



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**21K337**

**School Name:**

**INTERNATIONAL HIGH SCHOOL AT LAFAYETTE**

**Principal:**

**JON HARRIMAN**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The International High School at Lafayette School Number (DBN): 21K337  
Grades Served: 9 through 12  
School Address: 2630 Benson Avenue, Brooklyn, NY 11214  
Phone Number: 718/333-7860 Fax: 718/333-7861  
School Contact Person: Jon Harriman Email Address: jharrim@schools.nyc.gov  
Principal: Jon Harriman  
UFT Chapter Leader: Rena Pedaria  
Parents' Association President: Zamira Mirvaliev  
SLT Chairperson: Zamira Mirvaliev  
Title I Parent Representative (or Parent Advisory Council Chairperson): Jose Diyarza  
Student Representative(s): Shirleyka Hector  
Timea Nick

**District Information**

District: 21 Superintendent: Kathy Rehfield-Pelles  
Superintendent's Office Address: 335 Adams Street, Room 508, Brooklyn NY 11201  
Superintendent's Email Address: krehfield@schools.nyc.gov  
Phone Number: 718-923-5102 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: aanorma@schools.nyc.gov  
Phone Number: 718-935-5618 Fax: 718-935-5941

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jon Harriman	*Principal or Designee	
Rena Pedaria	*UFT Chapter Leader or Designee	
Zamira Mirvaliev	*PA/PTA President or Designated Co-President	
Carlos Franco	DC 37 Representative (staff), if applicable	
Jose Diyarza	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Shirleyka Hector	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Timea Nick	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Samah Sehata	Member/Parent	
Santa Castro	Member/Parent	
Maysa Saleh	Member/Parent	
Mike Dani	Member/Parent	
Jinhua Lei	Member/Parent	
Nuria Sanchez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Hoffman	Member/Teacher	
Kathlyn Clark	Member/Teacher	
Katherine Dratz ☒	Member/Teacher	
Patricia Ibarra	Member/Social Worker	
Wing Man Choi	Member/Guidance Counselor	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The International High School at Lafayette utilizes a content-based ESL program for our recent immigrant ELL students. Teams of teachers (five on each team) design and implement their own standards-based, interdisciplinary, project-based curricula for the 75-80 students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in cooperative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. This year we will serve approximately 374 recent immigrant students in 9th, 10th, 11th, and 12th grade. These students come from 39 foreign countries. The largest groups came from Uzbekistan, China, Guatemala, Pakistan, and El Salvador.

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

We have increased our graduation rate by 15%, we have a very strong college and career readiness index, we have a well-established pedagogical practice for supporting our various specific needs groups (i.e., ELLs, Students with Interrupted Formal Education, unaccompanied youth, social-emotional), and we have a multitude of programs offering a wide range of support and opportunity for students and family. Our key partnerships include iMentor, New York Cares, International Rescue Committee, Clinic Plus, and Bridge To College.

Our major areas of growth have been with regard to advisory and college readiness, the integration of language and content, especially with regard to the CCLS for English and the Regents exams, as well as preparation for the graduation portfolio projects. We have additionally made considerable progress with outcomes based assessment. Our graduating class of 2015 had a 10% greater passing rate on the English Regents over our graduating class of 2014.

With regard to the elements of the Framework for Great Schools, our areas in which we've made the most progress during this year are rigorous instruction and collaborative teachers. With regard to the rigorous instruction we have deepened our work with great alignment to Common Core learning standards and feedback through the outcomes based assessment system. In our work with a more collaborative setting, we have dedicated greater time to teams of teachers working collaboratively to develop meaningful projects, especially for the portfolio process.

## 21K337 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	361	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	1	# Drama	5
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.3%	% Attendance Rate			89.9%
% Free Lunch	88.4%	% Reduced Lunch			4.4%
% Limited English Proficient	87.5%	% Students with Disabilities			2.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			9.9%
% Hispanic or Latino	19.7%	% Asian or Native Hawaiian/Pacific Islander			40.9%
% White	29.0%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)			19.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.43
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	40.5%	Mathematics Performance at levels 3 & 4			53.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.9%	% of 2nd year students who earned 10+ credits			87.2%
% of 3rd year students who earned 10+ credits	92.8%	4 Year Graduation Rate			60.7%
6 Year Graduation Rate	60.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	HE
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school has many strengths with regard to the development of rigorous and coherent curricula aligned to the CCLS, instruction within and across disciplines and grades, and strategic action planning with regard to data analysis that informs instruction. These strengths include careful curriculum mapping that is both vertically and horizontally aligned, peer inter-visitations two times per year, extensive professional development, and careful scheduling to allow for meeting time and analysis of data and assessment tools.</p> <p>Our 2014-2015 quality review found that our discipline teams developed outcomes based assessment tasks with Common Core aligned rubrics and that students articulated how they used those rubrics to determine their strengths and areas in need of improvement. Across classes, teachers use a variety of methods such as questioning and exit slips to check for understanding. Across tasks, teacher created scaffolds provide ELLs the opportunity to engage in rigorous habits. Teacher teams meet weekly to discuss methods to improve instruction and develop structures including discipline goals, agendas, protocols, team notes, supplemental materials, and to make curricula adjustments.</p>		

In alignment with rigorous instruction which is one of the six elements of the Framework For Great Schools, we will be carefully aligning all of our curriculum to common core standards in order to ensure that students are engaged in intellectual activity.

