



**2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
UPDATED 2014-2015**

DRAFT - PENDING SUPERINTENDENT APPROVAL(CEP)

School Name: The International HS @ Prospect Heights

DBN: 17K524

Principal: Nedda de Castro

Email: ndecastro@schools.nyc.gov

superintendent: Michael Prayor

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| de Castro, Nedda | *Principal | |
| Rippeteau, Maison | Assistant Principal/ SLT Chair | |
| Watson, Steve | *UFT Chapter Leader | |
| Brian Hsu | Member/Teacher | |
| Lavinia Greene | DC 37 | |
| Teresa Lasose Edwards | Member/Parents Association President | |
| Celso Lasose | Member/Parents Association Vice President | |
| St Victor, Guyson | Student | |
| St Victor, Guycardine | Student | |
| Lammers, Adam | Member/Teacher | |
| Yip, Joanna | Member/Teacher | |
| | | |
| | | |
| | | |
| | | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 – Sustained Excellence in English Language Arts

By June 2015, all student accountability groups will meet annual yearly progress participation and performance criteria associated with English Language Arts (ELA).

Comprehensive needs assessment

All student accountability groups currently do not meet annual yearly progress criteria associated with English Language Arts.

Instructional strategies/activities

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

English Language Arts (ELA)

- All teachers will receive specialized professional development in teaching methods for English Language Learners and the principles of the Internationals Network of Public High Schools for teaching English Language Learners.
- 9th and 10th grade students will be comingled in all English Language Arts classes to facilitate English language acquisition, with all instruction delivered in English.
- A literacy coach position will be used to assist teachers in the development of materials and pedagogical methods.
- Supplemental English literacy classes will be provided for all students who are in need of additional ELA supports.
- Reading programs will be strengthened and emphasized for all students.
- An after school Regents prep program will be offered in English Language Arts.
- Weekly “Newcomer” classes will be offered during and after school (two classes per week).
- An after-school peer tutoring program in all subjects (including ELA) will be provided four days each week for students.
- A program to support and improve student achievement on the CUNY placement examinations in writing will be implemented.
- All core content classes will be taught by teachers organized into team structures with meeting times built into weekly teacher schedules that: 1) facilitate collaborative planning, 2) increase awareness and understanding of individual students; and 3) and provide opportunities for data inquiry and analysis. All teachers will participate in a minimum of two weekly inquiry/data analysis meetings to focus on the specific students they teach. These meetings will include time and protocols for: 1) curriculum sharing; 2) sharing student guidance concerns; 3) discussing pedagogical approaches to meeting the educational needs of specific students’ and 4) coordinated planning of school and team events and activities.

- English Language Arts class sizes will be maintained below city and state maximums to facilitate instruction of English language Learners (ELLs). 9th and 10th English Language Arts classes shall not exceed 28 students and class size in 11th and 12th English Language Arts grades shall not exceed 30 students.

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.
- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The Community Coordinator, Parent Coordinator, teachers, advisors, and partnering community based organizations will work with parents better understand their roles in their child’s education, to provide appropriate study places for students, and to actively monitor students’ completion of homework at regular intervals
- Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents’ capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III x Grants Other

If other is selected describe here:

**Service and program coordination:
In order to support this work:**

Tax Levy will be used to:

- To partially fund per-session for teacher inquiry teams.

- Fund teacher salaries in all content areas to support a reduced class sizes.
- Purchase Datacation (Skedula and Pupil Path) software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student progress.

Title I SWP will be used to:

- Fund per-session for teachers to provide after school test preparation.

Title III will be used to:

- To pay per-session to a teacher inquiry team that will study best practices in teaching Literacy to ELLs.

The SIFE Grant will be used to:

- To partially fund the Reading and Literacy Teacher.
- To partially fund per-session for a Peer Tutoring Coordinator.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 – Improved Student Achievement Measures in Mathematics

By June 2015, all student accountability groups will meet annual yearly progress participation and performance criteria associated with Mathematics.

Comprehensive needs assessment

All student accountability groups currently meet annual yearly progress criteria associated with mathematics.

Instructional strategies/activities

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

Mathematics

- All teachers will receive specialized professional development in teaching methods for English Language Learners and the principles of the Internationals Network of Public High Schools for teaching English Language Learners.
- 9th and 10th grade students will be comingled in all mathematics classes to facilitate English language acquisition, with all instruction delivered in English.
- Supplemental content based academic support (CBAS) classes in mathematics will be provided for selected 11th and 12th grades students who have not yet passed the mathematics Regents examination in Integrated Algebra in the school day.
- All mathematics class sizes will be maintained below city and state maximums to facilitate instruction of English language Learners (ELLs). 9th and 10th grades shall not exceed 28 students and class size in 11th and 12th grades shall not exceed 30 students.
- One additional mathematics teacher will be hired.
- An after-school peer tutoring program in all subjects (including mathematics) will be provided four days each week for students.
- An after school Regents prep program will be offered in Integrated Algebra.
- A program to support and improve student achievement on the CUNY placement examinations in mathematics will be implemented.
- Continue developing and implementing new mathematics curricula associated with New York State's Common Core standards.

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.

- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- The Community Coordinator, Parent Coordinator, teachers, advisors, and partnering community based organizations will work with parents better understand their roles in their child's education, to provide appropriate study places for students, to actively monitor students' completion of homework at regular intervals, and to ensure that their students have appropriate technology (computers and graphing calculators) at home to facilitate student completion of homework.
- Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents' capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination:

In order to support this work:

Tax Levy will be used to:

- To partially fund per-session for teacher inquiry teams.
- Fund teacher salaries in Mathematics to support reduced class sizes.
- Purchase Datacation (Skedula and Pupil Path) software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student progress.

