

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**10X268**

**School Name:**

**KINGSBRIDGE INTERNATIONAL HIGH SCHOOL**

**Principal:**

**RONALD E. FOREMAN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Secondary School Number (DBN): 10X268  
School Type: High School Grades Served: 9, 10, 11, 12  
School Address: 2780 Reservoir Avenue  
Phone Number: 718-329-8580 Fax: 718-329-8582  
School Contact Person: Ronald E. Foreman Email Address: RForeman@schools.nyc.gov  
Principal: Ronald E. Foreman  
UFT Chapter Leader: Seth Wiznitzer  
Parents' Association President: Eusebio Cruz and Mayra Ruiz  
SLT Chairperson: Priscilla Thomas  
Student Representative(s): Norka Sandez, Nelson Marte

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: ELindse@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 521 Network Leader: Alan Dichter

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ronald E. Foreman	*Principal or Designee	
Priscilla Thomas	*UFT Chapter Leader or Designee	
Eusebio Cruz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Norka Sandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nelson Marte	Student Representative	
Mayra Ruiz	[Parent – PTA Co-President	
Carmen Escobar	UFT	
Joel Cruz	UFT	
Belky Garcia	Parent	
Hilario Bueno	Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our mission is to serve recent immigrant English Language Learners and prepare them with the linguistic, academic and cultural skills needed for success in college and beyond. We integrate language development and content using cooperative learning strategies. Students work together in order to complete in-depth projects and develop their communication skills.

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

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 415 ELL students of which 229 are SIFE.

In our School Quality Snapshot, our school maintained high rates in Student Progress over the Borough Average. Our School Environment scores continue to be well above the city and borough scores. Closing the achievement gap for ELLs and Special Needs students were in the top 25%. In addition, we increased our 4-year graduation rate by 9% over the prior year, however, we still have work to do in this area. One area of concern for us is our College and Career Readiness index. Although our students are mainly immigrants and don't all attend college for a variety of reasons, we are ensuring that they are provided all the necessary tools and opportunities available.

We have developed an extended day programs to support our students with their academic development. We currently have an early entry before AM school, after PM school and at our Saturday Academy to ensure that our students are on track to graduate within four years.

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

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

The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

We have initiated several after school initiatives this year and continued to build on others. We began our “City Chicken” project last spring where students incubated chicken eggs in class and now they are collecting eggs from their 18 chickens housed on campus in the chicken coop they built. Students continue to engage in horticultural experiences by planting trees and shrubs around our campus and harvesting food from their vegetable garden on campus. Also this year we partnered with STOKE MENTORING where students develop values, collaboration and team skills, confidence, and participate in internships.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Curriculums need to continue to be updated and aligned to CCLS. Across classrooms students respond to teacher questions. Teacher questioning generates student engagement, however, dialogue needs to be more among students not primarily between teacher and individual students. Higher level questioning needs to be consistent.

### Part 2 – Annual Goal

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

Establish an instructional focus that creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources. Develop school-wide research projects that involve hands-on experiences.

Evidence of our progress will be documented in ADVANCE using the Danielson Framework for Teaching:

- improved quality rather than quantity of higher order questioning – Domain 3b
- instructional materials and resources will offer multiple entry points and maintain a high level of rigor – Domain 3c

Evidence in ADVANCE will be tracked and demonstrate pedagogical growth by the end of the school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Every Monday afternoon each week, all teachers meet for 80 minutes for professional development as per UFT contract. This is a time to discuss student achievement, lesson plans, and other</p>	Teachers and all students	September 2014 to June 2014	Principal, teachers, Assigned Principal, Leadership Academy Coach, Network

activities. During this time, there will specific attention given to rigorous curricula, questioning techniques, assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations. The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. The staff meets every Monday from 2:30 P.M. - 3:35 P.M. and these PD's run for the duration of the school year. The New York City Leadership Academy coach provides monthly Professional Development.			
Develop instructional focus that creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources.	School Community	September – October 2014	Principal, Teachers, SLT, Assigned Principal, Leadership Academy coach.
Questioning and Discussion Techniques will be a primary focus of classroom observations. Feedback to teachers will be extracted from the Danielson Framework for teaching using ADVANCE.	Teachers	September 2014-June 2014	Principal, Teachers, Assigned Principal, Leadership Academy coach, Network.

