. This valuable and proven way to graduate students is of course under jeopardy as we are compelled to give standardized examinations for graduation.
1. a. Instruction is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 70 students. Each teaching team is also divided into 3 classes of approximately 20 to 22 students.
 1. b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for a specific project. There is one class of 9th graders, that is the "Bridges" program that is further described in section 5a
- Team Evolutions' Integrated Collaborative (ICT) Program is an academic intervention designed to provide additional support to eleventh grade students reading at or below a third grade level. Many of the students selected for this program are SIFE (Students with Interrupted Formal Education), students with limited native language literacy skills and/or students who are being evaluated for IEPs (Individualized Education Plans). Students selected for this program have shown motivation in the 9th and 10th grade, but have persistently struggled with literacy and numeracy skills. In the ICT program students have two collaborating teachers in both English Language Arts and U.S. History. The ICT teachers co-plan, co-teach and create individualized plans for students in the program. The ICT specialist works with these students two to three class periods a day--in ELA, US History and a pull out interventions class. Students in the ICT program receive additional literacy and academic support twice a week during their language and literacy intervention class.
- The ICT program is currently in its second year of development. In the first year we collaborated in Math and ELA to build literacy and provide additional support in different disciplines. The math teacher continues to use materials and language and literacy skills created through the ICT program last year to help support current students. This year the ICT teacher is working in two literacy-based classes to facilitate interdisciplinary collaboration and reinforce content knowledge as well as

language and literacy skills across the Humanities.

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

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week, and advanced 180 minutes of ESL and 180 minutes of English per week. Each instructional team includes at least two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 54 minutes in duration, so a student will meet with his or her English teacher 5 times a week and his ESL teacher at least 4 times a week, plus the additional ESL time provided by our dual certified ESL and content area teachers. NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 20-22 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students take the four academic classes of math, science, social studies, and English every year. The goal of each class is to engage in and instruct students through "comprehensible input," which demands differentiation. Teachers use various strategies to achieve this in a multilingual, multilevel class. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. While teachers do not instruct in students native language, more English proficient students often translate to engage in meaning making conversations with students who are new to English. Students work in groups to complete collaborative tasks that develop both language and content knowledge. We use the research-based instructional approach developed through the International Network for Public Schools (INPS) which utilizes five principles: heterogeneity and collaboration; experiential and project-based learning, language and content integration, localized autonomy and responsibility, and one learning model for all. While lessons include front of the room instruction by the teacher at times, Bronx International classrooms are characterized by a variety of grouping techniques. This includes heterogeneous groups, groups based on similar skills in different areas, partner work, and individual work. Teachers use: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation and flexible grouping, and QTEL strategies.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students content and language abilities and understanding. This teacher generated curriculum is shared at school-wide PD sessions in which ESL teachers are paired with content area teachers to provide feedback on ESL instructional strategies that should be incorporated to assist our ELL learners. Principal observations and literacy coach feedback ensure that the ELL accommodations are effectively implemented by all classroom teachers. The entire faculty receives intensive professional development around ESL and ELA teaching techniques one afternoon per week all year, which amounts to approximately 30 hours, far exceeding the mandated 7.5 hours. This includes paraprofessionals, student teachers and all teachers of English, ESL, Social Studies, Math and Science.

There are 5 sections of staff who work three periods per week with leveled ESL groups. Each section is facilitated by a coach, who is a specialist in either ESL (4 coaches) or ELA (1 coach). The levels are Beginner English, Word Work, Fluency, Monitored Reading & Comprehension, and Advanced Reading & Writing workshop. All students in the school are programmed for these workshops according to their reading level and ability in English.