This year we will focus on deepening the alignment of our curriculum with core outcomes and standards, including Common Core Learning Standards.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 95% of teachers will have documentation on the alignment of all projects to designated CCLSs and discipline-targeted core outcomes, and this will be evidenced in the curriculum maps that are documented in our online curriculum mapping system Atlas. Each discipline/department will have a list of vertically aligned standards and outcomes, and this list will be utilized to verify that projects have met agreed upon outcomes.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Revise our curriculum mapping structure to better align with our approach to outcomes based assessment. Internationals Network For Public Schools will provide professional development.</p>	<p>Discipline/Department Leaders</p>	<p>June 1—30, 2015</p>	<p>Literacy Coach, Discipline Leaders</p>
<p>Identify key CCLSs and core outcomes (based on state and national standards) for each discipline, and work with instructional teams to plan interdisciplinary learning. The discipline leaders will facilitate</p>	<p>All Staff</p>	<p>June 18-19, 2015</p>	<p>Discipline Leaders</p>

professional development with the online curriculum mapping program Atlas.			
Populate curriculum maps for year using Atlas, indicating CCLSs and core outcomes. Teachers will work in collaboration with discipline leaders to align curricula maps. These curriculum maps will be reviewed quarterly by discipline/department leaders and by administration semi-annually.	All Staff	Sept 2015	Literacy Coach, Principal, AP
Facilitate professional development and peer reviews of curriculum maps as well as curriculum share night for families. This share night will provide specific strategies to support students in engaging in the curriculum design by staff.	All Staff, Families	Oct 2015	Literacy Coach

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources will include the literacy coach as well as support from the Internationals Network for Public Schools. Instructional and educational resources will include professional readings on effective planning of projects. Schedule adjustments will be the utilization of the weekly professional development time.											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Following the February 2016 Chancellor’s Day, the literacy coach, and Principal will review the curriculum maps with a checklist/rubric that evaluates the completion of the maps and the quality of the integration of the core standards within each project. The midpoint benchmark will be at least 70% of teachers will have document on alignment of all projects to designated common core learning standards.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>With regard to this tenet our school has a multitude of structures in place to support social and emotional well being and to foster healthy relationships in an environment conducive to academic and social/emotional growth. These structures include a full time social worker, a guidance counselor, and a team of 4 mental health professionals through Clinic Plus, as well as a range of social/emotional supports.</p> <p>For the 2015-2016 through our work with the Learning Partners Program we will focus on restorative circles in order to develop stronger systems of social and emotional support for students.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016 all staff will have participated in at least 8 hours of professional development in restorative circles training and have completed two reflections during the year with regard to the utilization of circles within their classrooms, which will also be connected to our work as a Learning Partners Program school and lead to a 10% reduction in principal suspensions.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A pilot group within the staff will complete five day training for restorative circles.</p>	<p>Selected teachers, guidance counselor, and other staff</p>	<p>March—June 2015</p>	<p>Principal</p>
<p>PD for all staff on restorative circles</p>	<p>All Staff</p>	<p>August 2015</p>	<p>Restorative Circles Trained Staff</p>
<p>Staff will implement restorative circles in advisory and classrooms and also participate in the Learning Partners Program inter-visitations, with at</p>	<p>Students, Staff</p>	<p>October 2015—February 2016</p>	<p>Learning Partner Program Points</p>

least 25% of the staff visiting our host school.			
Staff and student surveys as well as family surveys to evaluate effective of circles training and plans for next steps.	Students, Staff, Families	April 2016	Learning Partner Program Points

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources—model teachers through the Learning Partners Program; instructional resources—materials/texts to support training in restorative circles; schedule adjustments—coverages for intervisitations and in-house training											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Our mid-year benchmark will be 95% of the staff with at least five hours of PD in restorative circles and reflections from staff on implementation in classrooms and advisory.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In terms of the engagement of students our teachers have a wide range of strategies and practices to help close the achievement gap, identifying and acting on the needs of all students, as well as specific subgroups in need of support. Our instructional practices include heterogeneous grouping, extensive scaffolding and differentiation, integration of language and content, instruction through student-centered projects, and real-world connections. The coherency is accomplished through Internationals Network for Public Schools (INPS) professional development, as well as consistent use of the core principles of our model.</p> <p>With regard to 4.2, as a result of our analysis of the State Report Card, we are particularly interested in further developing our instructional practices and strategies, especially with regard to scaffolds for analysis writing, reading of figurative language, and representation of mathematical concepts.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016 we will increase our pass rates for the Common Core Algebra I Regents and our ELA Common Core Regents by 5% through scaffolding designed from formative assessments tied to Regents and the portfolio. This work will be accomplished through emphasis one of the elements of the Framework for Great Schools collaborative teachers; the teaches will be working closely together to design scaffolds that are vertically aligned and specific to the needs of our population.</p>



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Complete a line item analysis of Regents in math and English disciplines to determine areas of focus and examples of challenging questions/problems.</p>	<p>10<sup>th</sup> through 12<sup>th</sup> Grade Students</p>	<p>July 23—July 30, 2015</p>	<p>Assistant Principal, Discipline Leaders</p>
<p>Design scaffolds and PD in alignment with analysis.</p>	<p>All Staff</p>	<p>September 2015</p>	<p>Discipline Leaders</p>
<p>Gather baseline data for inquiry work with focus group.</p>	<p>Longterm ELLs, Focus Group</p>	<p>September 20—Oct 1, 2015</p>	<p>Math and English Discipline Leaders</p>

