

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information | |
|--|-------------|
| Name of School: Int'l HS at Lafayette | DBN: 21K337 |
| 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 |
| Total # of ELLs to be served: <u>143</u> |
| 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 |

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 8

of certified ESL/Bilingual teachers: 4

of content area teachers: 4

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:

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 65 minutes each. This year we will serve 300-310 recent immigrant students in 9th, 10th, 11th, and 12th grade.

Our recent immigrant ELL students in grades 9-12 who are struggling both academically and linguistically have been invited for the following supplemental Title III programs:

-----Effective Literary Writing for ELLs (two hours per week, Tuesdays and Thursdays, from 3:50 to 4:50, beginning September 30th and ending June 11th, which is 63 sessions).

This supplemental program is focused on supporting students in their development of literary writing, especially with regard to comparing works of literature, supporting claims with evidence, articulating counter-claims, using literary elements, and following conventions of English language.

This program is designed for 11th and 12th grade ELL students. It is based on concern about the English Regents scores for our ELL population.

The program will focus on ELLs that have not yet passed the English Regents, with an emphasis on 11th and 12th grade students. It will be taught in English. The enrollment number will be 25.

This program will involve one ESL teacher and one ELA teacher.

She will utilize novels, journals, notebooks, poster paper, markers, and videos for the course.

Part B: Direct Instruction Supplemental Program Information

-----Art History Saturday Seminar for ELLs (Five hours every other Saturday from 10AM to 3PM, and every Thursday afternoon from 3:50PM to 4:50PM, beginning November 6th and ending June 13th, which has 20 sessions).

This supplemental program is for intermediate and advanced ELLs, and it is designed to develop their understanding of US and global history through the arts. It will be taught in English.

This program is designed for 10th and 11th grade intermediate and advanced ELL students. Part of the rationale for the course is that 79% of students last year did not pass the Global Regents in January. 38 students are mandated for this course.

This Title III program will be team taught by a dual licensed social studies/ESL teacher and an art teacher.

The materials required include museum admissions, notebooks, poster paper, markers, five iPads, and paper.

The curriculum will include the role of art in revolution; use of film in propaganda; Greek and Roman history through sculpture; American history and architectural styles; environmental issues and impact on history through Salgado photography; contemporary Chinese history and art; post WWII life in the US.

The students will take trips on the first Saturday of each month to the Museum of Modern Arts, the Museum of Moving Image, the Metropolitan Museum of Art, the Brooklyn Museum, the International Center of Photography, the Guggenheim Museum and the American Folk Art Museum. On these trips they will study the topics in the previous paragraph respectively.

-----Internet-based Research in the Social Sciences for Beginning ELLs (Monday and Friday from 3:50 to 4:50PM, starting October 20th and ending in May 18th, which is ___ sessions).

This supplemental program is designed for beginner and intermediate ELLs, and it is to support their development of research skills as a follow up to an analysis of the Global Regents scores. Last January 76% of the 10th graders did not pass the Global Regents exam, and through a line item analysis of the tests the teachers found that beginner and intermediate ELLs were struggling to use research and primary sources in their writing.

The program will be taught in English, and the program has 22 9th and 10th graders.

The program will be taught by one ESL teacher and one global teacher.

The additional materials include notebooks, primary sources/texts, poster boards, and videos.

-----Numeracy and Literacy for Beginner ELLs (Tuesdays and Thursdays, from 3:50 to 4:50PM, starting September 23rd and ending in May 26th, which is 62 sessions)

This supplemental program will be team taught by an ESL teacher and a math teacher. They will integrate mathematical numeracy skills with ESL to supplement the work that is happening during the

Part B: Direct Instruction Supplemental Program Information

school day. In our analysis of the Regents exams, beginner ELLs averaged a score of 64 last year, and this program is designed to support students with stronger numeracy as well as literacy skills.

There are 38 students in the program, and the program is taught in English.

The program will be taught by one ESL teacher and one Content teacher.

The materials needed are five iPads, math workbooks, Spanish/English math dictionaries, graphing poster paper, regular poster paper, 10 graphing calculators, 30 four-function calculators, math manipulatives, and journals.

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:

Four of the Title III teachers of ELLs will participate in the four day QTEL Building the Base in February 2015. This will start February 17th and go through February 20th. It will be from 9am to 3pm. It will cover the development of basic literacy skills.