Title I SWP will be used to:

- Fund the Mathematics Coach.
- Fund per-session for teachers to provide after school test preparation.
- .

The SIFE Grant will be used to:

- To partially fund per-session for a Peer Tutoring Coordinator.

ANNUAL GOAL # 3 AND ACTION PLAN

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

Annual Goal #3 – The 4 year graduation rate for all students will meet or exceed 60%.

Comprehensive needs assessment

All student accountability groups currently meet annual yearly progress criteria associated with Graduation Rates.

Instructional strategies/activities

We are a school that serves a 100% ELL population. In order to maximize student learning and achievement, the following strategies/activities will be used:

Graduation Rates

- A second special education teacher will be hired to provide additional services to students with individual educational plans (IEPs).
- 11th and 12th grade teachers will regularly analyze Regents performance level, credit accumulations, and other data of individuals and groups of students to facilitate meeting the achievement needs of students.
- All teachers will have access to ARIS, Skedula, and other data analysis resources as needed for routine and special data analysis initiatives.
- New practices, procedures and curricula will be developed and implemented to facilitate the implementation of the English Language Learner (ELL) Waiver from Regents examinations in Science and Social Studies.
- Each student will be required to develop and defend portfolio-based performance based assessments (PBATs) in English, mathematics, science and social studies as prerequisites for graduation.
- Discipline based inquiry teams will meet at least 3 times per year for at least 2 hours each session to examine student work products, inform instruction, and coordinate curricula between the various grades and classes.
- Curricula and assessments in ELA and Mathematics will be aligned with Common Core learning standards.
- Curricula and assessments in subjects other than ELA and Mathematics will be aligned with New York State Performance Indicators.
- Pedagogical approaches will be aligned with the HELLO Principles of the Internationals Network of Public Schools and the Danielson Framework for Effective Teaching.
- All classes, with the exception of Physical Education classes, shall be limited in size to facilitate instruction of English Language Learners.
- An after-school peer tutoring program in all subjects for students in need of additional assistance will be implemented four days a week within 30 days of the

beginning of the fall term.

- A task force will undertake a study of the CUNY placement examinations and make recommendations on how our school might improve student achievement on these examinations.

Strategies to increase parental involvement

- Actively involve and engage parents in the planning, review and evaluation of school programs and activities through viable and active organizations such as: 1) the School Leadership Team; 2) the Parents Association; and the Title I Parent Committee.
- Engage parents in discussion and decisions regarding the allocation of school funds in the annual budget to meet CEP goals and objectives.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Parents will be encouraged to provide appropriate study places for students and to actively monitor students' completion of homework at regular intervals
- Conduct parent workshops with topics that may include: 1) parenting skills; 2) understanding educational accountability; 3) awareness and understanding of grade-level curriculum and assessment expectations; 4) English language literacy; 4) accessing community and support services; and 5) technology training to build parents' capacity to help their children at home, including the training of parents to access student achievement and performance data through Pupil-Path.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination:

In order to support this work:

Tax Levy will be used to:

- To partially fund per-session for teacher inquiry teams.
- Fund teacher salaries in all content areas to support a reduced class sizes.
- Purchase Datacaton (Skedula and Pupil Path) software in order to facilitate teacher data collection and parent, staff, and student communication and

monitoring of student progress.

Title I SWP will be used to:

- Fund a part time Mathematics Coach position.
- Fund per-session for teachers to provide after school test preparation.

Title III will be used to:

- To purchase software that is used in the differentiated instructional programs.
- To fund translators and translation services to assist with school to parent communications.
- To pay per-session to a teacher inquiry team that will study best practices improvement opportunities .

The SIFE Grant will be used to:

- To partially fund the Reading and Literacy Teacher.
- To partially fund per-session for a Peer Tutoring Coordinator.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 – To Increase the Number of Enrichment Activities for Students and Families After School.

Comprehensive needs assessment

Student attendance and participation in school-sponsored enrichment programs facilitate the acquisition of English language skills and academic proficiencies by English Language Learners (ELLs) and increase student engagement.

Instructional strategies/activities

We are a school that serves a 100% ELL population. In order to maximize student attendance in school and participation in enrichment activities, the following strategies/activities will be used:

- Attendance at school and participation in after school activities will be monitored regularly to promote high attendance and participation rates.
- A system of awards and recognition for students will continue to promote high attendance and participation rates in school and in after-school enrichment activities.
- After school, weekend, and summer enrichment activities will be actively promoted and supported by the school.
- The school will maintain, strengthen and build upon its existing enrichment programs, such as Bottom Line, College Now, Cultural Affinity Clubs, English classes for families, French language classes, Global Potential, Gay Straight Alliance, iMentor, IHSPH Food Festival, Math Club, National Honor Society, Newcomers Club, Opportunity Network, Science Club, SIFE Curriculum Night, Spanish Club, Student Government, and numerous sports teams.
- Increased focus and resources will be given to college placement activities and support for seniors wishing to attend college.