Utilize scaffolding tools at least 6 times during the fall semester in two electives designed for ELA and math Regents support. Additionally, families will be introduced to the approaches/strategies to be used in the classroom and other ways they can support their children in Regents exams.	Longterm ELLs, Focus Group	Oct 1—Feb, 2016	Elective Teachers, Assistant Principal
Review data through line item analysis and the actual exam booklets to identify areas of impact from the scaffolding that has been used and appropriate modifications needed for the upcoming semester	10th through 12th grade students	Feb 2016-March 2016	All Teachers
Implement modified scaffolds in preparation for the ELA Common Core Regents and Algebra I Common Core Regents	10th through 12th grade students	Apr 2016-June 2016	All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize funds for a full time literacy coach, and per diem for substitutes to allow for inter-visitations and additional common planning time for key staff members. Additionally we will utilize Internationals Network for Public Schools professional development as well as various conferences in order to support specific disciplines.											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By mid-year students will demonstrate a 3% increase in pass rates on the Common Core ELA as compared to the same time period one year ago.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our vision is closely tied to the core principles of the Internationals Network for Public Schools, which emphasizes language development through content, project-based learning, differentiation and scaffolding, and real-world connections. Furthermore, our hiring process involves several stages, including a personnel committee made up of a range of stakeholders. In the interview process we clarify the work and expectations for all teachers.</p> <p>One strength of our school with regard to student portfolio, portfolio culture deeply embedded in our curriculum including work with our families, our pd plan and our interactions with other schools within the Internationals network of schools. Consistent with Framework for Great Schools rigorous instruction in our school is reflected in the practice of portfolio practice and design with high standards being integrated into every project and every classroom.</p> <p>One area for growth is in the school-wide practice of student mentoring for portfolios, which will impact student achievement.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 student portfolio scores will have increased by 10% in social studies and science. Consistent with Framework element of effective school leadership, this goal will be accomplished through building the capacity of the literacy coach and other department and team leaders.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Review portfolio data from 2014-2015 for social studies and science and develop mentoring strategies to support students in portfolio projects.</p>	<p>11<sup>th</sup> and 12<sup>th</sup> Grade Students</p>	<p>August 2015</p>	<p>Literacy Coach, 11<sup>th</sup> Grade Science, 12<sup>th</sup> Grade Social Studies</p>

Provide professional development for all staff in mentoring strategies. In addition, families will be informed of the role of mentoring and supporting students in completing portfolio projects and input from families will be sought to ensure the academic success of all students.	11 <sup>th</sup> and 12 <sup>th</sup> Grade Students	September 2015	Literacy Coach, 11 <sup>th</sup> Grade Science, 12 <sup>th</sup> Grade Social Studies
Analyze midyear data, including student feedback, and compare to January 2015 data, identifying adjustments that need to be made in mentoring support strategies.	11 <sup>th</sup> and 12 <sup>th</sup> Grade Students	February 2016	Literacy Coach, 11 <sup>th</sup> Grade Science, 12 <sup>th</sup> Grade Social Studies
Analyze end of year portfolio data as well as student feedback and develop mentoring plan for 2016-2017.	10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> Grade Students	June 2016	Literacy Coach, 11 <sup>th</sup> Grade Science, 12 <sup>th</sup> Grade Social Studies

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: literacy coach; schedule adjustment: time built into schedule for mentoring; per session for meetings with literacy coach for development of resources											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The mid-point assessment will be an analysis of January portfolios. At that stage a 5% increase in student outcomes on the research paper will be a benchmark to demonstrate progress to achieving goal. The science project will be presented in May.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>With regard to the 6<sup>th</sup> tenet, we are proud of the work that we have done in creating a school culture and climate where families, community members and school staff collaborate to support all student in both their social/emotional well being, as well as their academic progress. Our school is a welcoming space with an open-door policy. We communicate with families through frequent translated phone calls and messages, and utilize extensive partnerships, including iMentor, Girls Write Now, and IRC.</p> <p>Our action plan with regard to family is to provide greater information to families about the outcomes based assessment system and portfolio projects. This will be done through translated newsletters, in person tutorials on access to the outcomes based system, and presentations during family association meetings to better explain the outcomes based assessment approach for grading.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016 there will be an increase by 20% of parents accessing the online outcomes based assessment system - Jumprope - as compared to the September 2015 rate.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Design a workshop for families on outcomes based assessment, including a translated guide.</p>	<p>All Families</p>	<p>August 31—September 10, 2015</p>	<p>Parent Coordinator, Representative from each grade level, principal</p>
<p>In September facilitate a workshop for families at open school night/afternoon and conduct survey of interests and questions.</p>	<p>All Families</p>	<p>September 2015</p>	<p>Students, representatives from each grade level, parent coordinator</p>
<p>In October reach out via phone and letter to families that have not yet accessed</p>	<p>Families not yet utilizing assessment system</p>	<p>October 1—15, 2015</p>	<p>Parent coordinator</p>

the system to offer additional support.			
Design and facilitate a workshop for families on portfolio assessment and addressing interests identified in prior surveys.	All Families	March 2016	Students, representatives from each grade level, parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: parent coordinator, grade-level representatives; laptops and desktops, software system Jumprope, schedule adjustment: change open school dates to fit with assessment calendar											
<b>Part 4b.</b> 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 SWP	X	Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016 there will be a 10% increase in families accessing the online assessment system.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**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>	Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teacher input	<ol style="list-style-type: none"> <li>1. Before/after school tutoring</li> <li>2. Literacy Selective</li> <li>3. Literacy pull-out class</li> <li>4. Explorers Club</li> <li>5. Writing Center</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. Small group</li> <li>3. Small group</li> <li>4. Small group</li> <li>5. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. Before/after school</li> <li>2. During school day</li> <li>3. During school day</li> <li>4. Weekends</li> <li>5. Before school</li> </ol>
<b>Mathematics</b>	Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teacher input	<ol style="list-style-type: none"> <li>1. Before/after school tutoring</li> <li>2. Statistics Elective</li> <li>3. Interactive Math Elective</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. Small group</li> <li>3. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. Before/after school</li> <li>2. During school day</li> <li>3. During school day</li> </ol>
<b>Science</b>	Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teacher input	<ol style="list-style-type: none"> <li>1. Before/after school tutoring</li> <li>2. Living Environment Selective</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Before/after school</li> <li>2. During school day</li> </ol>
<b>Social Studies</b>	Formative assessment, credit accumulation, Regents grades (where applicable), portfolio outcomes, teacher input	<ol style="list-style-type: none"> <li>1. Before/After School Tutoring</li> <li>2. Global Review Selective</li> <li>3. Global Issues Class</li> <li>4. Art and History Explorers</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Before and after school</li> <li>2. During school day</li> <li>3. During school day</li> <li>4. Weekends</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor,</b>	Referrals by teams of teachers, individuals, social worker,	<ol style="list-style-type: none"> <li>1. Group Discussions with Social Worker</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. During school day</li> </ol>