Five of the Title III teachers of ELLs will participate in four sessions of professional development sponsored by the Internationals Network for Public School. These sessions will be on November 4th, December 12th, February 2nd, March 13th, and June 20th. Each session will be from 10 to 4. INPS is a nationally recognized leader in ELL instruction. The topics covered will include project design for ELLs, integrating language and content, supporting native language development, and effective assessment strategies.

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

Part D: Parental Engagement Activities

Begin description here:

One parent engagement activity will be ESL for parents, which will be used to provide language development for parents as well as tools for supporting their children in language acquisition. The classes will be every Thursday evening, beginning on December 4th and ending on May 26th from 6pm to 7:30pm. The course will cover basic English language skills as well as strategies to support students in the coursework. Parents will be notified through the mailing of translated letters to their homes. The course will be taught by one ESL teacher.

Another parent engagement activity will be computer classes for parents, which will be used to support parents in developing computer literacy skills in basic programs such as microsoft word as well as the use of the internet for job search and email. Additionally families will be taught how to access student information systems, such as the schoolwide grading system and the DOE resources. This will be taught by an ESL teacher, and it will be on Thursday evenings, from 6pm to 7:30pm. It will be taught by an ESL teacher, and the parents will be notified via translated letters sent to their homes.

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 | _____ | _____ |



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

21K337

School Name:

THE INTERNATIONAL HIGH SCHOOL AT LAFAYETTE

Principal:

JON HARRIMAN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The International High School at Lafayette School Number (DBN): 21K337
School Level: High School Grades Served: 9 through 12
School Address: 2630 Benson Avenue, Brooklyn, NY 11214
Phone Number: 718/333-7860 Fax: 718/333-7861
School Contact Person: Sherien Sultan Email Address: ssultan@schools.nyc.gov
Principal: Jon Harriman
UFT Chapter Leader: Pati Ibarra
Parents' Association President: Zamira Mirvaliev
School Leadership Team Chairperson: Zamira Mirvaliev
Student Representative(s): _____

District Information

District: 21 Superintendent: Michael Prayor
Superintendent's Office Address: _____
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: CFN 106 Network Leader: Vivian Orlen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------------|---|-------------------------|
| Jon Harriman | *Principal or Designee | |
| Pati Ibarra | *UFT Chapter Leader or Designee | |
| Zamira Mirvaliev | *PA/PTA President or Designated Co-President | |
| Carlos Franco | DC 37 Representative, if applicable | |
| Jessica Diaz Sally Idris | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Samah Sehata | Member/Parent | |
| Anselean Inoue | Member/Parent | |
| Maysa Saleh | Member/Parent | |
| Mike Dani | Member/Parent | |
| Yvette Johnson | Member/Parent | |
| Matthew Hoffman | Member/Teacher | |
| Kimberly Sanchez | Member/Teacher | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|--|
| <ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. | |
| <ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. | |
| <ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. | |
| <ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. | |
| <ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. | |
| <ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and | |

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. This year we will serve approximately 365 recent immigrant students in 9th, 10th, 11th, and 12th grade.

We have increased our graduation rate by 10%, we have a well-established pedagogical practice for supporting ELLs, we have a very strong college and career readiness index, and we have a multitude of programs offering a wide range of support and opportunity for students and family.

Our major areas of growth have been with regard to advisory and college readiness, and our area of focus is the integration of language and content, especially with regard to the CCLS for English and the Regents exams, as well as preparation for the graduation portfolio projects.

21K337 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------|---|-----|---|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 361 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | 3 | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 9 | # Music | 1 | # Drama |
| # Foreign Language | 3 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 90.3% | % Attendance Rate | | 89.9% |
| % Free Lunch | 88.4% | % Reduced Lunch | | 4.4% |
| % Limited English Proficient | 87.5% | % Students with Disabilities | | 2.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | 9.9% |
| % Hispanic or Latino | 19.7% | % Asian or Native Hawaiian/Pacific Islander | | 40.9% |
| % White | 29.0% | % Multi-Racial | | 0.6% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 3.18 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 3.7% | % Teaching Out of Certification (2013-14) | | 19.3% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 6.43 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 40.5% | Mathematics Performance at levels 3 & 4 | | 53.3% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 94.9% | % of 2nd year students who earned 10+ credits | | 87.2% |
| % of 3rd year students who earned 10+ credits | 92.8% | 4 Year Graduation Rate | | 60.7% |
| 6 Year Graduation Rate | 60.2% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | NO |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | NO |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | E |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | H |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | E |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has many strengths with regard to the development of rigorous and coherent curricula aligned to the CCLS, instruction within and across disciplines and grades, and strategic action planning with regard to data analysis that informs instruction. These strengths include careful curriculum mapping that is both vertically and horizontally aligned, peer intervisitations two times per year, extensive professional development, and careful scheduling to allow for meeting time and analysis of data and assessment tools.