#### **Part 4 – Resources Needed**

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

Our “grade level block” schedules enables staff to meet regularly after dismissal and during the school day. In addition, our Title I funding permits the hiring of a Leadership Academy Coach that has been working with our school community since it was founded 10 years ago.

#### **Part 5 – Budget and Resource Alignment**

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

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

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

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

At the close of the first semester, January 2015, a review of curricula and ADVANCE data will be gathered and analyzed.

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

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

All data is not complete. The final data will be available by June 1, 2015.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our data and research show that attendance is directly related to academic progress. Data will be gathered to identify students with excessive absences and poor academics during the 2013-2014 school year. Our school has established strong grade teams, however, one-on-one mentoring would add to our school’s student support.	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
During the 2014-2015 school year our school will develop a staff-to-student mentoring program for approximately 25 students who require frequent support throughout the year. As a result of the ongoing support, at least 50% of these students will improve their daily attendance from their prior year and accumulate enough credits to move on to the next grade by June 2015)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Work in collaboration with the Network, DOE on Chronic Absenteeism. Identify students who were absent from school 20 or more days for the 2013-2014 school year.</li> <li>• Create a database with biographical and historical absenteeism and academic data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.</li> <li>• Send out correspondence to parents for the target population in the fall 2014 explaining the initiative.</li> <li>• Initiate a phone call “blitz” by support staff (not simply automated) on September 4, 2014, reminding the families of the target group of the first day of school.</li> <li>• Host a <i>Parents’ Student Success Summit</i> at our school for targeted student families.</li> <li>• Provide training for the team on how to use the “Data Tracking</li> </ul>	Targeted students from the 2013-2014 School Year	September 2014 through June 2015	PPS/Attendance Team: four grade level school aides, social worker, guidance counselor, Teacher Grade Teams, Network Attendance Teacher, Assigned Principal, F-Status AP.

<p>Spreadsheet”, a tool developed in-house for this initiative.</p> <ul style="list-style-type: none"> <li>• Identify an administrator to coordinate the work for this project.</li> <li>• Create an Student Success Team including the principal, pedagogical staff, support staff, Teacher Teams, and Network team members.</li> <li>• Schedule weekly meetings to monitor the progress of the target group.</li> <li>• Create a team of “Success Mentors” from within the school staff. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.</li> <li>• Recognize positive student progress with postcards, phone calls, awards, and other incentives.</li> </ul>			
<ul style="list-style-type: none"> <li>• The initiative begins September 4, 2014 and concludes June 30, 2014. Monthly assessments are performed.</li> <li>• The target group will be identified during the first week of school in September and inputted into a tracking database.</li> <li>• Communication to the students and their families will occur during the second week in September 2014.</li> <li>• A Parent Summit will take place in a September evening. The parental involvement is a critical component to the success of the program.</li> <li>• Teacher Teams will receive the target group’s progress data via the grade level school aides and offer academic and social/emotional support.</li> <li>• Phone calls are made daily and outreach is logged in binders and ILOGed on ATS as needed.</li> <li>• An adult will meet with each student at least 1-2 weekly and log the meeting in a binder.</li> <li>• The consultant provides ongoing training and professional development weekly for the entire school year</li> <li>• The student success team (student mentors) will be identified during the first three months of school. The social worker will provide training to the student mentors. During November 2014, the mentors will meet their respective mentees to establish the “critical friend” relationship. Mentee progress is tracked weekly during the PPS/Attendance meetings.</li> <li>• Incentives are distributed monthly for Perfect Attendance and Attendance improvement.</li> </ul>			

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Consultant whose expertise and experience with this project. School Aides with extended hours to perform attendance outreach daily.</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants

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

Additional funding is provided for student incentives and awards

**Part 6 – Progress Monitoring**

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

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

An analysis of student progress will be ongoing through weekly meetings and monthly summative data meetings; however, a mid-year review of the progress will be evaluated by the school.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Prepare teachers to achieve proficiency in Teacher Team protocols, inquiry, data gathering and analysis, curriculum alignment to the common core, and school community communication. In addition, evaluate with the use of rubrics the team effectiveness.