<i>School Psychologist, Social Worker, etc.)</i>	guidance, or at student/ family request	2. Counseling with Social Worker  3. Planning Conferences with Guidance Counselor	3. Individual	2. During school day and after school  3. During school day and after school
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## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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>

### 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.
<p>IHS recruits highly qualified teaching candidates through both the NYCDOE Open Market System and via the Internationals Network of Public Schools (INPS), a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in INPS, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools student populations.</p> <p>IHS' rate of teacher attrition is low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.</p> <p>Our Literacy Coach provides targeted professional development for all new teachers and other teachers on a case-by-case basis. The Coordinating Council, FIHS' ruling body, is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, disciplines, administration, standing committees, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: weekly subject area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet and follow protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the INPS rubric. Teachers also meet in their teams weekly in order to discuss student progress. They examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each team contains at least one ESL-certified teacher, each team member, regardless of subject area certification, learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher inter-visitations (peer observations at various IHS's).</p>

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

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

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

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

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

### **Part 4: SWP Schools Only**

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

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

N/A

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the

intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$416,222.00	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal	\$16,979.00	X	5A, 5B, 5C, 5D, 5E
Title I Priority and Focus School Improvement Funds	Federal	\$80,968	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	\$34,864.00	X	5A, 5B, 5C, 5D, 5E
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	\$2,377,029.00	X	5A, 5B, 5C, 5D, 5E

**<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:

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

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

Your school's Title I Parent Advisory Council (PAC) 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. The International High School at Lafayette, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The International High School at Lafayette will support parents and families of Title I students by:

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

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)**

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community; The International High School at Lafayette, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **IV. 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
- 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;

**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: <u>Int'l HS at Lafayette</u>	DBN: <u>21K337</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>143</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_\_\_\_\_

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

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

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

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

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

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

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

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

-  
-  
-  
-

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

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

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

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

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

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

The students will take trips on the first Saturday of each month to the Museum of Modern Arts, the

## Part B: Direct Instruction Supplemental Program Information

Museum of Moving Image, the Metropolitan Museum of Art, the Brooklyn Museum, the International Center of Photography, the Guggenheim Museum and the American Folk Art Museum. On these trips they will study the topics in the previous paragraph respectively.

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

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

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

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

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

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

This supplemental program will be team taught by an ESL teacher and a math teacher. They will integrate mathematical numeracy skills with ESL to supplement the work that is happening during the school day. In our analysis of the Regents exams, beginner ELLs averaged a score of 64 last year, and this program is designed to support students with stronger numeracy as well as literacy skills.

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

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

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

-

## Part C: Professional Development

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

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

Begin description here: \_

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

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

-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
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	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>337</b>
School Name <b>International High School at Lafayette</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Jon Harriman</b>	Assistant Principal
Coach <b>Kathlyn Clark</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Amy Gallagher</b>	School Counselor <b>Tania Alvarez</b>
Teacher/Subject Area <b>Matthew Hoffman/Social Std/ESL</b>	Parent <b>Zamira Mirvaliev</b>
Teacher/Subject Area <b>Tracy Post Teixeira/ESL</b>	Parent Coordinator <b>Carolina Bobe</b>
Related-Service Provider <b>John Divino</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Rehfield-Pelles</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>352</b>	Total number of ELLs	<b>326</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	326	Newcomers (ELLs receiving service 0-3 years)	233	ELL Students with Disabilities	
SIFE	67	Developing ELLs (ELLs receiving service 4-6 years)	91	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	233	67		91			2			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										10	21	32	16	0
Chinese										12	17	13	20	0
Russian										8	5	10	19	0
Bengali										3	1	1	2	0
Urdu										4	9	9	7	0
Arabic										3	4	7	9	0
Haitian										4	1	3	2	0
French											1	2	1	0
Korean														0
Punjabi														0
Polish										1				0
Albanian										1				0
Other										8	10	15	8	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										57	45	48	28	0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)										10	14	30	44	0
<b>Expanding</b> (Advanced)										5	5	12	27	0
<b>Commanding</b> (Proficient)										1			13	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													41	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	111		41	
Integrated Algebra/CC Algebra	202		125	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The reading and writing section from the NYSESLAT data indicates that 55% of our incoming 9th grade ELLs are testing as Beginners. The general trend seems to be that as students move through the grades, their literacy level improves but most of our students remain at the Intermediate levels. For example, in 10th grade, 42% of the students tested as Intermediate while 29% tested as Advanced. By 11th grade, those percentages increase so that 49% of the students test as Intermediate but 25% test as Advanced or Proficient. Finally, by senior year, 47% of our students are testing at the Intermediate level, 37% at Advanced or Proficient and only 10% remain at the Beginner level. It appears that over the course of 4 years, most students improve their literacy skills, but the majority remain at the Intermediate level. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school programming, students will see an improvement in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our NYSITELL data indicates that 74% of our very new arrivals are Beginners. Nearly all of these Beginners scored 0 in listening, reading, and writing. After this, the most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. Closer analysis of the NYSESLAT Modality scores reveals a disparity between the listening/speaking and reading/writing scores. In the 9th grade, most students score within the Intermediate level for Listening/Speaking, but fall within the Beginner level for Reading/Writing. This pattern continues in the 10th grade where the majority of students scoring higher in the Listening/Speaking category than in the Reading/Writing category. In 12th grade, the pattern of students scoring higher in Listening/Speaking, than Reading/Writing remains. As mentioned above, this data informs our curriculum and the need to continue to develop reading and writing skills through all content areas in addition to our after school programs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As mentioned above, the most crucial pattern is one of improvement from 9th to 12th grade and we expect this pattern to continue. According to the 2013-14 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State. For example, our Hispanic or Latino population had a PI of 95 while the safe harbor was 87. Nevertheless, the disparity between reading/writing and listening/speaking on the NYSESLAT modalities indicates that all content teachers need to continue to develop reading and writing skills to help our ELLs make greater progress in literacy and we need to continue and expand our after school programs and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. Each interdisciplinary team has at least two ESL-certified teachers; in addition, each team has one teacher who is dual-certified in a content area and ESL.