The group teaching Beginning English works with 9th and 10th graders who are new to English. Emphasis is on a cycle of experiential activities leading to oral work and ultimately reading and writing using a whole-language approach. The Word Workgroup addresses the students who cannot comprehend text above grade 4 independently, who struggle with decoding and sight word recognition. Within the above context (cycle of experiential activities leading to oral work and ultimately reading and

writing), the teachers learn how to incorporate phonics and sight word study into their teaching. The Fluency group concentrates on techniques for increasing students' reading fluency so they can deal with increasingly larger chunks of language. The Monitored Reading and Comprehension group works at expanding their literary boundaries and becoming independent readers. The Advanced Reading & Writing Workshop is for students comprehending text at a high school level independently. The class concentrates on college readiness by reading a variety of non-fiction literature and learning to process graphs and charts associated with the readings. They develop opinion pieces showing both sides of the issue before coming to a conclusion based on evidence.

Teachers are encouraged to use the techniques they learn in these PDs in their content classrooms as well as in their ESL groups.

The coaches all have Masters or EdD degrees in their fields.

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

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

Each September, all new students are assessed in both English and Native Language reading and writing. The Spanish ALLD is an assessment of native language reading comprehension and vocabulary. The data from this exam indicates the independent reading level for each student in Spanish. For other native languages, we have designed an informal reading comprehension assessment. The text used is translated from an English text leveled at 3.7. Students must read and respond to a set of comprehension questions based on the text in native language. Data from this assessment indicates whether or not a student can read a 3.7 grade level text in French, Arabic, or Bengali. We will continue to use these informal measures until the ALLD is translated into other native languages. Additionally, entering students complete a writing sample in the native language. A basic diagnostic rubric is used to evaluate the sample in the categories of meaning and development, organization, language use, and conventions.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

subgroups:

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

Bronx International's pyramid of interventions was designed to meet the instructional needs of our various subgroups. Our Tier 1 system of interventions includes both the core content classes (described above) as well as weekly Language and Literacy classes for every student. Every September, all students take the online reading assessment Ed Performance as part of the Performance Series offered through the NYCDOE. This assessment generates an independent English reading comprehension level for each student in the school. We use this assessment as a screener, in combination with the NYSELAT and native language literacy data, to identify students who need more intensive reading supports or students who need enrichment. Students who score below 4th grade on the Ed Performance are given a one on one diagnostic, using the QRI (Quality Reading Inventory) by trained staff. All 400 students are then placed in one of 5 supplementary Language and Literacy classes based on gaps revealed by the data. The class meets three times a week for 54 minutes, for a total of 12 minutes of additional targeted instructional time per week. Each teacher within their Language and Literacy focus area receives 50 minutes per week of professional development from a coach trained in the instructional area. Teacher in the various classes employ research based practice in the target areas. The five Language and Literacy classes include:

1. Beginner English
2. Word Work
3. Fluency
4. Reading Comprehension
5. Advanced Reading & Writing Workshop

6a. Each year there are approximately 15-20 students entering 9th grade identified through our assessment process as having severe literacy gaps in English and native language, thus inhibiting access to content classes. Since 2001, the school's first year, we have placed SIFE students in a parallel English class for one 54 minute period per day. SIFE attended this class daily, rather than the heterogeneous English class. This intervention, however, has proven insufficient in developing the language and literacy skills of SIFE students to levels required of regents.

Since 2011-2012, as part of tier 3 within our RTI model, we have significantly increased our support for SIFE and other students with low native language literacy. We have created a one year "Bridges" program where, 21 students with low NL literacy to travel to all four content classes together. They receive heavily sheltered content instruction in English, with specialized curriculum designed specifically for this population. Bridges allows us to immediately target a student’s language and literacy development in English as soon as they arrive, when we identify their native language literacy skills to be below 4th grade. The goal of Bridges is to accelerate the content, language and literacy development of first year students with the lowest levels of native language literacy in order to create more access for them to the curricula in the 9th and 10th grade heterogeneous class, where they will be next year.