Strategies to increase parental involvement

- Actively involve and engage parents, students and teachers in the planning, review and evaluation of school enrichment activities.
- Promote improved communications between parents and school staff regarding the importance of school enrichment programs.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Maintain a Community Affairs Coordinator to strengthen and build upon its existing enrichment programs and community relationships.
- 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;
- Conduct parent workshops in the use of Pupil Path so that parents may access student achievement data in real-time.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x _____ Tax Levy x _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

**Service and program coordination:
In order to support this work:**

Tax Levy will be used to:

- To fund a Community Affairs Coordinator position.
- Fund per session pay for teachers who undertake leadership of approved school enrichment activities outside their contractually specified teaching responsibilities.
- Purchase Datacation software in order to facilitate teacher data collection and parent, staff, and student communication and monitoring of student attendance and participation in after school enrichment activities.

Title I SWP will be used to:

- Fund per-session for teachers to provide approved after school enrichment programs.

Title III will be used to:

- To fund English Classes for parents.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5 – Continuing Focus on Improving Our School Community.

By June 2015, the number of student suspensions and incidents will be reduced and our school will have developed and approved a comprehensive plan for continuing our school's status as a recognized participant in the joint DOE/UFT initiative for the Progressive Redesign of Schools of Excellence (PROSE).

Comprehensive needs assessment

The numbers of student suspensions and incidents decreased during 2013-2014 from the prior year.

Instructional strategies/activities

- Successful community building activities and programs used by other schools, such as restorative justice programs, will be implemented within our school community.
- Staff will receive professional development on de-escalation strategies, and conflict resolution.
- Students will receive explicit instructions concerning expectations and be engaged in community building activities throughout the 2014-15 academic year.
- New advisory curricula will be developed for student advisors focusing on the building of a better school community, conflict mediation, and conflict resolution.
- Student government with the support of parents and faculty will develop community building activities throughout the year.
- The school will maintain a 2 School Social Workers and a Guidance Counselor.
- The school will expand its work with "Make it Happen" – a CBO that provides support to young men.
- The IHSPH Staff Handbook will be updated to reflect what we have learned during our first ten years as a school and made available to all staff members.
- A PROSE proposal will be developed and submitted to the staff for ratification before June 2016, with implementation anticipated during the 2015-16 academic year. This PROSE proposal will reflect considerations given to: 1) the scheduling, curricula and programming changes required for ongoing use of performance based assessments (PBATs) as graduation requirements; 2) the use of alternative measures of student learning (MOSLs) for evaluation of teachers; 3) the use of evaluative teacher portfolios in the overall evaluation of teachers; and 4) alternative programs and practices for modeling best practices and improving teaching effectiveness.

Strategies to increase parental involvement

- Actively involve and engage parents, students and teachers in the planning, review and evaluation of programs to improve our school community.
- Promote improved communications between parents and school staff regarding the importance of building and maintaining a safe and orderly school community and maintaining community standards.

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Maintain a Community Affairs Coordinator to strengthen and build upon its existing enrichment programs and community relationships.
- 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;
- Conduct parent workshops in the use of Pupil Path so that parents may access student achievement data in real-time.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination:

In order to support this work:

Tax Levy will be used to:

- Fund student government activities and programs.
- Fund the design, development and implementation of programs to improve the school community.
- Fund exploratory work related to long term improvement initiatives including, but not limited to, changes such as a different bell schedule, a longer school day, differentiated curricula for Newcomers and struggling achievers, etc.

Title I SWP will be used to:

- Fund the development and implementation of programs designed to improve the school community.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. 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 Services (AIS) | Description | | |
|--|---|--|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | Extended class periods | Whole class | During the school day |
| | Additional literacy class | Small group | During the school day |
| | Test preparation | Small group | During the day and after school |
| | PBAT preparation | Whole class and small group | During the day and after school |
| | Differentiated Reading Programs | Whole class and small group | During the day |
| | Peer Tutoring | One –to-one | After school |
| | Targeted Instruction | Small group | During the day |
| Mathematics | Extended class periods | Whole class | During the school day |
| | Peer tutoring | One –to-one | After school |
| | Test preparation | Whole class and small group | During the day and after school |
| | PBAT preparation | Whole class and small group | During the day and after school |
| Science | Extended class periods | Whole class | During the school day |
| | Peer tutoring | One –to-one | After school |
| | PBAT preparation | Whole class and small group | During the day and after school |

| | | | |
|--|--|-----------------------------|---|
| Social Studies | Extended class periods | Whole class | During the school day |
| | Peer tutoring | One –to-one | After school |
| | PBAT preparation | Whole class and small group | During the day and after school |
| | Targeted Instruction | Small group | During the day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | On-going, one-to-One Counseling | One –to-one | During the school day |
| | Group Counseling | Small group | During the day and after school |
| | Crisis Counseling | One –to-one and family | During the day and after school, as needed. |
| | Case Management | One-to-one and family | During the school day. |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

Weekly professional development meetings will be conducted with all staff on Tuesdays, and will include the following activities:

- Analysis of student work in order to improve instruction/design interventions
- Analysis of student assessments (project-based learning)
- Social-emotional progress of a teaching team's shared students
- Formation and refinement of discipline specific benchmarks at each grade level
- Peer critiques of teacher-generated curricula

Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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. **DBN: 17K524**

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 (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that 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 | \$328,751.28 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | X | See action plan |
| Title III, Part A | Federal | \$43,796.00 | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$2,650,599.00 | X | See action plan |

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.