4. For each program, answer the following:

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

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

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

c. N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A: We have grades 9-12.

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

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

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

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

research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A: We are not a dual language program.

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

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

- Graduation rate above 70% for 4 years.
- Course pass rate for all grades at about 85% or higher.
- Attendance rates - around 90%
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate
- Student anecdotes

School Progress Report data

According to the 2013-14 New York State Report Card, our students have a Performance Index (PI) greater than the Annual Measurable Objectives (AMO) determined by the State.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All students admitted to The International High School at Lafayette from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSITELL. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). An informal interview takes place with an ESL teacher and person who speaks the native language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). Students then take the LENS within ten days of admission. The LENS is given on an ongoing basis as new admissions occur.

The people responsible for this are:

HLIS: Conducted by a staff member who speaks the home language or through the use of the NYC DOE translation services. Coordinated by AmyGallagher, licensed ESL teacher.

LAB-R: Amy Gallagher - Licensed Teacher

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Individual interview with the student: Conducted by a staff member who speaks the home language or through the use of the NYC DOE translation services. Coordinated by Amy Gallagher, licensed ESL teacher. All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an ESL licensed pedagogue, Amy Gallagher. During the first week of school in September, the SIFE Leadership team reviews all SIFE questionnaires and writing sample to determine which students should meet with a member of the SIFE Committee to be further evaluated. Any new student who misses the new student summer orientation is provided with the SIFE questionnaire and asked to complete a writing sample at the time of their first intake session with an ESL licensed pedagogue. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and then make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. The SIFE Committee consists of Kathlyn Clark and Rakibat Abiola, both ESL licensed pedagogues, John Divino, a Special Education licensed

pedagogue, and Principal Jon Harriman. Once the SIFE determination has been made by the SIFE Committee, the Amy Gallagher, will make sure that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students' enrollment. If the status of any student needs to be modified within one year of enrollment, Amy Gallagher, will make the modification on the BNDC screen in ATS. In addition, if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Jon Harriman; Amy Gallagher, a certified ESL pedagogue; John Divino, a certified Special Education teacher, the individual student's parent/guardian and a qualified interpreter or translator. If we do not have a qualified interpreter or translator on staff than we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian's preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student's English language development based on the HLIS interview, the results of an individual student evaluation in the student's preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the students disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student's language use in school and at home.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Administer the NYSITELL exam and the Spanish LAB-R when appropriate. Coordinated by Amy Gallagher, licensed ESL teacher. Based on the information gained in the interview and the assessments, the LENS will be administered for students suspected as being SIFE. Coordinated by Amy Gallagher, licensed ESL teacher. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once the NYSITELL has been administered to a student, the testing coordinator, Amy Gallagher, an ESL licensed pedagogue has the answer documents scanned into ATS via the attendance scanner within 10 school days of the student's enrollment. She immediately notifies the Principal, Jon Harriman, of the results. The Principal enters the information into the ELPC screen on ATS. Then within five school days after the NYSITELL is scanned and the score is determined, he sends out a letter informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. He than distributes copies of the dated and signed Entitlement or Non-entitlement letters to the team guidance counselors who place the letters into the student's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Iris Jacquez, will follow up with a phone call to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

- At the time of enrollment, families are given the HLIS and entitlement letters and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
- In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
- Information describing the three program choices is reviewed with parents after the videos are shown at the orientation. Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal, Sherien Sultan who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to Guidance Counselors to file in the students cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
After the orientation, parents complete a program choice survey. The pedagogues involved in this process includes Matthew Hoffman and Amy Gallagher. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office. Our parent coordinator also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher guidance counselors and complete the form. The guidance counselors ensure that continuous entitlement letters are sent home in subsequent years. Within ten days of enrollment, the student is given the LAB-R by our literacy coach. Students who have already opted in to the ESL program are given continued entitlement letters at the beginning of the school year and copies of these letters are kept by our parent coordinator. All relevant documents are kept in the cumulative cabinet.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Principal, Jon Harriman of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers and test coordination is done by our literacy coach. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. The testing coordinator monitors the completion of each of the 4 sections of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Principal, Jon Harriman of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language whenever possible.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. The majority of our parents have requested Free-Standing ENL.

Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select ENL as the program of choice, thus our parent choice and program offerings are completely aligned.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

. Instruction:

a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed, as are 11th and 12th grade students. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.

c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

#### 2. Mandated Instructional minutes:

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or intergrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content

area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least two teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

3. Describe how core content is delivered in each program model. 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.

3. Delivery of content material:

At International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context. In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

- a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native

language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made. Over the past four years with the money's from the SIFE grant literacy program an accelerated literacy program was implemented school-wide and met with enthusiasm by staff, students and parents.