In addition to Tier 3 "Bridges" in the 9th grade, SIFE students in the 11th and 12th grades receive weekly on one one, small

group, or push in support from an interventions specialist. Instruction includes language and literacy building using the content of the students' classes.

b. NEWCOMER ELLs: The Junior Institute is comprised of large numbers of newcomer ELLs, as many of our students enter the US school system as 9th graders. According to our September 2013 data, 160 out of 400 students are in need of additional English language support as indicated by NYSELAT scores or the fact that they are new arrivals. Newcomer ELLs are placed in heterogeneous content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

Additionally, all students with low English language proficiency are placed in the Beginner English Language and Literacy class that meets for 3- 54 minute periods per week. Instruction includes thematic units that integrate content, language and literacy instruction. The focus is on building vocabulary and syntax across the four skills areas of listening, reading, speaking and writing.

c. ELLs with 4-6 YEARS : Our data indicate that ELLs receiving services for 4 to 6 years are often scoring low on English reading and writing assessments due to struggles with reading text in general. These students are generally in the 11th and 12th grade, as they have been in the US for longer periods of time. These students are most often placed in a reading fluency or reading comprehension class in order to accelerate their literacy skills. Students Reading Comprehension engage in guided and independent reading of “just right” texts using comprehension strategies. One strategy every 2 weeks is modeled by the teacher in a mini lesson which students apply during a 20 minute reading session, followed by reader response and oral share. In the Fluency class, students who are slow and choppy readers work with 6 minute solution, Fry phrases, Reader’s Theater, and Dolch sight word lists in order to develop automaticity in word recognition, expression, speed, and attention to punctuation. These classes meet twice a week, for 60 minutes each. Additionally, students in their 3-5th year at the school are referred for tier 3 interventions with a specialist. In Tier 3, students struggling to meet standards in English language and literacy work one on one or in a small group 2-3 times per week for 54 minutes. The focus is on English vocabulary building, sentence structure, and making meaning from text. The research based practices used in tier 3 include academic vocabulary instruction (Isabel Beck) and sentence frames (Kate Kinsella). Providers of these services include an ESL licensed teacher (for 11th and 12th grader) as well as a Bilingual Special Ed teacher (for 9th and 10th graders).

d. LONG TERM ELLS : Long terms ELLs receive the same targetted instruction as do ELLs with 4-6 years (as described above). We have evry few long term ELLS, as many of our students enter 9th grade as newcomers

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

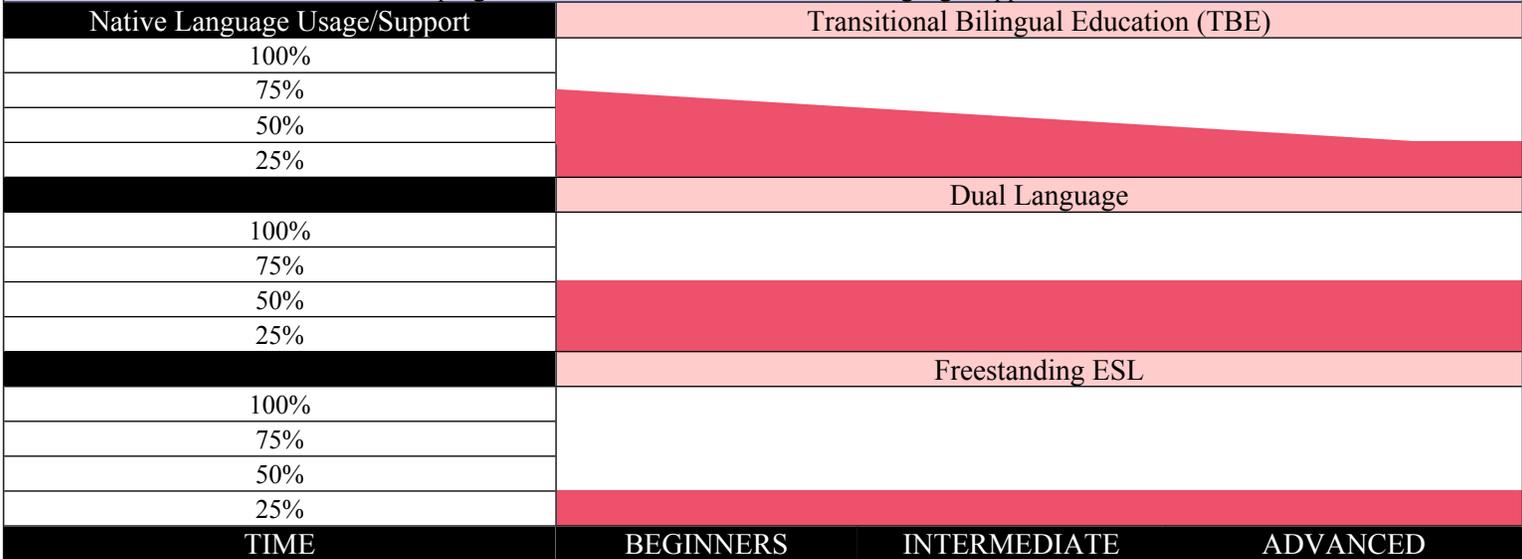
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