Our needs in this area are to deepen our work in vertical alignment and expand our use of common protocols across the school, but in grade teams and disciplines.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal with regard to this tenet is to focus on greater coherence within and across disciplines and grades, particularly through the use of common protocols for language development. All teachers will work within their discipline to develop a protocol based on data analysis, and this protocol will be presented to the staff during the first semester. In the second semester all teachers will utilize protocols from each of the following disciplines: math, science, English, arts, and social studies. Our goal is to raise the English Regents pass rate by 5% by June 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Review of existing protocols within each discipline as well as the data from the English Regents | Discipline Teams | May, 2014--- June 2014 | Discipline and Grade Team Leaders; Principal; Assistant Principal; Literacy Coach |
| Sharing of protocols to be refined | All teachers | September, 2014 | Discipline Leaders; Literacy Coach |
| Establish baseline with use of formative assessment | Each discipline/department | October, 2014 | All Teachers |
| Use of protocols within each discipline | All teachers | October, 2014- November, 2014 | All Teachers, Principal; Assistant Principal; Literacy Coach |
| Protocol presentation and share by each discipline | Discipline Teams | December, 2014- January, 2015 | All Teachers, Principal; Assistant Principal; Literacy Coach |
| Utilization of five Common Protocols throughout the school | All Teachers | February- May, 2015 | All Teachers |
| Administration of Formative Assessment, ELA Regents and Portfolios and review of data an next steps | All Teachers | May, 2015 | All Teachers; Principal; Assistant Principal; Literacy Coach |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Funds for Literacy Coach, per session for team and discipline leaders, texts specific to the range of protocols, scheduled time for professional development regarding protocols, technology for sharing/presentation of technology. |

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|---|--------|
| X | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | X | Grants |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. The completion of the presentation of the protocols designed by each discipline team by the end of January 2015.

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Part 6b. Complete in **February 2015.**

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|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | H |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | H |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | E |
| 5.5 | The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful. | H |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With regard to this tenet our school has a multitude of structures in place to support social and emotional well-being and to foster healthy relationships in an environment conducive to academic and social/emotional growth. These structures include a full time social worker, a guidance counselor, and a team of 4 mental health professionals through Clinic Plus as well as a range of social/emotional supports.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal with regard to this tenet is to focus on more comprehensive communication with parents and clarifications with how families can best support the development of their child. This will be done with increased communication with families, more targeted family association themes, and deeper integration into the school environment (including portfolio presentations, workshops around the pedagogical model of the school, and communication with regard to assessments and feedback).

By June 2015 there will be a 5% increase in average attendance at family association and open school events as compared to 2013-2014.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal | Target Group(s) | Timeline <i>What is the</i> | Key Personnel <i>Who is responsible</i> |
|---|-----------------|--------------------------------|--|
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| <p>for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | <i>Who will be targeted?</i> | <i>start and end date?</i> | <i>for implementing and overseeing the activity/strategy?</i> |
|--|------------------------------|------------------------------------|--|
| Establish family association focus topics for year. | All families | September, 2014 | Parent Coordinator, Social Worker, Principal , Guidance Counselor, CBO Coordinator, SLT President and other members |
| Planning and Conducting FA and Open School events throughout the school year | Same as above | September, 2014 through June, 2015 | Various Teachers, Parent Coordinator, Social Worker, Principal , Guidance Counselor, CBO Coordinator, SLT President and other members, CBOs, Colleges and Universities |
| Engaging parents of seniors in participation in senior portfolio panels | Parents and seniors | January, 2015 | Parent Coordinator, Assistant Principal, CBO Coordinator |
| Increasing access and communication with regard to outcomes based assessment | All parents | January— June, 2015 | All Teachers; Principal; Assistant Principal; Tech Coordinator; |
| Reflection and monitoring of progress through survey of families | All parents | January— May, 2015 | Assistant Principal, Parent Coordinator, CBO coordinator |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds for CBO coordinator, tech coordinator, per session for teachers for meetings with families and design of workshops, funds for translation for communication with family, technology for use in family association meetings to work on online systems, printing funds for outreach materials and workshop materials, funds for organizations, professional development funds, materials for restorative justice practices

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | x | Title III | x | P/F Set-aside | x | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Outreach to families and participation of families in the portfolio process.

Part 6b. Complete in **February 2015**.

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|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | E |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | E |
| 4.4 | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | H |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In terms of the engagement of students our teachers have a wide range of strategies and practices the help close the achievement gap, identifying and acting on the needs of all students as well as specific subgroups in need of support. Our instructional practices include heterogeneous grouping, extensive scaffolding and differentiation, integration of language and content, instruction through student-centered projects, and real-world connections. The coherency is accomplished through Internationals Network professional development as well as consistent use of the core principles of our model.

Our need with regard to this tenet is to expand our options with regard to supporting students in making the best choices and in having a range of systems with regard to discipline, consequence, and growth, and we are particularly interested in utilizing restorative circles for this.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Although we feel that we are quite strong with regard to 4.4, we are interested in deepening our work in this area. We intend this year to begin the process of restorative circles through a series of workshops and readings. Our goal is to reduce our suspension rate by 10% from last year and train at least 25% of the staff in restorative practices.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|---|---|--|
| Review behavior concerns and responses from 2013-2014 at June 2014 staff retreat | Students with greater than two suspensions during the 2013-2014 school year | June, 2014 | Teaching Staff at Retreat (approximately 40%), principal, social worker |
| Conference with schools practicing restorative justice/circles | All students identified by social worker | November, 2014 | Social worker, key teaching staff members (approximately 15%) |
| Attend restorative circles training | Same as above | December, 2014— March, 2015 | 25% of staff; student council |
| Implement phase one of restorative circles practice | All students, as needs arise | March, 2015-June, 2015 | Trained Teachers; Principal; Assistant Principal; Social Worker; Guidance Counselor |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds for workshops on restorative circles, per session for staff attending workshops, professional development, professional readings, funds for CBO coordinator

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | x | Title III | x | P/F Set-aside | x | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 5. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

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|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

By mid-year approximately four teachers will have completed training sessions on restorative circles and another six teachers will be registered for spring sessions.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | H |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | H |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our vision is closely tied to the core principles of the Internationals Network, which emphasizes language development through content, project-based learning, differentiation and scaffolding, and real-world connections. Furthermore our hiring process involves several stages, including a personnel committee made up of a range of stakeholders. In the interview process we clarify the work and expectations for all teachers. Our need with regard to Tenet 2 is to revisit and update our school vision so that it has greater consistence and coherence with our school community and where we are at in our history.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During this year we would like to develop a clearer and more cohesive vision for students’ achievement and well-being and work to deepen the understanding of that vision throughout our school community. By June 2015 we will have a clearly stated vision that incorporates our academic approach as well as our approach to social/emotional well-being and development. This vision will have documented input from multiple stakeholders, including students, teachers, staff members, and others and will drive goal setting by teams, disciplines, and individuals.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Staff reviews goals and sets tentative goals, areas of focus and potential instructional shifts for 2014-2015 | All staff, identified areas of focus sub-groups, including SIFE and struggling ELLs | June, 2014 | All key staff, including guidance, administration |
| Team leaders (representatives from each school) establish school wide goals for year. | Grade team leaders, identified areas of focus sub-groups, including SIFE and struggling ELLs | September, 2014 | Principal, Assistant Principal, Team and Discipline Leaders |
| Each discipline and grade level team establishes goals based on the school-wide goals | Discipline/department team leaders, identified areas of focus sub-groups, including SIFE and struggling ELLs | September—October, 2014 | All staff |
| Teachers conference with administrators individually to set goals in alignment with above goal setting | All staff | September-October, 2014 | All staff |
| Key stakeholders revisit the school wide vision in order to more carefully align | All students, family members, CBO's, organizations | January-March, 2015 | All staff, various family members, student council, various CBO's, and support organizations (such as Internationals Network for Public Schools) |
| Revision and finalization of school-wide vision | All staff, identified areas of focus sub-groups of students, including SIFE and struggling ELLs | June, 2015 | Same as above |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Fund for per session for staff meetings with families and CBO’s, translation services for families, professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | x | Title III | x | P/F Set-aside | x | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|---|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By mid-year all teachers and all discipline/department teams and all grade-level teams will have three to four goals that have been approved by the administration.