Our SIFE model requires three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. A team teaching approach would be used in which the SIFE teacher plans with the content areas teacher, works with SIFE students in the classroom daily to implement strategies, and also meets after class sessions with the content area teacher to discuss students' work and review lessons and activities.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers club which serves to enhance their literacy skills through exploration of NYC and its environment.

b) Instructional Plan for Newcomer ELL Students:

Newcomers to the school, along with their parents, meet initially with a guidance counselor who assesses their needs and academic development during intake. All new students and their parents receive an orientation developed by the guidance staff along with the parent coordinator. All students new to the United States and to NYC are given the NYSITELL exam which assesses the students English language abilities. For students transferring in from NYC schools, test results are reviewed and students are then matched with teams of teachers who it is felt would best meet the needs of the specific student. Students are placed in appropriate classes according to their specific needs. The teachers meet in team to discuss the specific needs of all new students. A plan is formulated to best meet the needs of each particular student.

c) Instructional Plan for Developing ELL's:

The plan for developing ELLs receiving service for 4-6 years consists of ongoing support and mentoring. ELLs with 4-6 years of service are placed in appropriate classes to best meet their needs and continue their English language development. Their teachers meet regularly in teams to discuss the needs for the specific students. A plan is formulated and updated regularly to meet the needs of each student. ELLs who are receiving service for 4-6 years receive a full program and receive all the same support structures as the rest of our ELL populations. Struggling ELLs who are receiving 4-6 years of service are encouraged and often mandated to avail themselves of all the extra support opportunities provided to all the students at large. This help takes the form of one-on-one mentoring, small group instruction, after school homework help, the Saturday literacy program as well as a variety of other activities. ELLs with 4-6 years of service are encouraged to try to take some college classes to help them to begin the transition towards college life. These ELLs with 4-6 years who meet regularly with their guidance counselor and teachers on their team to receive support and feedback to help assess in their language development.

d) Instructional Plan for Long Term ELL's:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework help, writing center as well as a variety of other activities. Whenever possible, long-term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

e) Instructional Plan for Former ELL's up to 2 years after exiting ELL status):

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in some of their academic

areas. Our school offers these students the opportunity to receive college credits through Kingsborough Community College, College Now program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. Former ELLs continue to receive the mandated testing accommodations after they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Jon Harriman will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, then the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student then she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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

Instructional strategies and grade level materials used to provide ELL-SWDs access to academic areas and accelerate English language development:

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and special education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment, students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the special education teacher or service provider and the content area teachers. A team teaching approach would be used in which the special education teacher plans with the content area teachers to map out strategies and best practices and to access the students strengths and areas which still need improvement.

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which serves to enhance their literacy skills through exploration of NYC and its environment.

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

Chart International HS at Lafayette uses a variety of curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's to attain their IEP goals within the least restrictive environment. Once students are identified ELL-SWD's our challenge is to find ways to teach students according to the mandates of their IEP's in the least restrictive setting. The team would meet with our Special Education teacher or service provider depending on the needs of that students particular IEP in order to determine the best instructional strategies to meet the needs to that student according to their IEP. In order to service students who are struggling, each team has provided extra services: including one-on-one work with a paraprofessional, small group instruction, and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs (such as an extra language arts period) have been made, as well as elective periods and push-in support models. By adapting curriculum to enable those students to succeed, by expanding the time available to team members to work with them individually, and by using the resources of paraprofessionals, student teachers and LaGuardia interns, they are supported in meeting the graduation certification requirements. Our plan maintains that our future students with IEP's will receive additional academic assistance in accordance with the particular needs of their individualized IEP's.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

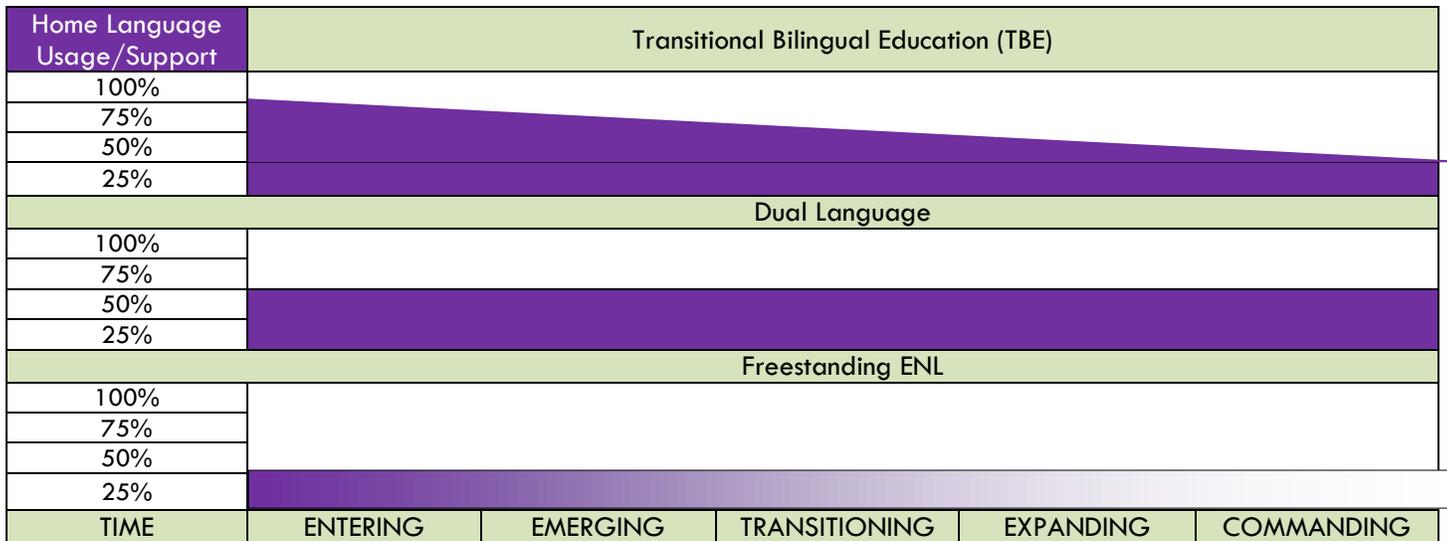


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All of our targeted intervention program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:

- Saturday Literacy Program (Explorer’s Club/ENL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Entering and Emerging level students only. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Students create a brochure “Places to go in New York City” by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snacks will be purchased to support the Saturday Academy.
- SIFE ENL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes, each consisting of 10 students and meeting for 50 sessions in total, meet 4 times a week for 70 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- SIFE Math Literacy class- specially addresses instruction in math literacy as well as in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes meeting 2 times a week for 60 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
- Student Community Involvement—ELL students have opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with a variety of outside community based organizations such as Global Humanitarian, NY Cares, i-Mentor, Arab American Association, French Heritage Program, Institute Cervantes and Liberty Partnership Program.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-gropus which are targeted are the SIFE studetns, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their social studies research paper, native language project, math project, science project, English literary essay, creative project as well as their mastery statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of paraprofessionals, bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

Evidence of effectiveness in our model is displayed through data such as 74% four year grad rate for our students for the 2014/2015 school year.