**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 17 | Borough Brooklyn | School Number 524 |
| School Name The International HS @ Prospect Hts | | |

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 Nedda de Castro | Assistant Principal Maison Rippeteau |
| Coach Joanna Yip | Coach type here |
| ESL Teacher Joanna Yip | Guidance Counselor Linda Ponciano |
| Teacher/Subject Area Katherine Mahoney /Reading | Parent Gisber Mayr |
| Teacher/Subject Area type here | Parent Coordinator Mariano Munoz |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 6 | 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 | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | 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) | 428 | Total number of ELLs | 401 | ELLs as share of total student population (%) | 93.69% |
|--|------------|----------------------|------------|---|---------------|

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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | | | | | | | | | | 9 | 9 | 4 | 3 | 25 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 9 | 4 | 3 | 25 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 401 | Newcomers (ELLs receiving service 0-3 years) | 327 | ELL Students with Disabilities | 12 |
| SIFE | 128 | ELLs receiving service 4-6 years | 91 | Long-Term (completed 6+ years) | 10 |

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 | 313 | 93 | 10 | 78 | 38 | 2 | 10 | 4 | 0 | 401 |

| 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 | 313 | 93 | 10 | 78 | 38 | 2 | 10 | 4 | 0 | 401 |
| 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 | | | | | | | | | | 56 | 40 | 31 | 34 | 161 |
| Chinese | | | | | | | | | | 10 | 5 | 11 | 11 | 37 |
| Russian | | | | | | | | | | 2 | 5 | 8 | 8 | 23 |
| Bengali | | | | | | | | | | 1 | 5 | 5 | 6 | 17 |
| Urdu | | | | | | | | | | 4 | 0 | 0 | 1 | 5 |
| Arabic | | | | | | | | | | 18 | 9 | 13 | 2 | 42 |
| Haitian | | | | | | | | | | 15 | 13 | 8 | 20 | 56 |
| French | | | | | | | | | | 4 | 9 | 10 | 2 | 25 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 13 | 4 | 5 | 13 | 35 |
| TOTAL | 0 | 123 | 90 | 91 | 97 | 401 |

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) | | | | | | | | | | 54 | 46 | 35 | 21 | 156 |
| Intermediate(I) | | | | | | | | | | 39 | 39 | 45 | 50 | 173 |
| Advanced (A) | | | | | | | | | | 18 | 11 | 19 | 24 | 72 |
| Total | 0 | 111 | 96 | 99 | 95 | 401 |

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 | 119 | | 41 | |
| Integrated Algebra | 167 | | 66 | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 102 | | 44 | |
| Physics | | | | |
| Global History and Geography | 178 | | 63 | |
| US History and Government | 107 | | 58 | |
| 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.
Data from our extensive intake process, SIFE interview tool, and diagnostic assessments that are in alignment with the performance based assessment standards of the Consortium in every content area show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the

information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. In addition to teacher created assessments, every year, students take the level set from Achieve 3000 to determine initial English Reading levels. The results of the Achieve 3000 level indicate that over 90% of our students enter our school with a reading level at or below 4th Grade. SIFE students show levels well below 4th grade. As a result, the school continues to place a great emphasis to teach reading in our differentiated school-wide reading program and in supporting reading and literacy strategies in all content areas in all grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across all grades on the NYSESLAT and Lab-R indicate that at least 85% of our students enter our school at the beginning and intermediate levels of proficiency in all areas. Data indicates students show growth in reading, writing, listening, and speaking as the progress through the grades in our school with more students at intermediate, advanced, and proficient levels by the 12th grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The most up to date data is currently unavailable to schools. Nevertheless, if past patterns continue, then the data would support our continued emphasis on reading and writing across all grades and content areas.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) Our school offers a Free Standing ESL program. Students are provided both the English version and the native language version of Regents assessments, when they are available, side by side. Given the diversity of our language groups and the fact that only a handful of students choose to answer their examination in native language we have insufficient data for comparison.
 - b. The school uses DIY periodic assessments that are aligned to NYS Performance Assessment rubrics for ELA. Teachers and administration examine student results periodically to modify instruction and to make adjustments to our 4 year ELA scope and sequence that address the needs of students. In addition, results are used to develop differentiated program development.
 - c. Our assessments have indicated that our students come in below grade level in reading, writing and numeracy. In all classes, including intervention classes, native language via collaborative peer support is used as an access point to all content.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction at The International HS @ Prospect Hts is provided using the Internationals Model, where the native language is leveraged as the access point to English. In all classes, students are heterogeneously grouped by ability and language such that they use native language to access content while developing English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and portfolio grades. These results are consistently reviewed at a team, department and school wide levels to better determine the effectiveness of school programming. |

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 Prospect Heights from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT and are at the beginning or intermediate level. For prospective students and informal interview is the first step in the HLIS process. Upon arrival at our school, prospective students and their families are initially received by Joanna Yip, the ESL coordinator, with the assistance of the parent coordinator. Ms Yip (Licensed ESL and ELA), with the assistance of a staff member who speaks the family's native language will conduct the interview. If a native language translator is unavailable on site, then the parent and child will be interviewed and the HLIS will be administered using the telephone interpretation and translation service provided by the NYC Department of Education. Ms. Yip administers LAB-R examination. Spanish speaking students who are not proficient in English based on the Lab-R result, will also take the Spanish Lab. Ms. Yip administers the Lab-R, and, if indicated, Ms. Melissa de Leon (ESL teacher, Spanish speaker) will administer the Spanish Lab within the first 10 days of admission. In the Spring, Ms. Yip coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report on ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times students will be tested in the modality missed either reading, writing, listening or speaking. The school's goal is to always test every ELL in the school in every modality.
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.
Ms. Yip, the ESL coordinator, with the translation assistance of staff members who speak the parent or guardian's native language will conduct the Parent Program Selection orientation for parents, guardians, and new students. She will assist them with the HLIS. After they have completed the HLIS and it is determined whether the child is Lab-R eligible. This orientation occurs on the same day that families bring their children to our school. During this meeting, parents are shown the video highlighting the three program options, in the appropriate native language. Ms. Yip, with interpretation assistance if necessary (either another staff member or through the NYCDOE Office of Translation and Interpretation), explains the three program options, provides research-based information and answers any questions families may have regarding each one. After their questions are answered satisfactorily, parents complete the Program Choice form. After their program selection, we conduct a School Orientation where we explain the unique features of our Internationals approach, which is designated as an ESL program by the NYC DOE, and provide them with a data packet and brochure about our school.

