

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K524

School Name:

INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS

Principal:

NEDDA DE CASTRO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP 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: International HS at Prospect Heights School Number (DBN): 17K524
9-12

Grades Served: _____

School Address: 883 Classon Avenue, 4th floor, Brooklyn, NY 11225

Phone Number: (718) 230-6333, ext. 4282 Fax: n/a

School Contact Person: Maison Rippeteau Email Address: MRippet@schools.nyc.gov

Principal: Nedda de Castro

UFT Chapter Leader: Jessica Klonsky

Parents' Association President: Teresa Edwards

SLT Chairperson: Maison Rippeteau, Assistant Principal

Title I Parent Representative (or Parent Advisory Council Chairperson): Celso Lasose

Student Representative(s): Tanvir Ahmed

Guycardine St. Victor

District Information

District: 17 Superintendent: Kathy Pelles-Rehfield

Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236

Superintendent's Email Address: MPrayor@schools.nyc.gov

Phone Number: (718) 968-4100 Fax: (718) 241-9223

Borough Field Support Center (BFSC)

BFSC: Brooklyn South 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: n/a

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Nedda de Castro	*Principal or Designee	
Jessica Klonsky	*UFT Chapter Leader or Designee	
Teresa Edwards	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Celso Lasose	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tanvir Ahmed	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Guycardine St. Victor	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Raul Diaz	Parent Representative	
Samia Abedin	Student Representative	
Maison Rippeteau	Administration	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cecilia Romero	Parent Representative	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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 Prospect Heights, 17K524, is a part of the Internationals Network for Public Schools. We serve recently arrived immigrant students who have been in the United States for less than four years and are new learners of English. Internationals schools adhere to five core principles: heterogeneous groupings that foster collaboration among peers; experiential, project-based learning; language and content integration to facilitate academic language acquisition; localized autonomy and responsibility for teachers to create and develop their own curriculum; and the idea that all learners (faculty and students) experience the same learning model to maximize their ability to support each other.

The element of the Framework for Great Schools in which we made the most progress over the past year is Rigorous Instruction. As outlined in the paragraphs that follow, this year marked a major shift in the state-level graduation requirements our students are expected to meet. In acknowledgement of the amount of thinking and planning we have yet to do to adjust our curricula and pedagogy to fully implement a portfolio-based assessment and graduation system, Rigorous Instruction is our key area of focus for next school year as well.

Our students are required to pass the Integrated Algebra and Comprehensive English Regents exams. In addition, as a result of a waiver from the New York State Education Department, our students produce commencement portfolios in social studies, science, English, and math. The commencement portfolios include an oral presentation, where students present their work before an evaluative panel. The Regents and the commencement portfolios are required in order to obtain a New York State high school diploma. The performance-based assessment tasks (PBATs) serve as summative assessments of students' learning and demonstrate college readiness.

Students at the International HS at Prospect Heights come to us with a wide range of academic and linguistic needs. We believe that language development is achieved when students receive interdisciplinary content area instruction while working in heterogeneous groups. We believe that because learning and language are social constructs, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning in order to develop language proficiency. Interdisciplinary project-based instruction provides scaffolds to students at different levels of proficiency and allows access to the content. At the same time, it helps students develop the social and academic language and literacy skills necessary to complete the project successfully. All curricula at our school aim to achieve both goals.

Teachers work in small instructional teams to develop challenging, engaging, interdisciplinary project-based curricula. To facilitate curriculum development within and across teams, our teachers' schedules provide time for teachers to meet in their interdisciplinary and disciplinary planning teams. Teachers work in these forums to develop curriculum that aligns with state and Common Core standards while maintaining our school's model and mission. The interdisciplinary team is the most important structure in our school. Teachers and students are organized into five teams of four to six teachers (English/ESL, social studies, science, math, and one to two elective teachers). These teachers are responsible for the academic and social emotional needs of approximately 80 students. Three of the teams work with 9th and 10th grade students in mixed grade classes (the Lower School), one with the 11th graders, and one with the 12th graders (the Upper School). All teams group their students heterogeneously: beginner and advanced speakers of English, as well as students with limited formal education and students with advanced education, are all in the same classes. Classes travel together all day, and students stay with their teachers for two years. Consequently, teachers and students come to know each other very well.

Our advisory program further ensures that students are known and supported by the teacher members of their teams. One advisor follows 12 to 18 students for a minimum of two years, sometimes three, and even four. Our advisory program is leveled by grade in order to support students through their various stages of development at our school. The 9th grade advisories focus on community building and integration into our school and our approach to learning. The 10th grade advisories focus on health and sexuality issues. The 11th grade advisories focus on college exploration. The 12th grade advisories focus on transitioning out via college applications and outside internships. The College Advisor works closely with our 11th and 12th grade advisors to support them in this work. Advisors are responsible for maintaining close contact with their colleagues as far as their advisees' progress is concerned. A referral process has been created for this purpose. In addition, advisors are responsible for connecting with students' families and meeting with them during parent teacher conferences and at other times as needed. Advisors support each other in planning advisory lessons during our twice monthly advisory planning period.

In addition to weekly team meetings and regular staff PD sessions (different from advisory planning), time is scheduled three times a year for teachers to visit one another's classrooms to learn from one another and reflect on their practice. These targeted intervisitations optimize growth and development among staff members. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both, incorporating feedback into their projects and providing meaningful feedback to one another.

The International HS at Prospect Heights also has a comprehensive career internship program. Every student must complete a career internship to graduate. Students become aware of future career possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, non-profits, and in private enterprise. The internship program takes place during the spring semester of the students' senior year.

Finally, there is a wide array of extracurricular activities that our students enjoy. These are coordinated by the Coordinator for Special Programs. Among these are various ethnic clubs, drama, a newspaper, dance, science, strength training, gardening, and music ensemble. Our students are very active in after school life. Our partner organizations such as the Chinese-American Planning Council and the French Consulate provide the school with additional resources that further enrich our students' lives after school.

17K524 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	426	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	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.9%	% Attendance Rate			85.1%
% Free Lunch	67.7%	% Reduced Lunch			N/A
% Limited English Proficient	91.7%	% Students with Disabilities			6.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			28.7%
% Hispanic or Latino	38.2%	% Asian or Native Hawaiian/Pacific Islander			20.0%
% White	12.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.69	# 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)	6.2%	% Teaching Out of Certification (2013-14)			18.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			5.3
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	42.1%	Mathematics Performance at levels 3 & 4			39.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	87.9%	% of 2nd year students who earned 10+ credits			88.4%
% of 3rd year students who earned 10+ credits	87.0%	4 Year Graduation Rate			56.6%
6 Year Graduation Rate	69.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
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	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
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.

Part 1 – Needs Assessment

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

Per our NYSED performance report, all student accountability groups currently do not meet annual yearly progress criteria associated with English Language Arts.

Below are our needs relative to this assessment:

- 100% of our students are ELLs or former ELLs who require language and literacy instruction integrated into all content areas.
- In order to meet the demands of our portfolio-based assessment system and the Common Core English Regents exam, students require intensive instruction and support in academic writing and reading.

Our school's recent school quality metrics, including our April 2015 Quality Review and our School Quality Snapshot, indicate a strong professional culture of collaboration to design rigorous instruction. However, our student performance trends, including English Regents exam pass rates, our PBAT pass rates, and our graduation rate, indicate only modest gains over previous years. Our needs assessment regarding the Framework Element of Rigorous Instruction, therefore, indicates that we must further analyze student work products to inform adjustments to our instruction that will bridge the gaps between our instruction and our students' performance.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide instruction that is aligned to Common Core and college-ready performance-based assessment tasks that lead to improved student outcomes by June 2016 demonstrated by:

- 100% of student accountability groups will meet annual yearly progress participation and performance criteria associated with English Language Arts
- 100% of student accountability groups will meet annual yearly progress participation and performance criteria associated with Mathematics.
- the 4 year graduation rate for all students will meet or exceed 65%.

- we will improve the quality of our ELL instruction by developing interdisciplinary curricula that integrate language instruction across all content areas.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Supplemental English literacy classes will be provided during our Content-based Academic Support periods for all students who are in need of additional ELA supports.</p>	<p>Students with low literacy in their native languages and English</p>	<p>Two periods weekly within the school day, September to June</p>	<p>AP of ESL Instruction Instructional teacher teams</p>
<p>Supplemental English literacy classes will be provided for students with interrupted formal education.</p>	<p>Students identified as SIFE</p>	<p>Two periods weekly within the school day, September to June</p>	<p>AP of ESL Instruction Licensed reading teacher</p>
<p>Teacher teams will engage in inquiry meetings and PD to refine and further implement Hochman writing strategies across all content areas, school-wide.</p>	<p>All ELL students</p>	<p>One period of teacher team-based inquiry Periodic PD sessions with Hochman consultants</p>	<p>Administration All teachers</p>
<p>Supplemental Mathematics classes (numeracy and/or Common Core Algebra Regents exam preparation) will be provided during our Content-based Academic Support periods for all students who are in need of additional Mathematics supports.</p>	<p>Students with low numeracy skills and who have not passed the CC Algebra exam</p>	<p>Two periods weekly within the school day, September to June</p>	<p>AP of ESL Instruction Instructional teacher teams</p>

Part 4 – Budget and Resource Alignment

Part 4a. 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:

- The school will hire an AP of ESL Instruction.
 - The school will hire consultants to continue to implement our Hochman writing program.
- * The school will allocate per session to fund semi-regular planning meetings and staff retreats to provide teacher teams (disciplinary and interdisciplinary) time and PD to review PBATs and student work products.

Schedule adjustment:

- The school schedule has been developed to allow for flexible programming of student groups to receive targeted instruction.

Part 4b. 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		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

During January, all students’ literacy will be assessed in the following ways:

- 11th and 12th graders: English Regents exam, Common Core Algebra exam, and commencement PBATs
- 9th and 10th graders: summative portfolio assessment tasks

This array of assessments, ranging from teacher-generated performance-based tasks to New York State Regents exams, will yield important data at the mid-point of the instructional year. Our benchmarks to measure our progress toward meeting our annual goals are the following:

1. 70% of the 2016 graduating cohort who had yet to pass the Comprehensive English Regents exam will pass the exam in January; the remaining 30% will post measurable gains over their August 2015 scores.
2. 70% of the 2016 graduating cohort who had not yet passed the Integrated Algebra Regents exam will pass the Common Core Algebra I exam in January; the remaining 30% will post measurable gains over their August 2015 and mock Regents scores.
3. 70% of the 2016 graduating cohort will earn a Competent or better on their commencement PBATs (both the written and oral components).

Much of our mid-point monitoring activities will occur during our staff retreat on January 30, when our instructional staff will analyze the following data to plan for instruction in the spring semester:

--PBAT pass rates and student work products of the students who did not earn a Competent or better on the January commencement PBATs

--Regents scores for specific students

Part 5b. 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

Part 5b. 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 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.

Part 1 – Needs Assessment

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

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

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Part 5b. 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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, 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>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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.

Part 1 – Needs Assessment

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

Throughout the 2014-15 school year, in various forums, including committee meetings, teacher team meetings, parent association meetings, and school leadership team meetings, participants noted a low level of parental presence, even as we identified more and more ways our parents and families can contribute to the health and mission of our school. Although our School Quality Snapshot indicates levels above the citywide average in the areas of trust and community-building between parents and the school, our recent immigrant student population requires a much more holistic and ambitious effort on the part of the school to truly build community. Our students and their families rely on the school for information and resources related to basic needs, including housing, access to city, state, and federal services, social/emotional support and counseling, legal services, and a variety of other resources.

Additionally, we noticed an imbalance between the wide array of outside partnerships our school generates, including fellowships, academic and career-related scholarships, and internships for students, and the level of involvement of our parents and families. We have been very successful in generating partnerships that create opportunities for students, but we have not seen similar success in engaging parents and families in this process.

Our needs assessment, therefore, reveals our engagement of families as an area for improvement.

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Consistent with our needs assessment, we will leverage our various parent-facing committees and teams, as well as our parent-facing faculty, including our parent coordinator and our special programs coordinator, to increase by at least 10% the access and presence of parents in school activities and at school events by June 2016.

This goal responds to our needs assessment. We will measure our progress toward achieving this goal by comparing attendance rates of parents at the following school-based committees on a monthly bases:

--school leadership team

--parent association

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>At least one parent chaperone will participate in every school trip.</p>	<p>All parents of students participating in school trips</p>	<p>Ongoing, September to June</p>	<p>Parent Coordinator Teacher teams Administration</p>
<p>We will conduct an annual Family Festival to celebrate our parents.</p>	<p>All students All parents</p>	<p>May 7, 2016</p>	<p>Parent Coordinator SLT members</p>
<p>We will continue to implement our Language Volunteer Corps of student translators for school events.</p>	<p>All parents All students</p>	<p>During parent-teacher conferences and other school events: --September 19, 2015</p>	<p>Student Government SLT members Parent coordinator</p>

		--November 10, 2015	
		--March 24, 2016	
		--May 24, 2016	

Part 4 – Budget and Resource Alignment

Part 4a. 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:

--Our parent coordinator coordinates the parent association, and is tasked with coordinating our various committees' efforts to meet this goal.

--Our AP Admin coordinates the school leadership team and collaborates with the parent coordinator

We also spend roughly \$10,000 per parent-teacher conference night to pay for interpreters in roughly 8 home languages of our families.

Additional resources include funds for food, refreshments, and consumable materials (handouts, copies, etc.)

Part 4b. 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		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. 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.

During our regular check-ins with administration and our parent coordinator and special programs coordinator, we will review attendance rates of parents and the strategies we have had success with in engaging them to participate in school events.

By the mid-point of the year, or after the 4th school leadership team and parent association meetings, we expect to have recorded gains of 5% in our parent attendance.

Part 5b. In February 2016, 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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students Teacher assessment Teacher assessment All students All students All 11 th and 12 th grade students Teacher recommendation and self-referral	Extended class periods Additional literacy class Content-based academic support (CBAS) Test preparation PBAT preparation PBAT mentoring Peer Tutoring Academic Writing	Whole class Small group Target groups Target groups Whole class Small group One-to-one Small group	During the school day During the school day During the school day During the day and after school/on weekends During the school day After school After school After school
Mathematics	All students Teacher assessment Teacher assessment All students All 11 th and 12 th grade students Teacher recommendation and self-referral	Extended class periods Content-based academic support (CBAS) Test preparation PBAT preparation PBAT mentoring Peer Tutoring Academic Writing	Whole class Small group Target groups Whole class Small group One-to-one Small group	During the school day During the school day During the day and after school/on weekends During the school day After school After school

				After school
Science	All students Teacher assessment Teacher recommendation All students All 11 th and 12 th graders	Extended class periods CBAS Peer tutoring PBAT preparation PBAT mentoring	Whole class CBAS One –to-one Whole class Small group	During the school day During the school day After school During the day After school
Social Studies	All students Teacher assessment Teacher recommendation All students All 11 th and 12 th graders	Extended class periods CBAS Peer tutoring PBAT preparation PBAT mentoring	Whole class CBAS One –to-one Whole class Small group	During the school day During the school day After school During the day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisor and administration referral	On-going, one-to-one Counseling Group Counseling Crisis Counseling Case Management	One-to-one Small group One –to-one and family One-to-one and family	During the school day During the day and after school During the day and after school as needed During the school day

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>As a school that serves a 100% ELL or former ELL population, it is a priority to hire teachers who are dually-certified in ESL and their content area. In addition, we encourage all highly qualified content teachers to obtain a secondary certificate in ESL. We also endeavor to provide information and referrals for our staff to explore PD and certification options.</p> <p>We use a collaborative process in our recruitment, retention, assignments, and support of teachers. Specifically:</p> <p>--for recruitment, we use a hiring committee to search for, vet, interview, and select teacher candidates</p> <p>--for retention, we use our various teacher teams and school committees to facilitate discussions among professionals that establish trust and provide professional collegial support</p> <p>--for assignments, our Personnel Committee convenes throughout the spring to consider teacher assignment preferences and make thoughtful groupings of teacher teams and assignments</p> <p>--for support, our Professional Development Committee coordinates a variety of opportunities for formative support of teachers, including intervisitations, success shares, curriculum shares, etc.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:</p>

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

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Not applicable

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.

- Commencement PBATs are developed collaboratively by discipline-based teacher teams.
- Commencement PBAT rubrics are developed, revised, and moderated by teacher representatives from schools across the Internationals Network for Public Schools.
- All teachers participate in moderation studies twice annually across the Internationals Network for Public Schools.
- All teachers provide feedback and input on student work products and commencement PBAT design.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	324,357.00	X	5A
Title II, Part A	Federal	0	X	n/a
Title III, Part A	Federal	39,040.00	X	5
Title III, Immigrant	Federal	0	X	n/a
Tax Levy (FSF)	Local	2,776,733.00	X	5A Part 2

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

Parent Involvement Policy (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

The International HS at Prospect Heights , 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.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards, if available, and to New York State Performance Indicators when not available;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

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

- provide my child with a space in the home to complete homework assignments; and
- provide my child, to the extent financially possible, with technology resources necessary to do homework, including a computer with appropriate software, access to the internet, and a scientific calculator.

III. Student Responsibilities:

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

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>The Int'l HS @ Prospect Hts</u>	DBN: <u>17k524</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</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 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>9</u>
of certified ESL/Bilingual teachers: <u>9</u>
of content area teachers: <u>2</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: _

All of our ESL teachers participating in the Title III supplemental instructional program are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually. All of our supplemental Title III classes are made up of students grouped by heterogenous language groups, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remaining linguistically and cognitively appropriate. As an ELL Waiver school, the focus of our Supplemental Program will be on courses that teach literacy across all core content areas to improve ELL outcomes on graduation worthy performance assessment tasks.

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

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

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

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

-
4. Saturday Academy Writing Class - The Literary Essay

Part B: Direct Instruction Supplemental Program Information

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

- Materials for Direct Instructional Programs:

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

Part C: Professional Development

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

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

Begin description here: _

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

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

- Planned Timeline:

1. Two 5 hour sessions on Scaffolding Complex Texts for ELLs, using a lesson framework aligned with the CCLS designed by Diane August and the American Institutes for Research. (To be held on Saturdays, January 24th and January 31st from 9-2. To be facilitated by Joanna Yip, Licensed ESL/ELA pedagogue. Will be attended by 2 ESL certified teachers, 1 ELA certified teacher, and 3 certified Social Studies teachers.)

2. Two 1-hour sessions: Scaffolding Complex Texts for ELLs – Design, Implementation, and Feedback. (After school on Thursdays from 3-4 on February 5th and February 12th. To be facilitated by Joanna Yip, Licensed ESL/ELA pedagogue. Will be attended by 2 ESL certified teachers, 1 ELA certified teacher, and 3 certified Social Studies teachers.)

3. Writing is Thinking through Strategic Inquiry (WiTSi) - 4 three-hour sessions (4 to 7 pm on Feb 10, Mar 10, Apr 14, May 12) off-site for 6 teachers of ELLs including ELA and content area teachers in the T III program with a focus on specific skills in teaching writing to ELLs led by consultant.

Part D: Parental Engagement Activities

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

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

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

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

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

- Two 2.5 -hour sessions to help parents of ELL students to understand their rights relating to immigration and housing. This workshop will help teach parents of ELL's needed vocabulary for dealing with government agencies and with their landlords. a) Issues facing immigrant families; b) Protecting you against job and housing discrimination and your rights presented by our CBO, NYC Immigration Coalition. (This organization works with immigrant families on immigration and housing issues). (Held: November 12th, 2014. 5:30-8 pm. Facilitated by NYC Immigration Coalition, Planned: Wednesday, March 11, 2015 5:30-8pm).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL's navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges.(Planned: December 11, 2014. 6-8 pm. Facilitated by Linda Ponciano, Licensed Bilingual Guidance Counselor).
- One 2-hour session on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA exam and do as well as their classes. (Planned for March, 2015. 6-8 pm. Linda Ponciano, Licensed Bilingual Guidance Counselor).
- One 2-hour session Educating parents on summer learning, working, and community service opportunities available to their ELL children. (Planned for May, 2015. 6-8 pm, Facilitated by Linda Ponciano, Bilingual Guidance Counselor and Kirsti Pantin, Community Coordinator)College and Career Readiness Mentoring.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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 17	Borough Brooklyn	School Number 524
School Name International HS at Prospect Heights		

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 Nedda de Castro	Assistant Principal Maison Rippeteau
Coach Suzannah Taylor	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nisa Nuonsy	School Counselor Linda Ponciano
Teacher/Subject Area Katherine Mahoney/Reading	Parent Teresa Edwards
Teacher/Subject Area Randy Calderon/Special Ed.	Parent Coordinator Mariano Munoz
Related-Service Provider Grecia Mathews/ Bil. SW	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	362	Total number of ELLs	341	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	341	Newcomers (ELLs receiving service 0-3 years)	287	ELL Students with Disabilities	20
SIFE	135	Developing ELLs (ELLs receiving service 4-6 years)	48	Long-Term (ELLs receiving service 7 or more years)	6

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	287	103	10	48	15	10	6	2		0
Total	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
TOTAL	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
TOTAL	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
TOTAL	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: _____
--	---

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										28	47	35	45	0
Chinese										2	1	9	11	0
Russian										0	4	3	9	0
Bengali										2	10	4	7	0
Urdu										1	4	1	1	0
Arabic										9	11	7	7	0
Haitian										2	11	15	22	0
French										2	2	3	11	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	5	4	3	0
TOTAL	0													

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
Entering (Beginning)										18	27	2	10	0
Emerging (Low Intermediate)										17	20	39	39	0
Transitioning (High Intermediate)										10	38	37	39	0
Expanding (Advanced)										3	15	5	22	0
Commanding (Proficient)														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										0	0	8	11	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												6	3	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	106		22	
Integrated Algebra/CC Algebra	140	40	51	20
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.
Data from our extensive intake process, SIFE interview tool, and diagnostic assessments that are in alignment with the performance-based assessment standards of the Consortium in every content area show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. In addition to teacher-created assessments, every year, students take entrance assessments as part of our content-based academic support (CBAS) class. The results of these assessments indicate that over 90% of our students enter our school with below grade-level reading levels. SIGE students show levels well below 4th grade. As a result, the school continues to place great emphasis on teaching reading in our differentiated CBAS class and in supporting reading and literacy strategies in all content areas in all grades.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across all grades on the NYSESLAT and Lab-R indicate that at least 85% of our students enter our school at the beginning and intermediate levels of proficiency in all areas. Data indicate students show growth in reading, writing, listening, and speaking as they progress through the grades in our school, with more students at intermediate, advanced, and proficient levels by the 12th grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The most up-to-date data are not currently available to schools.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a) Our school offers a free-standing ENL program. Students are provided both the English version and the native language version of Regents assessments, when they are available, side by side. Given the diversity of our language groups, and the fact that only a handful of students choose to answer their examinations in their native language, we have insufficient data for comparison.
- b) The school uses DIY periodic assessments that are aligned to NYS Performance Assessment rubrics for ELA. Teachers and administration examine student results periodically to modify instruction and to make adjustments to our 4-year ELA scope and sequence that address the needs of students. In addition, results are used to develop differentiated programs.
- c) Our assessments have indicated that our students come in below grade level in reading, writing, and numeracy. In all classes, including content-based support and intervention periods, native language via collaborative peer support is used as an access point to all content.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
n/a
6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction at the International HS at Prospect Heights is provided using the Internationals Network for Public schools instructional model, where native language is leveraged as the access point to English. In all classes, students are heterogeneously grouped by ability and language, such that they use native language to access content while developing academic English. In our model, language acquisition and content are integrated in all classes.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and PBAT pass rates. These results are consistently reviewed at a team, department, committee, and school wide level to better determine the effectiveness of school programming.

Part IV: ELL Identification Process

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

- 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 HS at Prospect Heights from a NYC junior high or middle school are recently-arrived immigrants who have scored below the cut-off rate on the NYSESLAT and are at the beginning or intermediate level. In addition, students reentering after having been enrolled in a school outside of NYC and/or NYS for more than two years will also complete the ELL identification process along with all other prospective families. For prospective students and their families, an informal interview is the first step in the HLIS process. Upon arrival to our school, prospective students and their families are initially received by Suzannah Taylor, an AP and ELL coordinator, with the assistance of the Parent Coordinator, Mariano Munoz. Ms. Taylor (licensed administrator and ESL pedagogue), with the assistance of a staff member who speaks the family's native language, will conduct the interview. If a native language translator is unavailable on site, then the parent and child will be interviewed and the HLIS will be administered using the telephone interpretation and translation service provided by the NYC DOE. Ms. Taylor administers the LAB-R assessment. Spanish-speaking students who are not proficient in English based on the LAB-R result will also take the Spanish LAB assessment. Ms. Taylor administers the LAB-R and, if indicated, Ms. Sandra Cortes (ESL teacher, Spanish speaker) will administer the Spanish LAB within the first 10 days of the student's admission. In the spring, Ms. Taylor coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report from ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times, students will be tested in the modality missed--either reading, writing, listening, or speaking. The school's goal is to always test every ELL in the school in every modality.
- 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).
The identification of SIFE students begins at the time of the completion of the home language survey, when the parent is asked about the student's prior schooling. If there are indications that a student has had interruption or inconsistency in their formal schooling, the student will be referred for further assessment by the SIFE Coordinator, Katherine Mahoney. Ms. Mahoney will complete the SIFE

interview within 15 days of enrollment and will collect student work from all area content teachers, and administer the LENS to determine whether the student is SIFE within the first 25 days.

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).

Newly enrolled students with IEPs will be carefully assessed by the Language Proficiency Team. In our school, the LPT is a subset of our Language Allocation Policy Team, consisting of Randy Calderone, a Special Education Teacher, Grecia Matthews, Bilingual Social Worker, Mariano Munoz, Parent Coordinator, and Suzannah Taylor, AP Instruction/ESL. Randy Calderone and Suzannah Taylor will assess the student's language proficiency by reviewing evidence of prior schooling, including transcripts, IEPs and progress toward IEP goals, and student interview. If the team determines the student is eligible to take the NYSITELL, it will be administered in accordance with the regular procedure with accommodations and modifications as indicated by the student's IEP in accordance with NYSITELL testing policy regarding students with IEPs. Students who are not recommended to take the NYSITELL by the LPT team, will be referred to the principal for review. If the principal concurs with the LPT recommendation, the principal's determinations will be sent to the superintendent of his designee for review. The parent or guardian will be notified within 3 days of the decision. If the principal is not in agreement with the LPT recommendation, the student must take the NYSITELL.

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.

Entitlement and non-entitlement notification letters are printed and prepared by our Pupil Personnel Assistant, Lavinia Greene. Mariano Munoz, the parent coordinator, coordinates and mails them out to parents and guardians within 5 school days after the NYSITELL is scanned and score is determined. The whole process is monitored by Maison Rippeteau, AP of Administration.

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).

As part of the intake interview, parents, guardians, and students are notified that they may appeal ELL placement within 45. In addition, parents receive information by mail when they are sent ELL placement letters.

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.

Ms. Taylor, the ESL coordinator, with the translation assistance of staff members who speak the parent or guardian's native language (and with the assistance of the DOE Translation Unit), will conduct the Parent Program Selection orientation for parents, guardians, and new students. She will assist them with the HLIS. After they have completed the HLIS, it is determined whether the student is LAB-R eligible. This orientation occurs on the same day that families bring their children to our school. During this meeting, parents are shown the video highlighting the three program options, in their appropriate native language. Ms. Taylor, with interpretation assistance if necessary, explains the three program options, provides research-based information, and answers any questions families may have regarding each one. After their questions are sufficiently answered, parents complete the Program Choice form. After their program selection, we conduct a School Orientation where we explain the unique features of our Internationals approach, which is designated as an ESL program by the NYC DOE, and provide them with a data packet and brochure about our school.

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

The whole process, including the HLIS, parent orientation, and student placement, occurs on the same day. All documents, including the Parent Choice forms, are collected on the same day. The Parent Choice form is copied and placed in a binder that is kept in the administrative offices in Room 339, and the original is placed in the student's cumulative folder.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The whole process, including the HLIS, parent orientation, and student placement, occurs on the same day. All documents, including the Parent Choice forms, are collected on the same day. The Parent Choice form is copied and placed in a binder that is kept in the administrative offices in Room 339, and the original is placed in the student's cumulative folder. Each semester, Ms. Taylor will analyze and track program choice numbers.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The whole process, including the HLIS, parent orientation, and student placement, occurs on the same day.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are printed and prepared by our Pupil Personnel Assistant, Lavinia Greene. Mariano Munoz, the parent coordinator, coordinates and mails them out to parents and guardians. The whole process is monitored by Maison Rippeteau, AP of Administration.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Since the parent orientation occurs on the same day that families come into the school to register their children as students, choice forms are filled out on-site and returned to us that day. Ms. Taylor, with the assistance of Parent Coordinato Mariano Munoz, gives parents the entitlement letter upon receiving the completed Parent Choice form. The student is then immediately placed in the proper program. The original HLIS and Parent Choice forms are placed in the student's cumulative file, and copies are kept in the administrative offices in Room 339. Ms. Taylor, with the assistance of the Parent Coordinator, ensures that continuous entitlement letters are sent home annually in October. Parents who wish to change their program selection may schedule a meeting to discuss their options. Translation and interpretation services are provided for these meetings.
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.
Ms. Taylor coordinates the administration of the NYSESLAT and ensures that all qualifying ELLs are tested, by analyzing enrollment data, LAB-R scores, and the RLAT report from ATS. All ELLs take the NYSESLAT. Students who are absent for any part of the test are tested during a series of make-up sessions. At those times, students will be tested in the modality missed--either reading, writing, listening, or speaking. The school's goal is to always test every ELL in the school in every modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The continued entitlement and transitional support parent notification letters are printed and prepared by our Pupil Personnel Assistant, Lavinia Greene. Mariano Munoz, the parent coordinator, coordinates and mails them out to parents and guardians. The whole process is monitored by Maison Rippeteau, AP of Administration.
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).
The trend in our school is that parents at a rate greater than 90% choose ESL as a program of choice and the school is in alignment with parent choice.

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 at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 100 students. Class sizes are reduced to no more than 25 students in any instructional group. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental SIFE/literacy class for two or three 65 minute periods per week in lieu of an extra elective period. In addition, all students receive a differentiated content based academic support 2 times per week.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a

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)?

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 classes taught by dual certified ESL/content area teachers. Each instructional team includes at least one 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.

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.

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. All content area teachers use backward planning working from the NYS Performance Assessment rubrics to plan instructional units. The NYS Performance Assessment units are all Common Core aligned for all content areas.

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

For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year.

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

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

6. How do you differentiate instruction for 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

SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered two additional 65-minute periods of literacy instruction per week and two 65 minute periods of numeracy. In addition, SIFE receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the differentiated reading program, SIFE students receive instruction on developing basic reading skills, including building phonemic awareness and fluency through direct instruction and through the use of technology via the Reading Horizons program. Newcomers are provided with all instructional services provided to all other students. In addition,

they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students' individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take two Regents exams at the end of the 10th grade and three at the end of the 11th. All students are administered the NYSESLAT in the spring semester every year. Who have been in the country from 0-6 months are provided a newcomers class for 65 minutes twice per week. ELLs receiving service for four to six years and long-term ELLs, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered three additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In the junior year, all students are matched with mentors via the i-Mentor program.

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

7. 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 our school, student progress is monitored by classroom teachers and student advisors weekly. In addition, via our model, all classes are grouped heterogeneously and are not tracked for language ability. Therefore, all instruction in our school is scaffolded and differentiated to support the individual needs of our students. Adjustments to instruction are based on actual student performance and needs.

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?

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

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?

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

Chart

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)	2 units of study <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

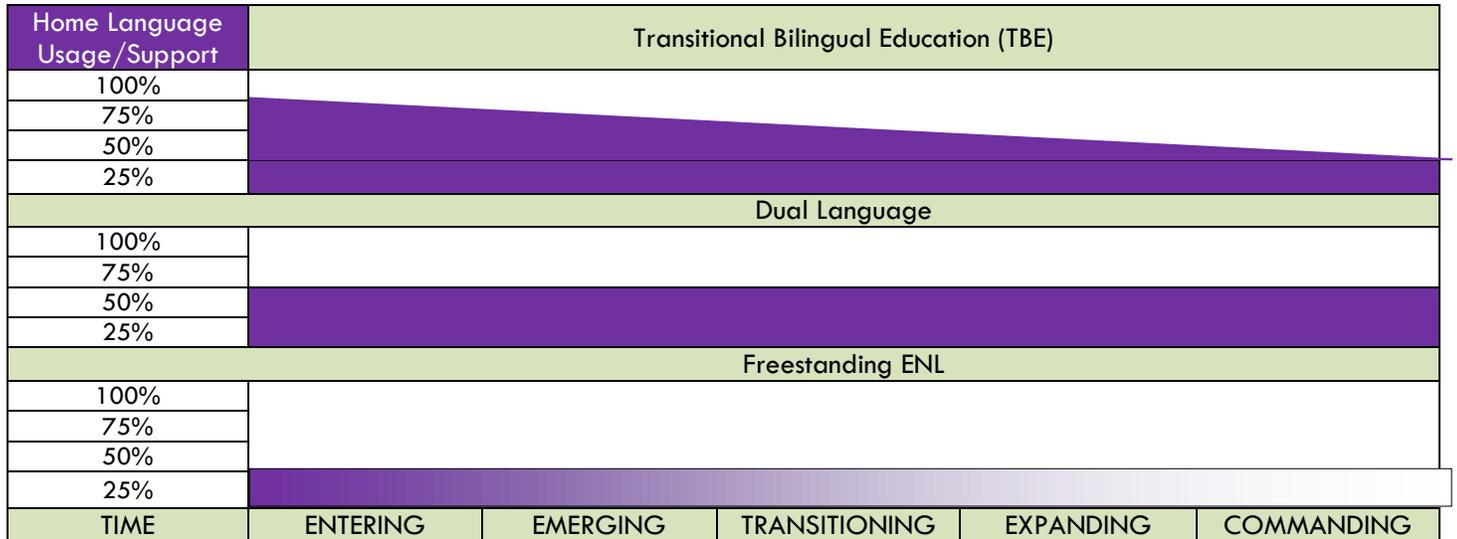


*Note “other approved services” does not apply to New York City at this time.

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 programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:
- French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French
 - Strategic Reading – During the 65-minute weekly period, older, students read in English and various native languages self-selected books that are appropriate to their level and interest. All teachers in an instructional team support students in the selection and completion of their books. In addition, during this period, students have an individualized reading plan where they develop reading skills through integrated technology using Achieve 3000 and Reading Horizons.
 - Saturday Regents Prep – For 3 Saturdays faculty members provide a small group of students with three hours of Regents preparation in ELA.
 - Additional Literacy Period – SIFE, long-term ELLs, and other struggling students are mandated for two 65-minute literacy periods a week, where they receive explicit academic literacy instruction in a classroom setting with a certified reading teacher. The teacher/student ratio is of 1:10 or smaller. Content is tied to the any class that the instructional team decides needs special attention from unit to unit. This class is taught in English.
 - After School Tutoring – All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
 - Regents Prep After School– Older ELLs who have not yet passed the Living Environment, Global History, US History or ELA Regents Examinations are mandated for weekly Regents preparation class taught in English.
 - Integrated Algebra Regent Preparation—Juniors and Seniors who have not passed the Integrated Algebra Regents receive two 65 minute periods per week from a certified mathematics teacher.
 - After School Numeracy -- Struggling math learners a provided two 90-minute periods of instruction a week where they receive explicit academic literacy instruction in a classroom setting with a certified math teacher. The teacher/student ratio is of 1:15 or smaller. Content is tied to mathematics units that the instructional team decides need special attention. This class is taught in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At this time, our program has demonstrated effectiveness in that our school has achieved an ELL graduation rate that significantly exceeds the state 4 and 6 year average for ELLs. Last year, the school achieved the highest 4 year graduation rate in its history.
12. What new programs or improvements will be considered for the upcoming school year?
- This year we will continue to expand the performance-based assessment system for all students. As a graduation requirement all students will be required to prepare a Native Language, English, Science, Social Studies and Mathematics project, as well as a Personal Statement.
13. What programs/services for ELLs will be discontinued and why?
- No programs for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Since more than 90% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes. While they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:
- After School College and Scholarship Essay Writing
 - Chess Club
 - Science Club
 - Global Potential
 - Drama Class
 - Haitian Club
 - Newcomers Conversational Class
 - English Regents Preparation Class
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.
- Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:
- QTEL Institute curricula
 - Hochman - Writing is Thinking

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

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

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

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

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

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).

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a kinesthetic activities during the first several months in advisory in order to help students ease into the school program. A lot of attention is paid to team building and using scaffolding to help students open up about their feelings about school and their transition to a new country and a new language. Students who enter throughout the year are assigned advisories and native language buddies and are placed in classes with native language support. Paste response to question here:

19. What language electives are offered to ELLs?

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

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)?

n/a

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.)
See below for 1, 2 and 3.
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?
See below for 1, 2 and 3.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
1. and 2 and 3. Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:
 - Weekly professional development meetings, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer review – teachers engage in a 6-hour process where they meet for a pre-observation conference, observe each other twice, meet with an administrator to provide guidance in preparation for the post-observation conference, and write observation reports providing feedback to the peer. The feedback is grounded in the International Approach and focused by the network's five core principles.
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
 - International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

- Teacher PD on Common Core instruction for ELLs is embedded in the work above. In addition, NYS Consortium provides professional development and material support in the development of Common Core aligned units and rubrics that are the standard school-wide.
4. Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities.
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.
The International HS @ Prospect Hts was designed to meet the needs of English Language Learners. As we admit only Beginning and Intermediate ELLs, 100% of the school professional development is intended to provide training for teachers and administrators on

integrating language and content instruction for English learners. All activities described in 1, 2, and 3 are intended and designed for teachers of ELLs, both school-wide and network-wide.

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

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: _		School DBN: _	
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)
Nedda de Castro	Principal		7/23/15
Maison Rippeteau	Assistant Principal		7/23/15
Mariano Munoz	Parent Coordinator		7/23/15
Suzannah Taylor, AP	ENL/Bilingual Teacher		7/23/15
Teresa Edwards	Parent		7/23/15
Sandra Cortes	Teacher/Subject Area		7/23/15
Katherine Mahoney	Teacher/Subject Area		7/23/15
	Coach		1/1/01
	Coach		1/1/01
Linda Ponciano	School Counselor		7/23/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K524** School Name: **International HS at Prospect Height**
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.learnndoe.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

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.

Our parent/guardian community is nearly 100% new immigrants, representing at least 15 different languages. As such, our parent/guardian community is not only supporting their children, who are also new immigrants, in acquiring English and meeting high school graduation requirements; they are also carving out a new life for themselves and their families in New York City, USA. Written and oral communication from the school to families is a key resource for our parents/guardians and their children. The data and methodologies we use to assess their language preferences, therefore, are comprehensive. In order to ensure our parent/guardian community's language preferences are met, our Language Access Coordinator, in collaboration with our administration, our guidance team (comprised of two social workers and a guidance counselor), and our students' advisors, utilizes the following:

- * Part 3 of the Home Language Identification Survey
- * Intake interviews with families
- * Student cumulative files
- * ATS biographical reports
- * Ongoing contact with parents/guardians regarding their children's academic and social/emotional progress

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.

Arabic, Bengali, Chinese (Mandarin), Cantonese, Dutch, English, French-Haitian, French, Fulani, Haitian Creole, Nepalese, Russian, Slovak, Spanish, Tibetan, Urdu, Uzbek, Wolof

Part B: Creating a Communications Calendar

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.)

All school-wide documents require translation to parents'/guardians' preferred languages. Following is a list of many of the school-wide communications we translate.

September:

- * Family orientation packet (including school schedule, rules and regulations, overview of our instructional model)
- * Yearlong schedule of Parent Association meetings
- * Student forms

Ongoing throughout the year:

- * Announcements for parent-teacher conferences
- * Letters of concern about students' academic and social/emotional progress
- * Assessment schedules and overviews (Regents, NYSESLAT, PSAT, etc.)
- * Cover sheets for student progress reports and report cards
- * Promotion-in-doubt letters (February and June)
- * Any changes or updates to school policy
- * Attendance data
- * Additional communications regarding special events

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.

August:

- * New student family orientation sessions

September:

- * Back-to-school night (Curriculum night)

Ongoing throughout the year:

- * Parent-teacher conferences
- * Interventions (academic and social/emotional) for specific students

* Special events: presentations/performances of clubs and other student groups

Part C: Providing Language Assistance Services

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.

We use a few different methods to meet our translation needs. First, we anticipate important school communications in advance to give us enough time to send out and receive translated versions. In addition, we have several speakers of our major languages on staff so that if something needs to be translated quickly to be sent out to parents, for example an important safety notification, our in-house staff translates the document for families. We have several bilingual staff members who speak, read and write in our major languages Spanish, Chinese (Mandarin, Fukonese, Cantonese), Russian, Haitian Creole, French, Hindi, Urdu, Arabic.

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.

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

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

In addition to contracting outside translators, we have several bilingual staff members who can translate in our major languages: Spanish, Chinese (Mandarin, Fukonese, Cantonese), Russian, Haitian Creole, French, Hindi, Urdu, Arabic. We also have an active alumni network that assists us in providing interpretation services at school events.

In the event that we do not have a person on staff who can translate for a family for example for low-incidence languages, we use the phone-in DOE translation unit as we have done in the past for languages such as Tibetan.

Part D: Training Staff on Policies and Procedures

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.)

During our beginning-of-year whole-staff PD time, we dedicate ample time for advisory teams to meet and plan the advisory curriculum. During that time, our Language Access Coordinator, in collaboration with our guidance team and administration, distributes resources for advisors to use to facilitate over-the-phone and in-person verbal communication with families. We also have advisory planning meetings twice monthly, as well as team-based guidance meetings once weekly, where teachers, guidance staff, and administration support each other in understanding effective ways to communicate with families across all our language groups.

Part E: Providing Notice of Language Assistance Services

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

Because our school exists to serve recent immigrant students and their families, we are highly sensitive to the need to provide comprehensive access to school communications and information for a variety of language groups. Translation and interpretation are top priorities for all our school-to-family interactions. As such, our various teams, including guidance, support staff, teacher teams, advisory teams, and administration, strive to meet the standards of Chancellor's Regulation A-663 at all times.

Part F: Monitoring and Quality Control

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

We utilize the following mechanisms to gather feedback from parents:

- * formal NYC DOE parent surveys
- * regular Parent Association meetings
- * regular School Leadership Team meetings
- * phone trees conducted by Parent Coordinator and Parent Association leadership
- * regular contact between advisors and parents regarding their children's academic and social/emotional progress