- French Heritage Language Program (in collaboration with the French Embassy) – this two-hour weekly program supports native language literacy for our francophone ELLs. This class is taught in French
- Individualized After School Tutoring (in collaboration with The International Rescue Committee and New York University) – twice a week students are encouraged by teachers, guidance counselors and administrators to attend after school tutoring with 8-10 volunteers from the 12th grade. These tutoring sessions strengthen students’ literacy and numeracy skills as students receive individualized assistance with homework assignments and outcomes.
- Saturday Math Support Class – targeted students work with their math teachers to improve numeracy skills.
- Saturday English Support Class – once a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- Saturday Science Support Class – once a week for one hour, targeted students who are struggling in science meet with a Science teacher to complete projects designed to improve their scientific and English literacy.
- Intensive Tutoring Support- In a small setting of 5 students to 1 teacher, content teachers provide intensive support for SIFE and long-term ELLs four periods per week as part of our zero period extended day program.

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

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

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

Some new programs we are considering are:

Digital Ready

Google 20%",

City Parks Foundation- film making with internships for students

West Alabama University- Curriculum writing with students as authors

Robotics with Coulumbia Universtity

College Now - credit bearing college courses for students

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

NA

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

Since nearly 91% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question ten of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- Chess Club
- Student Government
- GrowNYC
- Alchemi Peer Training Program
- College Now
- College Essay Writing Class
- Art Club
- Historic Preservation Classes
- Computer Software and Hardware Classes
- AP Algebra
- AP Statistics
- Guitar Class
- Drumming
- City Park Foundation

Other Support Services:

- Montefiore Clinic with mental health and dentistry for all students on site.

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

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

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Facing History, Facing Ourselves
- Sautiyetu
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Bodies Museum
- Technology (school has 6 computer cart laptop plus 1 computer labs):
 - o iMovie, Final Cut Pro (digital video cameras)
 - o Garageband (digital voice recorders)
 - o iPhoto (digital cameras)
 - o Powerpoint
 - o MS Word, Excel, PowerPoint
 - o SMART Board

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

All of our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Peers, community partners, family members and/or school personnel support students. We also have an extensive native language library with a wide selection of fiction and non-fiction books from which our students can choose. Students take advantage of these resources several times

throughout the day.

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

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

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

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

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

18. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French. In Addition, an AP French class is also offered in collaboration with the French Embassy in NYC)

19. For schools with dual language programs:

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

n/a - no dual language program

C. Professional Development and Support for School Staff

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at BIHS participate in various professional development activities including intervisitations within our own school as well as at other schools and collaborating with outside institutions such as Apple, Columbia University, NYU, The Dolan DNA Learning Center, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, Weill Cornell Medical College, Theater Development Fund, Tolerance Center, International Rescue Committee, National Endowment for the Humanities, Pearson Foundation (Digital Storytelling), The Tenement Museum, Royal Shakespeare Company, BRIC, and NFTE. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

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

Contracted Vendor Professional Development

- NCTM
- NCTSS
- NCTE
- NCTS

In-House Professional Development

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

Other Professional Development

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

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

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

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

D. Parental Involvement

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

1. Our parent coordinator encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Wolof, French, Spanish, Haitian Creole and Fulani. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.