Parents choose one of the three NYCDOE program models. Parents will choose a model in order of preference, either Free-Standing ESL, Transitional Bilingual, or Dual Language. If parents choose an ESL program for their child, we place that student in our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school that provides a program of their choice. However, should the number of parent selections for either a dual language or Transitional Bilingual model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Every trimester, Ms. Yip analyzes our Parent Choice Forms to track program choice numbers.

The whole process including the HLIS, parent orientation and student placement occurs all on the same day. All documents, including the Parent Choice Forms are collected on the same day. The Parent Choice Form is copied and placed in a binder that is kept in the administrative offices in Room 339, and the original is placed in the student's cumulative folder.
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 [\[see tool kit\]](#).)
Since the parent orientation occurs on the same day that families come into school to register their children as students, choice forms are filled out on-site and returned to us that day. Ms. Yip, with the assistance of Parent Coordinator, Mariano Munoz, give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice Forms are placed in the student's cumulative file and copies are kept in the administrative offices in Room 339. Ms. Yip, with the assistance of Parent Coordinator, Mariano Munoz, ensures that continuous entitlement letters are sent home annually in October. Parents who wish to change their program selection may schedule a meeting to discuss other options. Translation and Interpretation services will be provided.
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. Fewer than 20 students in any given language request a TBE or Dual Language instructional program; consequently, all of our ELLs are in an ESL instructional program. Our school attempts to hire personnel – professional, paraprofessional, 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.

Ms. Yip coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report on ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times students will be tested in the modality missed either reading, writing, listening or speaking. The school’s goal is to always test every ELL in the school in every modality.

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. 
The program models at our school are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 100 students. Class sizes are reduced to no more than 25 students in any instructional group. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. 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. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental SIFE/literacy class for two or three 65 minute periods per week in lieu of an extra elective period. In addition, all students receive a differentiated Strategic Reading class that integrates technology.
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 one teacher who is licensed in ESL. In addition, the content area teachers are trained in language development and ESL methodologies.
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 from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. All content area teachers use backward planning working from the NYS Performance Assessment rubrics to plan instructional units. The NYS Performance Assessment units are all Common Core aligned for all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Since our school is comprised of entirely of English Language Learners (or former ELLs), all the teachers work towards attainment of content and language development in their classrooms. As our school has collaborative team structure, teachers meet on a weekly basis in their interdisciplinary teams as well as in disciplinary teams. Teachers plan their curriculum with each other's supports and share their best practices. Every team has a teacher certified in ESL. Our school's instructional model is project based instruction which involves teaching content through language integration at each level. Students are evaluated formally and informally on the content as well as language outcomes. These language outcomes are shared across teams of teachers and focus on all the four modalities: listening, speaking, writing and listening. Besides developing their language through project based instruction, our students engage twice each year in formal and authentic assessments. These formative assessments are presented through portfolio presentations of common core aligned projects. Every student defends his or her products of experiential learning through oral presentations supported by evidence from the written work.
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).

SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered two additional 65-minute periods of literacy instruction per week and two 65 minute periods of numeracy. In addition, SIFE receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the differentiated reading program, SIFE students receive instruction on developing basic reading skills, including building phonemic awareness and fluency through direct instruction and through the use of technology via the Reading Horizons program. Newcomers are provided with all instructional services provided to all other students. In addition, they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students' individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take two Regents exams at the end of the 10th grade and three at the end of the 11th. All students are administered the NYSESLAT in the spring semester every year. Who have been in the country from 0-6 months are provided a newcomers class for 65 minutes twice per week.

ELLs receiving service for four to six years and long-term ELLs, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered three additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the junior year, all students are matched with mentors via the i-Mentor program.

The years after a student tests proficient based on the NYSESLAT scores, teachers will, based on classroom assessments, continue to provide the scaffolding and supports necessary to ensure the student's continued success. These students also are provided with mentoring and internship opportunities.

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?

In addition to all services provided to all students and the additional services provided to struggling students, special needs students are provided with all any and all services required by the Individual Instructional Plan. The supports and strategies include native language paraprofessional, assistive technology, and technology assisted reading programs and direct reading instruction. In addition, we provide literacy and numeracy support in a supplemental period during the day and after school.

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?

All special needs students are mainstreamed and are provided with push-in and pullout support with a licensed Special Education Teacher.