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

We will build on our AP courses with Chinese language classes offered as well as Spanish/Math elective classes.

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

Since approximately 70% of our students are ELLs and the remainder are former ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- SAT Math Prep

- SAT Verbal Prep
- iMentor
- Student Government
- French heritage Language Program
- Institute Cervantes
- Chorus
- Visual Arts
- Theater Arts
- Piano
- Korean Language classes
- NY Cares Service Learning
- Girls Write Now
- Minds Matter
- ACF Architecture Program
- Trip of a Lifetime
- Liberty Partnership

All ELLs and former ELLs are invited to participate in the activities listed above at the time that they register for classes each semester. At registration they meet with their guidance counselor and teachers on their instructional team who describe the different activities. Students make a selection with the assistance of their teachers. Since 100% of our students are either ELLs or former ELLs the representation by ELLs in all of our school programs is substantial.

In addition, we have an extensive College Now Program with Kingsborough Community College.

Funding sources for after school and supplemental services offered to ELL's in our school:

Since our school funds are conceptually consolidated, the funding source for most of our after school targeted interventions listed in section 9 above and many of those listed in this section are covered by Title III funding as well as tax levy funding. The SIFE literacy and SIFE math classes which are held during the regular school day are currently funded exclusively with tax levy funds. The funding for the enrichment class is also covered by regular tax levy funding since it takes place during the regular school day. The funding for many of the activities listed in this section above are covered by the volunteer CBO organizations running the program. (ie: Liberty Partnership Program).

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

It is the philosophy of the school that classroom teachers are the most knowledgeable as to what instructional supplies will benefit the ELL students from all ELL sub-groups in their content area classes. Teachers work in teams to order classroom supplies for the ELL students they have in common. The teachers in consultation with the colleagues on their team as well as in consultation with the schools SIFE teacher and guidance counselors which classroom supplies would be most beneficial to the students in all of the schools sub-groups. Each teacher team selects the instructional material they feel will work best for the needs of their individual students. This helps to best meet the needs of all of our students in the individual sub-groups within our school, Newcomers, SIFE, ELL's 4-6 years, long term ELLs as well as former ELLs. Each team shares equally in the school's NYSTL funds and chooses for itself how they wish to spend the schools their allotment of funds to best serve their individual students in all of their content area classes. Teachers and students in all ELL-subgroups have access to a huge array of novels, textbooks, non-fiction, bilingual dictionaries as well as native language books. All of the materials are available to all ELL sub-groups.

Teachers are encouraged to attend ENL conferences to share information regarding various texts as well as other teaching aids and in addition our teachers work collaboratively to create their own instructional materials. Teachers utilize computer software, maps, the Internet as well as various other forms of technology which helps to maximize instruction in all content areas and within all sub-groups. Teachers in all content area have access to class sets of laptop computers with Internet access as well as two fully equipped computer labs. Teachers are having students use power point projectors to share the results of group projects or individual research. Smart carts with laptops are bringing technology into the classroom and extending the number of computers available to students outside the computer labs. Various nonprofit Internet organizations that provide feedback for students are helping students to revise and edit their work as well as suggesting additional resources.

Additionally, teachers have made use of library book funds provided by the school to create mobile classroom libraries with books that are more accessible and more appealing to ELLs as well as all the other sub-groups of students within our school. The Teaching and Learning Committee has amassed a compendium of booklists, articles on literacy, and reading programs for reference by the instructional teams.

All students including ELL students in all sub-groups, have access to a variety of technologies including a technology lab, wireless

laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native language project as one component of their graduation portfolio. This native language project is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Prior to the school year, new ELL students are assigned to attend an introductory two day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities. During this time, SIFE students are assessed. New students are assigned to heterogeneous teams (or clusters) with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.

Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and, along with the assistance of a translator, receive a one on one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.

19. What language electives are offered to ELLs?

Our students can take electives that include a broad range of foreign language including, Spanish, Chinese, Urdu, French and Korean.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

### 1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into four team learning communities. The two Junior Institute 9th and 10th grade teams are each comprised of five teachers and approximately eighty students. The two senior institute 11th and 12th grade teams are comprised of 5 teachers and approximately 80 students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

For this year's goals, the instructional teams met and completed the following school wide goals to help them address the Common Core Learning Standards.

Category: Language and Content Integration:

Goal 1: To create units that help students develop disciplinary and interdisciplinary academic language.

Category: Localized Autonomy and Responsibility:

Goal #2: To develop students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area and to work with students on their personal and academic strengths and weaknesses through projects.

In order to assist our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards we have planned to offer the multiple opportunities for professional development throughout the year. These professional development sessions are facilitated by fellow faculty members and school administrators.

### 1. Classroom Environment and Assessment:

- Supporting SIFE and IEP students to access a rigorous curriculum
- Building a supportive classroom environment from the start
- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool
- Using baseline and benchmark assessments that are aligned to the Common Core

### 2. Alignment of Curriculum Meetings

- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language
- Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric in discipline area
- Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills.

### 3. Curriculum Sharing:

- All teachers bring portfolio project task and sample student work to share
- Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how project in the future can be improved to allow for students to reach high levels of the rubric.

### 3. Portfolio Project Inter-Rater Reliability:

- Norming of portfolio rubrics for each project.