Part 6b. Complete in **February 2015**.

| | | | | |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| | Tenet 6 Statement of Practice (SOP) Addressed | HEDI Rating |
|-----|---|-------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | H |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | E |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | H |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With regard to the 6th tenant, we are proud of the work that we have done in creating a school culture and climate where families, community members and school staff collaborate to support all students in both their social/emotional well-being as well as their academic progress. Our school is a welcoming space with an open-door policy. We communicate with families through monthly family association meetings, mailings translated into multiple languages, individual/personal phone calls home in multiple languages, automated phone calls home in multiple languages, and home visits. Our extensive partnerships include over 25 different CBO’s and other organizations, including iMentor, New York Cares, and Minds Matter.

Our need with regard to this tenet is to more effectively communicate with students and families with regard to the outcomes based assessment system, which was piloted last year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal with regard to this tenant ties directly to 6.5, deepening our work around communicating with students and families regarding student data and progress, specifically as it relates to outcomes based assessment. By June 2015 all students and parents will have access to the outcomes based grading assessment system and will

have had training sessions, including at least three advisory sessions for students and one family association meeting for families.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|--|--|
| Teachers will collaborate to align outcomes with CCLS and within their classes and disciplines. | All Teachers | Ongoing; targeted sessions in September, January, and June | All teachers, principal, assistant principal, literacy coach |
| The outcomes based assessment Jumprope will be utilized for documentation of progress of each student | All Teachers | Throughout the school year | All teachers (with new teachers and struggling teachers receiving support from the literacy coach, Model Teacher, and administration |
| Trainings will be completed for students and families | Students and family members | January-March, 2015 | Teachers, administrators, parent coordinator |
| Reflection on outcomes based assessment system and setting of goals for upcoming school year | All staff | June, 2015 | Teachers, administrators, literacy coach, parent coordinator, social worker, guidance counselor |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds to cover cost of Jumprope software, per session for training, professional development for outcomes based assessment, technology, translation, printing of materials for training, professional reading related to outcomes based assessment

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|---|--------|
| X | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | x | Title III | x | P/F Set-aside | x | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

At midyear teachers will have identified all outcomes for their courses and communicated these with students. Additionally curriculum will be aligned with CCLS and documented in the online program, Atlas.

Part 6b. Complete in **February 2015**.

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|--|---|--|--|---|
| English Language Arts (ELA) | Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teach | 3. Before/after school tutoring 4. Literacy Selective 5. Literacy pull-out class 6. Explorers Club 7. Writing Center | 3. Tutoring 4. Small group 5. Small group 6. Small group 7. Small group | 3. Before/after school 4. During school day 5. During school day 6. Weekends 7. Before school |

| | | | | |
|--------------------|---|---|---|--|
| | her input | | | |
| Mathematics | Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teacher input | <ul style="list-style-type: none"> 3. Before/after school tutoring 4. Statistics Elective 5. Interactive Math Elective | <ul style="list-style-type: none"> 3. Tutoring 4. Small group 5. Small group | <ul style="list-style-type: none"> 3. Before/after school 4. During school day 5. During school day |
| Science | Formative assessment, credit accumulation, Regents grades (where appl | <ul style="list-style-type: none"> 3. Before/after school tutoring 4. Living Environment Selective | <ul style="list-style-type: none"> 3. Tutoring 4. Small Group | <ul style="list-style-type: none"> 6. Before/after school 7. During school day |

| | | | | |
|-----------------------|--|---|---|---|
| | icable), portfolio outcomes, teacher input | | | |
| Social Studies | Formative assessment, credit accumulation | <ol style="list-style-type: none"> 1. Before/After School Tutoring 2. Global Review Selective 3. Global Issues Class 4. Art and History Explorers | <ol style="list-style-type: none"> 5. Tutoring 6. Small Group 7. Small Group 8. Small Group | <ol style="list-style-type: none"> 5. Before and after school 6. During school day 7. During school day 8. Weekends |

| | | | | |
|--|--|--|--|--|
| | n , R e g e n t s g r a d e s (w h e r e a p p l i c a b l e) , p o r t f o l i o o u t c o | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | messages, teacher input | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker | Referrals by teams of teachers, individuals, social worker, guidance, or at student/family request | <ul style="list-style-type: none"> 5. Group Discussions with Social Worker 6. Counseling with Social Worker 7. Planning Conferences with Guidance Counselor | <ul style="list-style-type: none"> 5. Small Group 6. Individual 7. Individual | <ul style="list-style-type: none"> 11. During school day 12. During school day 13. During school day and after school |

| | | | | |
|--------------------------|--|--|--|--|
| <i>er, etc)</i> | | | | |
|--------------------------|--|--|--|--|

Section 7: Title I Program Information

Directions:

6. All schools must indicate their Title I status in Part 1
7. All elements of the *All Title I Schools* section must be completed in Part 2
8. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
9. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
10. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
11. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

IHS recruits highly qualified teaching candidates through both the NYCDOE Open Market System and via the International Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools student populations.

IHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.

Our Literacy Coach provides targeted professional development for all new teachers and other teachers on a case-by-case basis. The Coordinating Council ruling is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, disciplines, administration, standing committees, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: weekly subject area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet and follow protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the INPS rubric. Teachers also meet in their teams weekly in order to discuss student progress. They examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each team contains at least one ESL-certified teacher, each team member, regardless of subject area certification learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher intervisitations (peer observations at various HIS's).

2b. 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).

We offer a number of professional development opportunities within our school which begins with teacher goal setting. Teachers set goals using the Danielson framework after self-assessing on this rubric. They develop goals based on 3 areas of growth. They are observed a minimum of 6 times per year where they receive feedback and next steps. They are partnered with peers for peer observations to give each other feedback in their areas of growth at least 2 times per year. They meet weekly in subject area teams and in grade-level teams to plan, share and revise curriculum based on the CCLS and review student work and data connected to the CCLS. In addition, the PD committee plans bimonthly full-staff PD that supports teachers in the Common Core shifts. Finally, we also reach out to our partners, Internationals Network for Public Schools, New York State Performance Standards Consortium, CFN106, QTEL, Facing History and Jump rope for ongoing PD in helping our work to become more closely aligned to the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Subject area teams meet a minimum of once weekly to discuss curriculum and assessment. Teams work together with the support of administration to choose common assessments to help track student progress. In addition, because we follow a standards-based assessment model, students are given multiple opportunities to achieve learning goals through a variety of assessments. Subject area teams regularly plan assessments and review data multiple assessment measures tied to these standards. Over the past year, the PD committee, made up of teachers, has worked to create staff-wide PD to support teachers in this work

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source | Funding Amount: | Place an (X) in <u>Column A</u> below to verify that |
|--------------|-------------|-----------------|--|
|--------------|-------------|-----------------|--|

| | (i.e. Federal, State or Local) | Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|---|--------------------------------|---|--|--|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | 292346 | x | 9-23 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | 74006 | x | 9-23 |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 2144051 | x | 9-23 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

International High School at Lafayette
2630 Benson Avenue, Room 301
Brooklyn, NY 11214
718-333-7862

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The International High School at Lafayette, 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 the school and the families. The 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 the school community. **The International High School at Lafayette** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

The International High School at Lafayette, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|---|-------------------------|--------------------------|
| District 21 | Borough Brooklyn | School Number 337 |
| School Name International High School at Lafayette | | |

B. Language Allocation Policy Team Composition [i](#) 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 Jon Harriman | Assistant Principal Sherien Sultan |
| Coach Aarti Sawhney | Coach Renee Ehle |
| ESL Teacher Amy Gallagher | Guidance Counselor Tania Alvarez |
| Teacher/Subject Area Katie Clark/ESL | Parent Irina Kutzenova |
| Teacher/Subject Area Matthew Hoffman/ESL/Soc St | Parent Coordinator Carlos Franco |
| Related Service Provider n/a | Other type here |
| Network Leader(Only if working with the LAP team) Cyndi Kerr | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|-----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 12 | 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 | 2 |
| 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 | 12 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 351 | Total number of ELLs | 311 | ELLs as share of total student population (%) | 88.60% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | 4 | 4 | 4 | 3 | 15 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 3 | 15 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|---|
| All ELLs | 311 | Newcomers (ELLs receiving service 0-3 years) | 243 | ELL Students with Disabilities | 0 |
| SIFE | 61 | ELLs receiving service 4-6 years | 66 | Long-Term (completed 6+ years) | 2 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 243 | | | 66 | | | 2 | | | 311 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 243 | 0 | 0 | 66 | 0 | 0 | 2 | 0 | 0 | 311 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| 9-12 | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 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 | | | | | | | | | | 20 | 16 | 17 | 14 | 67 |
| Chinese | | | | | | | | | | 18 | 14 | 34 | 16 | 82 |
| Russian | | | | | | | | | | 13 | 19 | 7 | 6 | 45 |
| Bengali | | | | | | | | | | 1 | 1 | 1 | 2 | 5 |
| Urdu | | | | | | | | | | 5 | 5 | 8 | 7 | 25 |
| Arabic | | | | | | | | | | 9 | 8 | 8 | 2 | 27 |
| Haitian | | | | | | | | | | 3 | 3 | 1 | 5 | 12 |
| French | | | | | | | | | | 3 | | 3 | 2 | 8 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | 1 | 1 |
| Other | | | | | | | | | | 9 | 9 | 7 | 14 | 39 |
| TOTAL | 0 | 81 | 75 | 86 | 69 | 311 |

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) | | | | | | | | | | 40 | 21 | 22 | 11 | 94 |
| Intermediate(I) | | | | | | | | | | 25 | 30 | 43 | 33 | 131 |
| Advanced (A) | | | | | | | | | | 8 | 21 | 22 | 26 | 77 |
| Total | 0 | 73 | 72 | 87 | 70 | 302 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 | 68 | | 19 | |
| Integrated Algebra | 163 | | 93 | |
| Geometry | 4 | | 2 | |
| Algebra 2/Trigonometry | 5 | | 3 | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 158 | | 87 | |
| Physics | | | | |
| Global History and Geography | 160 | | 58 | |
| US History and Government | 64 | | 29 | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- 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.
The reading and writing section from the NYSESLAT data indicates that 55% of our incoming 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at the Intermediate levels. For example, in 10th grade, 42% of the students tested as Intermediate while 29% tested as Advanced.

By 11th grade, those percentages increase so that 49% of the students test as Intermediate but 25% test as Advanced or Proficient. Finally, by senior year, 47% of our students are testing at the Intermediate level, 37% at Advanced or Proficient and only 10% remain at the Beginner level. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.

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

Our LAB-R data indicates that 74% of our very new arrivals are Beginners. Nearly all of these Beginners scored 0 in listening, reading, and writing. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12th grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. As mentioned above, this data informs our curriculum and the need to continue to develop reading and writing skills though all content areas in addition to our after school programs.

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

As mentioned above, the most crucial pattern is one of improvement from 9th to 12th grade and we expect this pattern to continue. According to the 2011-12 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 95 while the safe harbor was 87. Nevertheless, the disparity between reading/writing and listening/speaking on the NYSESLAT modalities indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. Each interdisciplinary team has at least two ESL-certified teachers; in addition, each team has one teacher who is dual-certified in a content area and ESL.

4. For each program, answer the following:

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

a. Our school, utilizes a DYO Formative Assessment tasks and rubrics. 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 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 almost 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](#).)

N/A: We have grades 9-12.

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 are not 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% for 4 yers and 71% for 6 years.
- Course pass rate for all grades at about 85% or higher.
- Attendance rates - around 90%
- 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 2011-12 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students admitted to The International High School at Lafayette from a New York City junior high school are recently arrived

immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). An informal interview takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LAB-R within ten days of admission. The Lab-R is given on an ongoing basis as new admissions occur.

The people responsible for this are:

HLIS: Sherien Sultan speaks Arabic, Jon Harriman speaks Spanish, Tania Alvarez speaks Spanish, Matthew Hoffman speaks French - Licensed Teachers

LAB-R: Amy Gallagher speaks Spanish - Licensed Teacher

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers. In addition our SIFE Coordinator utilizes an assessment that evaluates past educational experience. Spanish Lab-R is administered as needed.

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.
A team consisting of the guidance counselor, parent coordinator, assistant principal (certified in Social Studies), community associate (certified in ESL) and family paras representing the different language groups present at our school facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- 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. The pedagogues involved in this process includes Matthew Hoffman and Amy Gallagher. 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. All relevant documents are kept in the cumulative cabinet.

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 parents 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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All 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 our literacy coach. 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. The testing coordinator monitors the completion of each of the 4 sections of the NYSESLAT.

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. The majority 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.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. 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. Additionally we have an extensive SIFE program at a teacher push-in support schedule.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. 22 different electives provide a range of support suited to the needs of our diverse population.

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 65 minutes in duration, so a student will meet with his or her English teacher 4 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 math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class 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. The materials are selected by teachers in alignment with the CCLS designed curriculum.

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 paried 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 accomodations are effectively implemented by all classroom teachers.

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.

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 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 differentiated choices that are designed for newcomers, ELLs (4-6yrs) and former ELLs 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.

- Instructional Plan for SIFE - Our instruction plan for SIFE involves a pull-out class to support students with basic literacy needs in a way that allows them to be successful in their other classes. Additionally the SIFE population is supported through push-in by select teachers, professional development for all staff, and targeted interventions for specific students. Finally through the SIFE program there is a writing center that is three mornings per week, a Saturday language and experiential learning series, a math in Spanish course, and a SIFE inquiry team.

- DOK Training - All teachers have received extensive training in Depth of Knowledge integration in the classroom. Teachers evaluate and provide feedback on curricula in terms of the DOK prompts and tasks within their projects.

- Scaffolding and Differentiation - Teachers receive feedback on their teaching with regard to scaffolding and differentiation provided that allows a range of ELLs to access the work. This feedback includes formal observations, peer intervisitations, and curriculum sharing, as well as a review of student work.

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 targeted intervention 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
- 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 IRC and NYU. These tutoring sessions strengthen students' literacy and numeracy skills as students receive individualized assistance with homework assignments.
- Math Support Class in Spanish – once a week for one hour, targeted students work with their math teachers to improve numeracy skills.
- English Support Class/Writing Center – 3x a week for one hour, targeted students meet with an English teacher completing projects designed to improve their literacy skills.
- 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?

Online Learning
Expanded iMentor Program
Bridge to College
Minds Matter
Liberty Partnership Program at Kingsborough Community College
The Door's This Way Ahead Program
Apex for Youth College Essay Workshop & People Magazine visi
ACE Mentors
NYU Visionary Studio
G-Next
Girls Write Now
ICP - International Center for Photography
College 360 Sepcialized SAT Class

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

Reserve was discontinued due to targeted support provided through Bridge to College.

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 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question 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
- Tap Dance
- Garden Club
- Mahjong Club
- College Now
- Art History Explorers
- Service Learning
- Saturday Explorers
- Circulo Latino club

Other Support Services:

- Clinic Plus

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
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- AMNH
- DNA Center
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has nearly 1:1 laptop computers)
 - 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 Boards
 - o Nooks/Digital Reader
 - o iPads

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. We also offer an Urdu film class, math in Spanish and a literature circle in Spanish.

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 IHSL 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 iMentor, Minds Matter, Liberty Partnership Program at Kingsborough Community College, Global Action Project, NY Exploring, The Gap Foundation, JApex, Google, Time Inc., Bank of Tokyo, Ernst & Young, Arab American Family Support Services, ACE, NYU, G-Next, Girls Who Code, Adcamp, Korean Society, Girls Write Now, International Center for Photography, St. Joseph's College, College 360, The Museum of the City of New York, The American Museum of Natural History and Baruch College. 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 International High School at Lafayette participate in weekly interdisciplinary team professional development as well as bimonthly discipline-based professional development. In addition, IHSL 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. The inquiry team also prepare for our teacher-led PD which is held once 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

- Internationals Network for Public School
- QTEL

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 one period 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, 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 specific focus. 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, Chinese, Wolof, French, Spanish, Haitian Creole, Fulani and Uzbek. Attendance at these meetings is generally strong. Our parents are encouraged to accompany the students on trips to colleges and to attend our International Feast. Around 40% of our students' families regularly attend Open School Night and Open School afternoon.
 2. IHSL 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 (NYIC)
 - Sanctuary for Families
 - Jewish Community Council of Greater Coney Island
 - Assorted attorneys and tax specialists (workshops on legal and financial issues)
 - Interborough Developmental and Consultation Center
 - NYPD Community Affairs Bureau New Immigrant Outreach UnitAll 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 also offer an ESL class for families.
 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: **THE INHS AT LAFAYETTE**

School DBN: **21K337**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------|----------------------|-----------|-----------------|
| Jon Harriman | Principal | | |
| Sherien Sultan | Assistant Principal | | |
| Carlos Franco | Parent Coordinator | | |
| Amy Gallagher | ESL Teacher | | |
| Irina Kutzenova | Parent | | |
| Katie Clark | Teacher/Subject Area | | |
| Matthew Hoffman | Teacher/Subject Area | | |
| Aarti Sawhney | Coach | | |
| Renee Ehle | Coach | | |
| Tania Alvarez | Guidance Counselor | | |
| Cindy Kerr | Network Leader | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K337 School Name: The International HS at Lafayette

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: Chinese - 26%; Spanish - 20%, Russian - 15%, Urdu - 9%; Uzbek - 8%; Arabic - 8%; Other - 14% . 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, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu 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: Chinese - 26%; Spanish - 20%, Russian - 15%; Urdu - 9%; Uzbek - 8%, Arabic - 8%; Other - 14%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. 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, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean 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>.

The International High School at Lafayette 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.