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

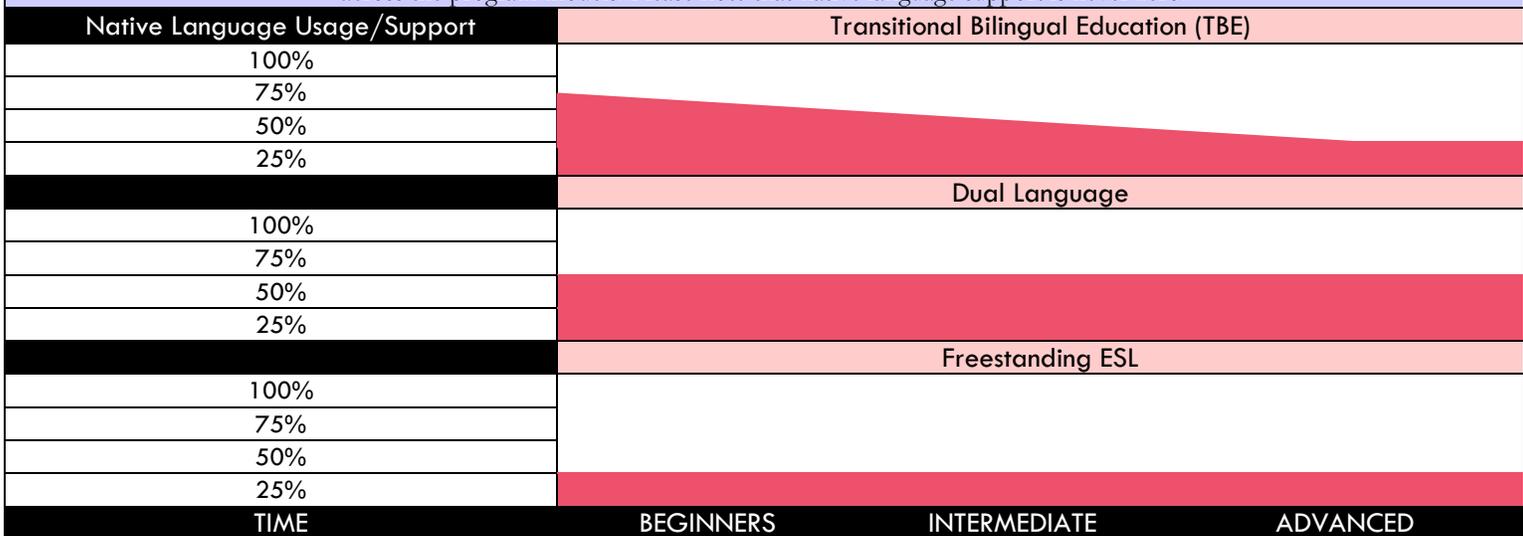
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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 |
|---|----------------------|----------------------|----------------------|
| 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.
- All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:
- 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
 - Strategic Reading – During the 65-minute weekly period, older, students read in English and various native languages self-selected books that are appropriate to their level and interest. All teachers in an instructional team support students in the selection and completion of their books. In addition, during this period, students have an individualized reading plan where they develop reading skills through integrated technology using Achieve 3000 and Reading Horizons.
 - Saturday Regents Prep – For 3 Saturdays faculty members provide a small group of students with three hours of Regents preparation in ELA.
 - Additional Literacy Period – SIFE, long-term ELLs, and other struggling students are mandated for two 65-minutes literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher/student ratio is of 1:10 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
 - After School Tutoring – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
 - Regents Prep After School– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for weekly Regents preparation class taught in English.
 - Integrated Algebra Regent Preparation—Juniors and Seniors who have not passed the Integrated Algebra Regents receive two 65 minute periods per week from a certified mathematics teacher.
 - After School Numeracy -- Struggling math learners a provided two 90-minute periods of instruction a week where they receive explicit academic literacy instruction in a classroom setting with a certified math teacher. The teacher/student ratio is of 1:15 or smaller. Content is tied to mathematics units that the instructional team decides need special attention. This class is taught in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At this time, our program has demonstrated effectiveness in that our school has achieved an ELL graduation rate that significantly exceeds the state 4 and 6 year average for ELLs. Last year, the school achieved the highest 4 year graduation rate in its history.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we will launch two college programs for our students. First, 5 students will attend St. Joseph's College and take a college level course in Environmental Science. In addition, we will begin a partnership with Medgar Evers College in its Pipeline program that will allow eligible ELL juniors and seniors ELLs to take college level courses in all content areas.
12. What programs/services for ELLs will be discontinued and why?
- No programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Since more than 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 five of this section, we have the following after-school classes. While they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:
- After School College and Scholarship Essay Writing
 - Chess Club
 - Science Club
 - iMentor (junior and seniors students paired with adult mentors)
 - Drama Class
 - Haitian Club
 - Newcomers Conversational Class
 - English Regents Preparation Class
 - Film Class

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. Some examples include:

- QTEL Institute curricula
- Facing History and Ourselves curricula
- Theatre Development Fund teaching artists (playwriting)
- Educators for Social Responsibility curricula
- iMentor Program
- Technology:
 - o iMovie, Final Cut Pro (digital video cameras)
 - o iPods
 - i-Pads
 - o Garageband
 - o iPhoto (digital cameras)
 - o Powerpoint (school has approximately 182 laptops computers and a minimum of 2 desktop computers in every classroom)
 - o Word processing
 - o Reading Horizons
 - o Achieve 3000
 - o Brain Pop

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

All students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

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

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.