### Part 2 – Annual Goal

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

Teachers will be engaged (on a regular basis) in collaborative Inquiry Work to:

- Strengthen student work by examining and refining curriculum, assessment, and classroom instruction to the Common Core Learning Standards (CCLS). Evidence will be updated course curriculums and lesson plans aligned to CCLS – Domain 1a, 1e and documented in ADVANCE.
- At least 90% of the teachers will meet collaboratively to: Generate uniform curriculum (maps and lessons), Generate uniform assessments, Discuss student work and classroom instruction, Discuss how to improve future curriculum, assessments, and teacher practice, and KIHS will provide professional development workshops on the methods by which the standards in the CCLS can be implemented and assessed in the current school’s major subject area curriculum.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers work together in small cluster teams to develop challenging and engaging interdisciplinary, project-based curricula. They share ways in which to embed multiple opportunities for language development across all subject areas. At daily meetings, weekly grade level, content area, and Monday afternoon PD, they sit down together not only to discuss the progress of their shared community of learners, but to critique each other’s work through the analysis of student writing and feedback from peer observations. In addition to these times, we use full day PD activities on Election Day and other student non-attendance days to get additional instruction from	Teachers and Students	September 2014 through June 2015	Principal, teachers, Assigned Principal, Leadership Academy Coach, Network

outside agencies including experts in ELL populations. Our lead teachers and outside agencies such as instruction by NYC Leadership Academy, all take an active role in these many opportunities for training our entire staff.			
Updated Curriculum aligned to CCLS. A curriculum checklist will be developed that will ensure an effective framework for instruction.			

**Part 4 – Resources Needed**

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

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

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

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

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

At least 90% of our teachers will be engaged (on a regular basis) in collaborative inquiry work during the 2014 – 2015 school year. Curriculum, assessments, and teacher observation in ADVANCE will be used to assess progress. Meeting agendas and sign-in sheets will be kept on file. Curriculum reviews will occur mid-year and end-of-year.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Our observation data and reviews from the Network and Superintendent revealed that the school needs to improve questioning techniques as noted above in Section 5A. Aligned professional development in this area is necessary.

### Part 2 – Annual Goal

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

School leaders will provide accurate and actionable feedback aligned to the Danielson Framework through observations and align professional development to observation data. (QR 4.1)

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Spring QR Proficient ratings on 4.1.	Teachers	October 2014 to May 2015	Principal, Assigned Principal, Talent Coach, Network coaches, Leadership Academy Coach.
Aligned Professional development with our instructional focus will be provided through: <ul style="list-style-type: none"> <li>• Aligns budget to support instruction.</li> <li>• Parents, students and teachers have a voice and feel valued and empowered. This is accomplished through PTAs, SLTs, Teacher Team meetings, and student councils.</li> <li>• PD committee on Monday Extended days facilitated by the</li> </ul>	Teachers	September 2014-June 2015	Principal, Talent Coach, Network coaches, Leadership Academy Coach.

Principal, teachers, and coaches <ul style="list-style-type: none"> <li>• PD books provided by Principal to teachers based on ongoing observations and teacher needs.</li> <li>• Model Teacher Program. The Principal established a laboratory classroom to serve as a resource to colleagues to demonstrate practice aligned to the Danielson Framework for Teaching. The Demonstration Teacher will utilize the laboratory classroom to support the professional growth of colleagues.</li> <li>• Time allocated for teacher intervisitation and feedback.</li> <li>• Follow a student for a day. Time and coverage will be provided for teachers to participate in this learning experience.</li> <li>• Staffed a full-time guidance counselor and social worker to support youth development (peer mentoring, anti-bullying, designated safe spaces, etc).</li> <li>• Strengthen the principal's instructional and operation knowledge through Network and Central PD workshops.</li> </ul>			

**Part 4 – Resources Needed**

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

Talent Coach, Leadership Academy Coach, Network Achievement Coach

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

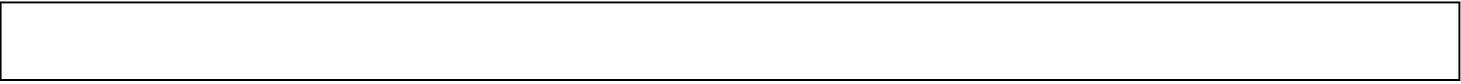
30. Specify a timeframe for mid-point progress monitoring activities.