4. Nearly all staff is supported in attending national conferences where they focus on ELL support strategies across the disciplines.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

### 3. Support Provided to Staff to Assist ELL's Transitioning from middle school to high school:

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

a. Peer observations: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.

b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

c. Q-TEL/OELL trainings: Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

d. RFP PD Projects: small self-selected groups of teachers engage in action research projects throughout the year in order to learn more about specific ESL methodologies and strategies in order to enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest.

e. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.

f. Additionally we are in the Learning Partners Program since 2014 with a focus on Restorative Circles and growth mindset.

g. Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

4. Minimum ELL Training for all staff:

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities at International High School at Lafayette. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum
2. One 1-hour session on Academic language for ELL students:
  - Introduction on language development and our students
  - Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.
3. Two-2 hour sessions on Interdisciplinary scaffolding for ELLs
  - Various language and content integration workshops led by the Internationals Network for Public Schools
4. One 1-hour session using SMART board to build entry point for all ELL students
5. Two-2 hour session on scaffolding for ELLs
  - Strategies in the classroom integrating language and content
  - Strategies:
    - The Language Experience Approach
    - Vanishing Cloze
    - Joint Sentence Construction
5. One 1- hour session: Native language Use in the Classroom
  - How to incorporate native language and use it as a support for students in the classroom
6. One 1- hour session on effective scaffolding
7. Two 1 - hour sessions on cross-cultural understandings
8. Four 1 - hour training on restorative circles

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

Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend an all day staff development for secretaries on Election day and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We will hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

The International High School at Lafayette has teachers working collaboratively on five interdisciplinary teams. Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their weekly two hour meeting.

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Each team is assigned a paraprofessional or Community Associate in order to place phone calls to parents to schedule meetings.

2. In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings. Upon parents arrival to school, they will sign in on a computer in the admin office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept on i-Log; Jumprope; grade level team binders; Parent Coordinator logs

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The International High School at Lafayette provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Due to our SIFE grant, we were able to hold English class for parents that are wanting to learn English.

Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:

- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Planned for September 2015).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for October, 2015).

One 1-hour sessions to: a) Title I Annual Parent Meeting; (Planned for November 2015).

- Two 2-hour session on the communication and relationship between parents and their teens. (Planned: December, 2015)
- One 2-hour session on support from CBO's for recently arrived families and students. (Planned: January, 2016)
- One 2-hour sessions on how parents can use Jumprope as a tool to keep up with how their child is doing in school.

(Planned for: February, 2016).

One 2-hour session on careers and summer opportunities. (Planned for March, 2016)

- One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned for April 2016).
- One 2-hour session on awareness of gangs and how to keep your child safe and warning signs of bullying. (Planned for May, 2016).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We have multiple CBO partnerships that provide supports to families, including The International Rescue Committee, Atlas DIY, Lutheran Family Association, Kress Vision and Freedom for Families.
5. How do you evaluate the needs of the parents?

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent

needs and requests. An Administrator attends the monthly Family Association meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves.

#### **D. Additional Information**

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jon Harriman	Principal		7/24/15
	Assistant Principal		7/24/15
Carolina Bobe	Parent Coordinator		7/24/15
Amy Gallagher	ENL/Bilingual Teacher		7/24/15
Zamira Mirvaliev	Parent		7/24/15
Matthew Hoffman	Teacher/Subject Area		7/24/15
Tracy Post Teixeira	Teacher/Subject Area		7/24/15
Kathlyn Clark	Coach		7/24/15
	Coach		1/1/01
Tania Alvarez	School Counselor		7/24/15
Kathy Rehfield-Pelles	Superintendent		7/24/15
	Borough Field Support Center Staff Member _____		1/1/01
John Divino	Other <u>Related-Service Prov</u>		7/24/15
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 21K337      School Name: International HS at  
Superintendent: Kathy Pelles**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International High School is to provide all parents with written translation and oral interpretations through all means available to us.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian  
Arabic  
Bengali  
Chinese  
Cantonese  
French-Haitian  
French  
Fulani  
Georgian

Haitian-Creole  
Italian  
Mandarin  
Nepali  
Nowegian  
Punjabi  
Polish  
Russian  
Spanish  
Tadzhik  
Urdu  
Uzbek

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Intake forms, questionnaires & new student/parent information-June-September  
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.  
New York State Regents testing dates-Early January, Early June.  
Parent newsletter-Monthly.  
Orientation letter to new students-Early July and early August.  
March credit letter and summer dates-March  
Notification letter for first day of school  
Notification letter for new parent orientation-September and February

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conference-9/30/15, 11/18/15, 11/19/15, 3/9/16, 3/10/16.  
Family Association Meetings-Monthly  
Individual meetings with parents of all ENL students-Throughout the year  
New Parent Orientation-August

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Bengali, Russian, Arabic, Polish, Korean, Urdu, Haitian-French, and other languages as the need arises.

- International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Haitian-Creole, Italian, Tagalog, Russian, French and Arabic. Our staff members have been very willing to help out by providing written translations whenever possible. For shorter letters or documents we are often able to obtain help with written translations from translation agencies such as Big Word. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We utilize school messenger to reach out to the parents in a variety of languages to meet the needs of our parents. This system allows us to leave messages for parents in their native languages regarding important school events, messages, etc.

- International High School utilizes a wide variety of strategies in order to provide oral interpretation services to our parents. In-House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Italian, Haitian-Creole, French, Korean, Tagalog, Russian and Arabic. Our staff members have been very willing to help out by attending parent meetings and conferences in order to translate for parents. We also depend on parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates to help with oral translations for parents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As per Chancellor's Regulation A-663, International High School at Lafayette will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive the T&I Brochure and a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during our staff professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to all staff via email.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services.

- When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.
- When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.
- At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.
- Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.

- The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the

parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 152.

- International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School the only languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
- International High School will provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly Family Association meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services.