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, 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. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using scaffolding to help students open up about their feelings about school and their transition to a new country and a new language. Students who enter throughout the year are assigned advisories and native language buddies and are placed in classes with native language support. Paste response to question here:

18. What language electives are offered to ELLs?

Francophone students are offered a French elective after school. We are pursuing the same opportunities for the two other major language groups represented in our school, Spanish and Chinese.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. and 2 and 3. Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
 - International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
 - Teacher PD on Common Core instruction for ELLs is embedded in the work above. In addition, NYS Consortium provides professional development and material support in the development of Common Core aligned units and rubrics that are the standard school-wide.
4. Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. 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 #1 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 120 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.

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. At least 70 percent of our students' families attend Open School Day (held from 12 to 8 p.m. over one day in November). This percentage gets closer to 90 percent if you count the days leading to and right after Open School Day. This year, we have increased parent involvement in our PTA and SLT by leveraging the relationships developed with parents through our advisory program. In addition, in early October we have a family night where parents meet their children's teachers and learn about the instructional program for the year. In the spring, we hold a portfolio night where students share their projects with parents in an evening gallery walk.
 2. Our school partners with several different organizations in order to provide workshops and/or services to ELLs and their families: 1) The Door (legal services), 2) iMentor, 3) The New York Immigration Coalition (NYIC), 4) Chinese-American Planning Council, 5) Global Potential, 6) Assorted attorneys and tax specialists (workshops on legal and financial issues).
 3. The school environment survey administered by the NYCDOE provides parents with an excellent forum for speaking about their concerns regarding our school. We are proud to say that parents are very satisfied with our school. Our goal is to attain the highest possible rating for the upcoming survey period. In addition, parents express their input in monthly PTA meetings and our SLT.
 4. Our activities area aligned to the needs of our parents. For example, the family night, portfolio night, and ESL for parents, which will again be offered this year, where parent initiated programs.

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: <u>The International HS @ Prospec</u> | | School DBN: <u>17k524</u> | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Nedda de Castro | Principal | | 1/1/01 |
| Maison Rippeteau | Assistant Principal | | 1/1/01 |
| Mariano Munoz | Parent Coordinator | | 1/1/01 |
| Joanna Yip/ESL | ESL Teacher | | 1/1/01 |
| Gisbert Mayr | Parent | | 1/1/01 |
| Katherine Mahoney/Reading | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Joanna Yip | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Linda Ponciano | Guidance Counselor | | 1/1/01 |
| Cyndi Kerr | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K524 School Name: International HS @ Prospect Hts.

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.

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

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

All of students entering The International HS @ Prospect Hts come from families who are recent immigrants and have been in the US for fewer than 4 years at the time they apply. Due to this admission policy, it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 27 countries and speak over 20 different languages. The six largest language groups represented in our school are Spanish, Haitian Creole, Arabic, Chinese, French and Russian/Uzbek. Within the French subgroup are included students who speak multiple African languages including Fulani and Wolof, further, Chinese speakers are comprised of those who speak Mandarin, Cantonese, and Fukanese. We have other staff members who speak Spanish, Arabic, French, Wolof, all of the Chinese languages and Russian. When even more interpretation services are required for special events, we contract with interpretation services sponsored. Our flyers and school messenger services are also provided in a variety of languages. This information is reported to our parents and the school community through our School Leadership Team. It is also a part of our School Parent Compact and School Parent Involvement Policy which are created together with our parent representatives. These documents are distributed to parents in a through the Parent Association as well as through our parent orientations..

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: The Int'l HS @ Prospect Hts | DBN: 17k524 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 200 |
| 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 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 9
of content area teachers: 2

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:

All of our ESL teachers participating in the Title III supplemental instructional program are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually.

All of our supplemental Title III classes are made up of students grouped by heterogenous language groups, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remaining linguistically and cognitively appropriate. As an ELL Waiver school, the focus of our Supplemental Program will be on courses that teach literacy across all core content areas to improve ELL outcomes on graduation worthy performance assessment tasks.

The Direct Instruction component will consist of three parts in the Fall and in the Spring.

1. After School Targeted Reading and Writing Class - Here, a group of 10-12 students in the 12th grade identified by their teacher team as need of additional literacy support will receive targeted instruction in reading and writing. The focus will be on reading strategies and comprehension of non-fiction and fiction texts across the content areas, and writing in the content areas, including but not limited to, the literary essay, science lab report, and the research paper. The class will be taught by a Licensed Reading/ESL teacher. The 1.5 hour class will meet weekly on Wednesdays from 3-4:30 for 25 weeks starting December 3rd. Language of Instruction: English

2. After School Supplemental Common Core Mathematics Class open to all ELL students in grades 10 - 12. Classes will be for 1 hour per week for two 8 week sessions in the Fall and in the Spring. Course will be taught in the fall by 2 dually licensed ESL/Math teachers and one Math teacher who will plan collaboratively and co-teach in flexible configurations to address the linguistic and academic needs of the students. The Fall session begins on Thursday, November 20th, and will meet every Thursday school is in session for the following 8 weeks. The Spring Session begins on Thursday, April 16th, and will meet every Thursday school is in session for the following 8 weeks. For the Spring there will be the 2 dually licensed Math/ESL teacher and 3 Math teachers. The five teachers co-teach to provide small group English language and Math instruction that is grade appropriate and meets the linguistic and academic needs of the students. The co-teaching configurations will be flexible in order to address particular needs of the participating ELLs. Each session will have 5 sections of 25 students each. The focus of the class will be on procedural fluency and the integration of the English language and content instruction to teach problem solving. Language of Instruction: English.