- Data in ADVANCE 3.b.
- Hard copy records of formative observations
- Spring Quality Review results – 4.1

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school is proud that approximately 98% of our parents who took the Learning Environments Survey (LES) are satisfied with our overall. However, approximately 40% are very satisfied. After reviewing the we notice our communication is very good, however we can improve on communicating what students are learning in school and what students require to enroll into a college of their choice. The latter is evident in our College Readiness score of the High School Quality Snapshot.

### Part 2 – Annual Goal

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

Our goal is to increase our parent involvement and communication through monthly general meetings, weekly teacher/parent meetings, extended parent time in the new UFT contract, “family night”, and traditional Open School events. Communication between families and the school will improve. These measures of family engagement will be monitored monthly and communication on the LES as compared to the prior year. A mid-year participation analysis will be performed and communication will be measured on our LES for this year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>37. Strategies to increase parent involvement and engagement</li> <li>38. Activities that address the Capacity Framework element of Trust</li> </ol>			
Mailings over the summer 2014 with school year information. Monthly mailings for PTA, SLT, and other relative information. All communications are reinforced using an automated phone system (School Messenger) and personalized phone calls from bilingual school aides.	Parents, teachers, students.	September 2014 through June 2015	Principal, APs, teachers, social worker, guidance counselor, SLT, PTA, team leaders, students, and school aides.
Monthly PTA Meetings include teacher presentations from each grade level. Be sure the first contact with parents is a positive one. During	Parents, teachers,	September 2014	Principal, APs, teachers, social

<p>our meetings we communicate with parents with simple language, avoiding educational "jargon." Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom. Ask parents to share their concerns and opinions about school, and then address those concerns. Accommodate parents' work schedules. Accommodate language and cultural differences with multiple language translators.</p> <p>Promote and support parenting skills. Encourage active parent participation in student learning. Welcome parents as volunteer partners in schools. Through our SLT we have parents acting as full partners in making school decisions that affect children and families.</p>	students.	through June 2015	worker, guidance counselor, SLT, PTA, team leaders, students, and school aides.
<p>Grade Team meetings. Teachers invite parents and accept parent requests for them to meet individual grade teams on Tuesdays during the extended time allocated for this activity via the UFT contract. In addition, parents meet with teachers throughout the day by making individual appointments with the General Office staff. Family Night is a new DOE Initiative that allows parents to visit classroom teachers to discuss curriculums, student expectations, and exchange contact information with their child's teachers. Open School week affords parents opportunities to discuss student academic progress with their child's teachers twice a year.</p>	Parents, teachers, students.	September 2014 through June 2015	Principal, APs, teachers, social worker, guidance counselor, SLT, PTA, team leaders, students, and school aides.
<p>School-wide activities that involve students with their families. A gardening project where students, their families, and staff partake in a beautification event planting shrubs and flowers around the school campus. The event also has a BBQ component where staff and families donate food, beverages and their time.</p>	Students, staff and families.	September 2014 through June 2015	Principal, APs, teachers, social worker, guidance counselor, SLT, PTA, team leaders, students, and school aides.

**Part 4 – Resources Needed**

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

The new UFT contract allows for teacher to participate in "Family Night", additional Open School weeks, and time to meet parents during extended time on Tuesdays.

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

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

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

Parent involvement tabulation will be reviewed mid-year from PTA, Teacher Team meetings, Family Night, Open School, and school-Family events. Comparisons will be made to the prior year when the data is available and improvement

from month-to-month.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>x</b>	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

This data will not be available until the end of the year. The parents will be completing the Learning Environment Survey during March 2015. However, parent feedback at PTA's is extremely positive.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Academic Intervention Includes the following: AM Small group instruction, PM and Saturday Academy. Weekly English team meetings to align the curriculum for all grade levels.	ESL strategies are incorporated. Multiple levels of readings and writing activities that are prescribed by the grade team.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
<b>Mathematics</b>	AM Small Group instruction. There is peer tutoring after school and during school hours. The entire Math staff works after school and 3 of our math teachers run a Saturday program, and the students are placed according to their academic ability and needs for the Math Regents Exam	Real-life projects, Regents practice online and from workbooks. Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
<b>Science</b>	Four years of Science. An extra period of Science is provided for Seniors to make up science course and/or Science Regents requirements. AM Small Group Instruction. Saturday academy meets weekly to address students' individual needs. Technology, worksheets, Regents Prep and one-on-one conferences are	Real-life projects, Regents practice online and from workbooks. Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends

	conducted to assist students in meeting standards and monitoring themselves.			
<b>Social Studies</b>	Our Social Studies department conducts transcript analysis in September to identify the students who are deficient in credits and Regents to meet graduation requirements. Letters are sent home to encourage parents to send their children to both P.M. school and Saturday Academy. We have Staff available every day after school and Saturdays for both Global and U.S. tutoring. Small Group instruction is available to all students each morning. The department has devised an organizer and essay format that is to be used on all four grade levels to increase writing skills and help develop the necessary thematic and DBQ essay skills for the Regents Exams and Common Core Learning Standards.	Topics are selected based on Predictive test scores and Regents item analysis. Instruction is tailored to the individual student needs. The Grade team assesses student deficiencies and prescribes an AIS individual AIS plan. An interdisciplinary approach with the ELA team is also incorporated in Social Studies AIS.	Small group and one-to-one tutoring and Regents Prep	Before and after school and weekends
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are provided with individual conferences to plan how to improve their overall achievement. Students review transcripts with the guidance counselor	Caring, Sustained Relationships, Reachable Goals, Realistic, Hopeful Pathways, Engaging School and Community Settings <i>(The feeling of being engaged in a setting or group happens when students have opportunities to receive positive recognition and to</i>	Small group and one-to-one, push-in SETTS	During the school day and before and after school.

	<p>and are made aware of graduations requirements and first steps for college readiness and the application process. Counseling, Peer Mediation, Group Counseling, referrals to Social Worker are ongoing.</p> <p>We have a school based support team and a Montefiore Medical Clinic on Campus both having psychologists available to our students. Also, we have a boys and a girls club to promote discussion of relevant issues for at-risk students. The clubs also venture out of the building once a month to explore the vast culture of New York City.</p>	<p><i>make positive contributions.)</i></p>		
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	<p>Our Social Worker provides Crisis Intervention for students on demand. Referral services for students and families for issues such as child care, mental health services, domestic violence, Planned Parenthood, and sexual health among others. Provides girls with a girls' club, "GLOW", to enhance self-esteem and leadership skills. Conducts parent teacher conferences to assist students with behavior and academic challenges. Provide individual and family counseling. Students with special needs are provided counseling aligned to their I.E Ps. Linkages to the school community which includes ACS, Safe Horizon, Good Shepherd Services, Montefiore Health Clinic, Cardinal McClosky Services, and to other outside agencies. Provides Group Counseling and Individual Counseling.</p>			
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

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

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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	\$423,716	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$49,364	X	
Title III, Immigrant	Federal	\$1,464	X	
Tax Levy (FSF)	Local	\$2,618,000	X	

<sup>1</sup>**Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Kingsbridge International High 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Kingsbridge International High 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 the school community;

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

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

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

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

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

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

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 450
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: 24  
# of certified ESL/Bilingual teachers: 9  
# of content area teachers: 15

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:

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

As all students at KIHS are English Language Learners, our instructional support systems are tailored for this unique population. We are also committed to paying special attention to those students who are high achievers and those who are not achieving to their fullest ability; to reach every student in the continuum is our daily goal. We currently have 415 ELL students of which 229 are SIFE.

We have developed an extended day program to support our students with their academic development. We currently have an early entry before AM school (3 Teachers), after PM school (10 Teachers with rotating schedules) and at our Saturday Academy (7 Teachers) to ensure that our students are on track to graduate within four years. Four of the 20 Title III participating teachers are ESL certified. These teachers will be pushing into the classes taught by non-bilingual certified content area teachers.

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

- "AM SCHOOL ESL/Bilingual Faculty: Math, English/ESL, Science. These three teachers will provide instruction to the 30 ELLs participating in this program for a total of 22 one-hour sessions, 7:00 - 8:00 AM
- "PM SCHOOL ESL/Bilingual Faculty: English/ESL, Math, Math, 2-ESL, Social Studies, Math, English, Science, and Science. These 10 teachers are identified as service providers for the 210 ELLs participating in the program for a total of 22 two-hour sessions, 3:00 - 5:00 PM
- "SATURDAY ACADEMY ESL/Bilingual Faculty /Review: Math, ESL, Math, Math, Science, ESL, and ELA. These 7 teachers serviced 100 ELLs in this program for a total of 15 sessions of four-hour each, 8:00 AM - 1:00 PM.

The ESL/Bilingual educators meet daily with the core curriculum teachers to make sure that

## Part B: Direct Instruction Supplemental Program Information

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

## Part B: Direct Instruction Supplemental Program Information

provided by teachers and/or other staff members. We use our advanced students to translate to parents in Arabic, Bengali, Italian, or French as needed. The materials used are Regents review books, former Regents exams, teacher created materials, smart boards, computers and other technology to enhance instruction.

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

tense in a history class, imperatives in a math class, etc. ;

- Common Core Tasks;

The program has 9 teachers with ESL/Bilingual certification. The teachers work in collaborative groups to make sure that each student receives appropriate ESL services and instructional methodologies. The major model of the program is cooperative buddy and team teaching.

### Part C: Professional Development

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

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

Begin description here:

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

It is essential to the success of this system that teachers are up to date and universally informed regarding the nature of assessment criteria, procedures, and uses of data. We achieve this by having a core assessment team who engage in workshops with all teachers to transfer information, and for group learning. Most decisions and directions of process are made after careful deliberation, dialogue, and by democratic means. This allows us to have a strong collective backbone. Every Monday afternoon each week, all teachers meet for 80 minutes for professional development as per UFT contract. This is a time to discuss student achievement, lesson plans, and other activities. During this time, there will specific attention given to rigorous curricula, questioning techniques, assessment development, thus involving all teachers on a very regular basis. The daily professional period for all teachers is reserved for planning in their teams as well as time for team teaching and peer observations.

The rationale for our professional development is to ensure that our students are provided the best possible ELL instruction. All of our teachers receive training on a weekly basis during the principal's weekly PD sessions. The entire staff meets every Monday to discuss ELL strategies, our inquiry work

### Part C: Professional Development

project, student achievement and progress and Regents readiness for our students. The staff meets every Monday from 2:30 P.M. - 3:35 P.M. and these PD's run for the duration of the school year. The New York City Leadership Academy coach provides monthly Professional Development.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

The UFT contract now provides faculty 75 minutes on Tuesday afternoons to engage with parents. Faculty use this time to administer telephone calls, generate student progress reports for mailing and parents are invited to meet with their child's teacher grade teams. We also hold frequent meetings and events for parents to ask questions to teachers about their child's performance. To supplement this, we hold informational sessions to discuss our assessment tools and demystify the process, so they feel comfortable engaging in meaningful dialogues with the school regarding their student's achievement.

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

The PTA meets on the first Wednesday of the month for two hours from 5:00 pm to 7:00 pm. Example

**Part D: Parental Engagement Activities**

agendas items to be covered but not limited to are, Rosetta Stone for all languages, the school wide grading policy and attendance, Small Group Instruction programs, AM/PM and Saturday Programs, College Readiness, future plans, school uniforms, field trips, etc. We continue to get parent input on all levels of our programs. All these meetings make our parents feel at home by having refreshments provided by our cooking club such as various cookies and coffee.

In addition to our PTA meetings we have hosted parent workshops devoted to learning English through ESL classes and issuing parental accounts to Rosetta Stone with training provided by our Lead Technology Instructor. We have opened all our school activities to parents such as Talent Shows, after school garden projects, and "Barbecues and Holiday Pot Lucks."

**Part E: Budget**

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

Allocation Amount: \$49386

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$49,386	We are a Title I SWP school. The Title III funds will be used for teacher per session to support the before and after school programs and cultural activities.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	\$49,386	_____



**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>268</b>
School Name <b>Kingsbridge International High School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>454</b>	Total number of ELLs	<b>378</b>	ELLs as share of total student population (%)	<b>83.26%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	356	166	4	18	0	0	4	0	1	378

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		
<b>Total</b>	<b>356</b>	<b>166</b>	<b>4</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>378</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										21	49	41	31	142
Intermediate(I)										5	38	33	39	115
Advanced (A)										1	10	13	29	53
Total	<b>0</b>	<b>27</b>	<b>97</b>	<b>87</b>	<b>99</b>	<b>310</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	107	0	48	0
Integrated Algebra	148	70	101	40
Geometry	35	5	34	4
Algebra 2/Trigonometry	2	0	2	0
Math _____				
Biology				
Chemistry				
Earth Science	19	35	17	30
Living Environment	36	98	26	59
Physics				
Global History and	85	105	26	80
Geography	42	67	36	47
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include , Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This

information informs the overall instruction that is provided within each ESL classroom. The data is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.

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

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

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

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

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

4. For each program, answer the following:

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

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

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

Not Applicable

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

Translations supports are provided to all our students in their native languages. The school provides dictionaries in written and electronic forms. In most subjects, textbooks are provided in languages other than English. Rosetta Stone software is available to all students and their families in English that can be used in school or at home. Assessments, school created and standardized, are provided in the students' native language. Purposeful grouping of students, based on English Language Proficiency, are evident in all classes.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not Applicable

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

The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and the Periodic Assessment provides data throughout the year and allows us to benchmark the progress of our ESL program. The ultimate barometer of the success of our programs are determined and measured by student performance on New York State regents exams and our graduation rate. Additionally, teachers of grade teams do quarterly transcript evaluations to evaluate the students' progress within their cohort to measure credit accumulation and regents performance.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The teacher and testing coordinator, Mr. Perez or the ESL teacher, Mr. Iglesias shows the Department of Education approved Parent orientation video and addresses any concerns that may arise. Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates

- an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
 In addition to what is done in #2 above, an Entitlement Letter is provided for the parent. The entitlement letter addresses ESL placement or non-placement based on LAB-R results. The form is duplicated. A copy is mailed home to the parent with instructions to either come in for a conference or call the ESL Coordinator, Mr. Iglesias or Mr. Perez. The pedagogues, Mr. Perez or Mr. Iglesias are responsible for the entitlement letters, and these letters are distributed at the intake process along with parent survey and program selection forms. The pedagogue collects these forms and a file is created for every student with a checklist of required documents and kept in Room 233 under lock with the Pupil Accounting Secretary. If by chance an entitlement letter is not obtained via the normal process, a bilingual attendance will visit the home of the student in an effort to obtain it.
  4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
 At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of the pedagogue members of the intake team. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the bilingual or ESL team teacher(s). Every student has an intake file with a checklist of required documents kept in room 233. Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. This is also explained in the entitlement letters provided to the parent(s). The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs. The Program Chairperson enters the Parent Choice into the ELPC screen in ATS immediately after reviewed always within 20 days after admission.
  5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
 The school generates three ATS reports throughout the year. The reports are run multiple time to capture any newly arrived students. The ATS reports: (1) RLAT - Shows student NYSESLAT History; (2) RLER - Shows students eligible to take the NYSESLAT; and (3) RLER - NYSESLAT Modality Report that shows how students perform on the NYSESLAT components. The reports are generated by an Assistant Principal Data Specialist. During the New York State administration period of the NYSESLAT the school tests all eligible students in ELA/ESL classes. The exams are administered by Mr. Iglesias (ESL Teacher), Ms. Grube (ESL Teacher), and Mr. Perez (Bilingual Teacher). Makeup exams are provided on an ongoing basis to ensure all eligible ELLs are administered all sections of the NYSESLAT Exam. The Reading/Listening sections are administered individually by appointment by our ESL teachers, Mr. Iglesias and Ms. Grube. Exams are collected and reviewed for completeness and biographical accuracy.
  6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
 Over 99% of our students and their parents select a Free-standing ESL program. Our school currently only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLs via their email address ([ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov)) and attempt to find an alternative placement. The school monitors trends in parent choices by charting parent responses and comparing the data by the intake team. The Parent Choices are recorded in a Spreadsheet that is continually monitored by our ESL Teachers to ensure that we do not have a minimum of 20 students on a grade requesting TBE or DL. If the school ever met the criteria, the program would be created.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

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

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

classes in all languages, and ESL teachers support the ELA curriculum working in conjunction with the ELA teacher on instruction. ESL teachers meet with all content area teachers during common planning time. Content areas of concern are reinforced in ESL classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is monitored by teachers in grade team levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELL students receive evaluation in their English acquisition by both ESL and ELA pedagogues. English language assessments are created by the school and are administered at the beginning, middle and end of every school year. The English acquisition assessments mimic the NYSESLAT exam and incorporate some common core shifts in ELA. The assessment rubrics are created by both ESL and ELA teachers. In addition to daily teacher formative assessments, Achieve 3000 and Scantron software is used frequently monitor English language acquisition. In addition, the school utilizes the NYEESLAT predictive exam that the Department of Education provides. Finally, the school utilizes the NYSESLAT results as a summative assessment and school accountability.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
We have under 5 student with disabilities in our school. Teacher Teams address the needs and learning disabilities of our SWDs during common planning time. Student IEPs are shared via SESIS with our staff of SWDs. A special education teacher pushes into classes when required by a student's IEP. Furthermore, all our SWDs are in the least restricted environment. Almost all are classified as SETTS.

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Interventions for Social Studies includes an ESL support teacher for every regents level course. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M , P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another. Our entire school consists of ELLs. Therefore, progress is reported on both NYS Accountability and NYC Progress Report Cards. Credit accumulation and Regents pass rates are equal or greater than similar schools on the NYC Progress Report. The English Language Regents is the most challenging exam for our students. The English language acquisition is measure by the NYSESLAT. The latest NYSELAT shows that 25% of our students gained at least one proficiency level and 7% tested Proficient.
11. What new programs or improvements will be considered for the upcoming school year?
- Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy. We have initiated the "City Chicken" program where our students build and raise chickens on school grounds and record multiple observations and make collaborative decisions on the project success. Out trditional P.M. and Saturday classes will be geared to help student achievement and maitain studnets on a path to graduate in 4 years.
12. What programs/services for ELLs will be discontinued and why?
- NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our school is an International School where currently 90+% are English Language Learners. Therefore, ELL students are not excluded from ANY programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The before and after school program, staffed by all teachers, is available to all students for 45 minutes in the morning and 2 hours every day, Monday through Friday. The Saturday Program is open to all students for support in the four major content areas: ELA, Math , Science, and Social Studies. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have

access to discovery education to supplement lessons, as well as the wizard test maker which helps to assess regents readiness.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are seven Spanish native language instructors on faculty. Additionally, there are 3ESL instructors on faculty.. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language. Our native language instruction is done primarily in our P.M. and A.M. schools
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services and support correspond to ELLs' ages and grade levels by assessing students needs in grade teams and placing the students into corresponding A.M and P.M classes based on ability. For example, we may have an eleventh grader writing an 8th or 9th grade level, which would prompt teachers to place the student in a lower level after school class in order to acquire the necessary skills.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
For new students to our school who were "list-noticed" to us, we have an orientation prior to the school year where materials are distributed, presentations from staff are made, and a Question-and-Answer forum is provided. However, more than half our new students come "over-the-counter" as newly arrived students to the country during the months of September and October. A preliminary conference is held with the student, the family, and a welcome team of staff. Additionally, we have a peer-to-peer mentoring program for new students, where upper level and successful students mentor new students during their first year. Beginning the summer of 2014 we will make an effort to provide a "Bridge-to-High School" program to our new students.
18. What language electives are offered to ELLs?  
Students are offered Native language instruction during PM School and Saturday Academy enrichment. As of now, we only offer Spanish electives ,but we are working to incorporate French, Arabic and Bengali into our P.M. school curriculum.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: Kingsbridge International HS****School DBN: 10X268**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 04 Network: 402

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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