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

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYC)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

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

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Family Association meetings. Parents are also surveyed through informal conversations over the course of the year at Family Association meetings and Parent Teacher Conferences. The role of the parent coordinator is to review the survey data and to work with outside partnerships to create a calendar of monthly meetings relevant to the parents’ needs and interests. The parent coordinator also works closely with the parents over the course of the year and periodically surveys them formally and informally to monitor their concerns and questions about our school. We have staff that speaks other languages and we use the translation unit as well.

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Bronx International HS

School DBN: 09X403

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joaquin Vega	Principal		1/1/01
Megan Williams	Assistant Principal		1/1/01
Ntina Diaz	Parent Coordinator		1/1/01
Vergell BAstein	ESL Teacher		1/1/01
	Parent		1/1/01
Melvin Damaolao	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elaine Anguiera	Guidance Counselor		1/1/01
Cyndi Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x403 School Name: The Bronx International HS

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 66%, Bengali - 1%, French - 15%; Fulani - 8.0%, Arabic - 2.0%, Haitian-Creole - 1,0%; Nepali - 2%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish including:

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

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

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 66%, Bengali - 1%, French - 15%; Fulani - 8.0%, Arabic - 2.0%, Haitian-Creole - 1,0%; Nepali - 2%; Other - 5%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic,

Bengali, French, Haitian-Creole, and Spanish. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx International HS	DBN: 09x403
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Spring Break
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: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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: ELA and Science After School Instructional Program for ELLs

Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work . In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction

Outcomes Enhancing program.. The number of ELLs in this program is 150. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Monday- Thursday from 4 to 5 PM, September - May 2012-13. The time frame may be adjusted to Winter break and Spring break session. The focus of the outcomes enhancing program is to go above and beyond the regular school day and accelerate the students understanding of lagueage and skills. Throughout the year teachers have identified specific content and skills called outcomes that students do/do not perform well on. During these sessions the program coordinator will make groups of English, math, history, and science outcomes enhancements that certain students will benefit from. One ESL teachers will team teach with 3 content area teachers (Math, English and Science) will explore literacy concepts through teacher designed projects which will extend their literacy and will allow them multiple opportunities to speak, listen, read, and write in English.

Part C: Professional Development

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

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

Begin description here:

1. Two Title III teachers will participate in QTEL, Building the Base In a three day professional development series during the year (Winter-Fall 2012-13 plus group intervisitation arranged by the network at no cost to Title III . The teachers participating in this series will meet with other colleagues who previously participated in QTEL professional development and study QTEL interactive strategies and incorporate the learning in their instructional practice. This is at no cost to Title III funds

2. Additional professional development conducted in the school that will support Title III instruction at

Part C: Professional Development

no cost to Title III will include:

- Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
- Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings
- Twice a month, 3:30 - 4:20 PM, Language and Literacy workshop for all Title III teachers are provided by in house Language and Literacy coaches (Suzanna McNamarra, Kerri Norton and Megan Williams)
- BXIHS Exit and graduation portfolio presentations that prompt a yearly re-evaluation of the scope and sequence of the four-year curriculum
- Student mentoring and Peer tutoring
- Weekly professional development meetings which will include the following topics:

Differentiation of instruction, Reading strategies, language development, analysis of student work, scaffolding instruction incorporating technology in the curriculum, peer critiques of teacher-generated curriculum and data-driven instruction

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: Evening Workshop Series for Parents of ELLs

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 50-60 parents of ELLs in Fall 2012 and Spring, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed) as needed for ELL parents during the workshops. Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on October 4th, 2012 on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning and all other core subject (Curriculum night)

Part D: Parental Engagement Activities

2. One 2-hour session on coaching parents in how to use math strategies in problem solving-TBA
 3. One 2-hour session on October 24, 2012 from 6-8PM to explain to parents our instructional model and coach them in how to help students at home.
 4. One 2-hour session on February 4th on how to support students with issues of cultural adjustment and second language learning.
 5. There will be additional workshops on Saturdays as a result of the PA meeting needs of its members.
- All of these sessions will have a Learning Village component for parents

This will enrich parent/family engagement in the school and provided a much needed service to students' families. Snacks and metro-cards will be provided for the parent activities. (\$227)

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 supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		