Part B: Direct Instruction Supplemental Program Information

3. Academic Writing Class - 2 ESL licensed teachers will provide instruction in student writing for 9th through 12th grade ELLs, 3 afternoons per week for 2.5 hours each afternoon. Students will receive instruction in all writing related to college essays, personal statements, and graduation worthy performance assessments. Performance assessments genres include persuasive essays, the research paper, the lab report and the literary essay. The class will have two sections, each taught by an ESL teacher three days per week on Wednesdays, Thursdays and Fridays from 3-5:30pm. Group size will be no more than 20 per class. Classes begin on December 3rd and continue for 22 weeks through June 2015 (66 sessions total). Language of Instruction: English

4. Saturday Academy Writing Class - The Literary Essay

Open to 12th grade ELLs. This class will consist of three, 3 hour sessions on the following Saturdays - 1/10, 1/17, 1/24/2015. The focus of the course will be on the Literary Essay. A group of no more than 24 students will receive direct instruction on the writing, the structure and form of the college literary essay. In this course, students will draft, refine, and revise a literary essay with direct instruction from an ELA/ESL teacher. In addition, students will learn and implement strategies for on-demand literary essay writing. Language of Instruction: English.

Materials for Direct Instructional Programs:

Teacher Selected fiction and non-fiction texts at varied reading levels to allow for differentiated reading instruction.

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:

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Some Professional Development Sessions will occur during 80 minute mandated PDs and other in sessions beyond teachers contractual day. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by the ESL/ELA coach and fellow faculty members.

In addition to our regular monthly professional development meetings held during the school day, teachers working in the supplementary instructional program will receive 5 sessions of professional development afterschool and on Saturdays. In addition, they have the opportunity to attend outside professional development workshops offered throughout the year by: International Network for Public Schools (INPS), and New York Performance Standards Consortium.

Part C: Professional Development

Planned Timeline:

1. Two 5 hour sessions on Scaffolding Complex Texts for ELLs, using a lesson framework aligned with the CCLS designed by Diane August and the American Institutes for Research. (To be held on Saturdays, January 24th and January 31st from 9-2. To be facilitated by Joanna Yip, Licensed ESL/ELA pedagogue. Will be attended by 2 ESL certified teachers, 1 ELA certified teacher, and 3 certified Social Studies teachers.)
2. Two 1-hour sessions: Scaffolding Complex Texts for ELLs – Design, Implementation, and Feedback. (After school on Thursdays from 3-4 on February 5th and February 12th. To be facilitated by Joanna Yip, Licensed ESL/ELA pedagogue. Will be attended by 2 ESL certified teachers, 1 ELA certified teacher, and 3 certified Social Studies teachers.)
3. Writing is Thinking through Strategic Inquiry (WiTSi) - 4 three-hour sessions (4 to 7 pm on Feb 10, Mar 10, Apr 14, May 12) off-site for 6 teachers of ELLs including ELA and content area teachers in the T III program with a focus on specific skills in teaching writing to ELLs led by consultant.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent Workshops- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school and CBOs such as The Immigration Rights Coalition. All parents are targeted for these workshops. The workshops are facilitated in English with assistance from staff and student translators in Spanish, Chinese, Bengali, Polish, Tibetan and other languages as needed. This year's topics will include: What is the Graduation Portfolio? and Immigration and Housing rights.

Translation services: Parents are notified of all workshops in several ways: Letters are both mailed and backpacked home and translated into as many languages as possible that are spoken by our parents. We utilize the DOE Translation unit to assist in translating all letters to parents in their native languages. The school also sends out telephone languages via school messenger in a variety of languages spoken by our parents. In addition, our parent coordinator attempts to reach all parents directly by phone. Translators are provided to our parents at all workshops through the assistance of bilingual staff, members of our PTA, and National Honor Society students. In addition, our parents have access to translators provided by the DOE Translation Unit for meetings and workshops. We have the ability to contact the Translations Unit and request a translator for most of our workshops if a parent speaks a language which we are unable to translate in house.

The following supplementary parent engagement workshops are in addition to and do not include the mandated parent meetings.

- Two 2.5 -hour sessions to help parents of ELL students to understand their rights relating to immigration and housing. This workshop will help teach parents of ELL's needed vocabulary for dealing with government agencies and with their landlords. a) Issues facing immigrant families; b) Protecting you against job and housing discrimination and your rights presented by our CBO, NYC Immigration

Part D: Parental Engagement Activities

Coalition. (This organization works with immigrant families on immigration and housing issues). (Held: November 12th, 2014. 5:30-8 pm. Facilitated by NYC Immigration Coalition, Planned: Wednesday, March 11, 2015 5:30-8pm).

- One 2-hour session on the College Application process and how to deal with financial aide forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL's navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges.(Planned: December 11, 2014. 6-8 pm. Facilitated by Linda Ponciano, Licensed Bilingual Guidance Counselor).
- One 2-hour session on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA exam and do as well as their classes. (Planned for March, 2015. 6-8 pm. Linda Ponciano, Licensed Bilingual Guidance Counselor).
- One 2-hour session Educating parents on summer learning, working, and community service opportunities available to their ELL children. (Planned for May, 2015. 6-8 pm, Facilitated by Linda Ponciano, Bilingual Guidance Counselor and Kirsti Pantin, Community Coordinator)College and Career Readiness Mentoring.

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) | _____ | _____ |

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. |
|-----------------|-----------------|---|
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |