

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M438

School Name:

INTERNATIONAL HIGH SCHOOL AT UNION SQUARE

Principal:

VADEWATIE RAMSUCHIT

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 High School at Union Square School Number (DBN): 02M438

Grades Served: 9-12

School Address: 40 Irving Place, New York, NY 10003

Phone Number: 212-533-2560 Fax: 718-923-5145

School Contact Person: Elsie Sola, Secretary Email Address: elsie@ihs-us.org

Principal: Vadewatie Ramsuchit, I.A.

UFT Chapter Leader: Thomas Hasler

Parents' Association President: Mor Tall, Yolany Nunez

SLT Chairperson: Rachel Balsam

Title I Parent Representative (or Parent Advisory Council Chairperson): Mor Tall

Student Representative(s): Saran Sangare
Korotoumou Ballo

District Information

District: 02 Superintendent: Kathy Pelles

Superintendent's Office Address: 335 Adams St., Room 508, Brooklyn, NY 11201

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

Phone Number: 718-923-5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza

Director's Office Address: 131 Livingston St., Room 606, Brooklyn, NY 11201

Director's Email Address: AAnorma@schools.nyc.gov

Phone Number: 917-287-9241 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Vadewatie Ramsuchit, IA	*Principal or Designee	
Thomas Hasler	*UFT Chapter Leader or Designee	
Mor Tall, Yolany Nunez	*PA/PTA President or Designated Co-President	
Paula Gomez	DC 37 Representative (staff), if applicable	
Mor Tall	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Korotoumou Ballo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Saran Sangare	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	
Brian Knudsen	Member/Assistant Principal	
Maurien Bautista	Member/ Parent	
Rosa Rojas	Member/Parent	
Lorenza Paulino	Member/ Parent	
Rachel Balsam	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)

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 Union Square was established in 2010. We are designed to serve English Language Learners who have been in the United States for less than four years. Our population is 350 and our students come from 45 countries and speak over 32 languages. 90% of our students qualify for free and reduced lunch; 25% are in temporary housing; 5% have Individual Education Plans (IEP) and 15% are students with interrupted formal education (SIFE). Our approach to serving our students is founded on the core principles of Internationals Network for Public Schools: heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility and one learning model for all. Our mission is "...to prepare our multicultural student population of recent immigrant to embark on individualized pathways towards skill development, graduation, college, and careers. Our students are immersed in experiential, interdisciplinary projects and English language instruction in all content areas to facilitate their language development and increase content knowledge within a supportive personalized atmosphere. Drawing upon diversity as a driving force we empower our students to collaborate, advocate for themselves and others, and identify as global citizens." We have partnered with multiple organizations to better support our students. This includes Masa, Atlas DIY, Stoked, Global Kids, Institute for family health, Cleary Gottlieb, Cartwheel Initiative, French Heritage and over 30 internship sites. Based on the 2014-2015 quality review, our strength is that our teachers are committed to the success and improvement of the classroom and of the school. They have the opportunity to participate in professional development with a culture of respect and continuous improvement. Our area of focus is on rigorous instruction. We have to ensure that instruction is customized, inclusive, motivating and is aligned to Common Core Learning Standards. High standards are set in every classroom and students are actively engaged in ambitious intellectual activity and developing critical thinking skills. We will improve in this area by focusing professional development on a shared understanding of rigor; on the alignment of daily classroom instruction and tasks with rigorous projects that lead students to the completion of graduation-level portfolio work and presentations; vertical alignment across grades, particularly the development of incremental skills in each content area.

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02M438 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	365	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	1	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.3%	% Attendance Rate			88.1%
% Free Lunch	84.7%	% Reduced Lunch			2.7%
% Limited English Proficient	90.0%	% Students with Disabilities			4.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			11.8%
% Hispanic or Latino	41.9%	% Asian or Native Hawaiian/Pacific Islander			38.6%
% White	7.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.0%	% Teaching Out of Certification (2013-14)			22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			3.22
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	22.5%	Mathematics Performance at levels 3 & 4			44.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.3%	% of 2nd year students who earned 10+ credits			87.9%
% of 3rd year students who earned 10+ credits	69.5%	4 Year Graduation Rate			35.5%
6 Year Graduation Rate	N/A				
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	NO	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	NO	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	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				

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.

Graduation Rates

- In Cohort P (n=93, June 2014 graduation), 36% of students graduated within 4 years and 55% of students graduated within 5 years.
- In Cohort Q (n=79, June 2015 graduation), 54% of students graduated within 4 years. 24 of 79 (30%) students need further support in meeting graduation requirements.
- In Cohort R (June 2016 graduation), 38% of students need Algebra Regents and 59% of students need ELA Regents .

2014-15 Quality Review indicated a need to focus on the instructional core:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Strengths

- Keeping 5th and 6th year students as part of the school community or referring them to alternative programs so that they persist toward graduation

Needs

- Reducing the number of students who go through the planning interview process or otherwise become inactive members of the cohort
- Align daily classroom instruction and tasks with rigorous projects that lead students to the completion of graduation-level portfolio work and presentations
- Vertical alignment that leads students to the completion of graduation-level portfolio work and presentations, particularly the development of incremental skills in each content area

- Teachers become better acquainted with the language of the Danielson Framework and the community as a whole develops a shared understanding of evidence of effective practice, particularly around 3C Engaging Students in Learning and 1E Designing Coherent Instruction.

Priority

Our priority is to improve instructional practices that by focusing engaging in professional development that supports a common understanding of rigor and on aligning daily classroom instruction and tasks to rigorous projects that lead students to the complete of graduate level portfolio and better regents pass rates.

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.

By June 2016, 65% of students in Cohort R will graduate within 4 years.

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>PD, teacher meeting time, and instructional coaching for all teachers to accomplish the following:</p> <ul style="list-style-type: none"> • Align daily classroom instruction and tasks with rigorous projects that lead students to the completion of graduation-level portfolio work and presentations • Vertical alignment that leads students to the completion of graduation-level portfolio work and presentations, 	<p>Teachers</p>	<p>September 3, 2015-May 31, 2016</p>	<p>Principal, Assistant Principal, Literacy Coordinator, PD Committee, INPS</p>

<p>particularly the development of incremental skills in each content area</p> <ul style="list-style-type: none"> Teachers become better acquainted with the language of the Danielson Framework and the community as a whole develops a shared understanding of evidence of effective practice, particularly around 3C Engaging Students in Learning and 1E Designing Coherent Instruction. <p>Teacher meetings will occur 6 times per month in all staff and by discipline.</p>			
<ul style="list-style-type: none"> Increase family and community involvement in the graduation-level portfolio presentations so that there is an outside member present on each panel 	Family and community members, partners	October 2015—June 2016	Portfolio Coordinators, Parent Coordinator, Community Associate

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: Teacher teams, INPS, PD committee, Affinity Group											
Instructional resources: CCLS, NGSS, INPS, Affinity Group											
Schedule: Teacher team meetings (interdisciplinary and departmental)											
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		Title III, Part A	X	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.
By January 31, 2016, 85% of Cohort R will be on target with credit accumulation for graduation.
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.

According to ATS reports, our attendance rate was 83% in 2014-2015.

School Survey indicates the following with regard to students’ perception of a supportive environment:

Strengths

- Students feel safe and supported, participate in various school activities, and know they can find an adult who will help them.

Needs

- Teachers need to address students need to feel more academically and intellectually challenged in class and be asked more challenging questions.

We will continue to implement the 891 program where students within the 80%-85% attendance range will be identified and matched with teacher mentors to monitor and conduct frequent check-ins with them. PDs will focus on rigor and student engagement to better support students feeling challenged and supported.

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.

By June 2016, the daily attendance rate will average at least 85%, 2% higher than in 2014-15.

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>
<ul style="list-style-type: none"> • Continue to support the 891 program, which has increased attendance for students in the 80%-85% range. Target students are identified and assigned teacher mentors who frequently monitor progress and conduct frequent check-ins. 	<p>Students with 80-85% attendance</p>	<p>October 2015—May 2016</p>	<p>School social workers</p>
<ul style="list-style-type: none"> • Apply the 891 program to students who are habitually 45-90 minutes late 2 days/week. 	<p>Students with lateness</p>	<p>October 2015—May 2016</p>	<p>School social workers</p>
<ul style="list-style-type: none"> • PD that assists teachers to develop and implement daily assessments that are challenging and reveal students' thinking 	<p>Teachers</p>	<p>Summer 2015—May 2016</p>	<p>Prinicpal, Assistant Principal, INPS, Affinity Group</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Human resources: Teacher teams, steering committee, INPS, PD committee, Affinity Group</p>											
<p>Instructional resources: CCLS, NGSS, INPS, Affinity Group</p>											
<p>Schedule: Teacher team meetings (interdisciplinary and departmental)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By January 31, 2016, the daily attendance rate will average 2% higher than 2014-15.

By January 31, 2016, the percentage of late students will be reduced by 10%.

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.

According to the 2014-2015 school quality review, teachers are collaborative and care about the success of students and the school. This is a strength that was highlighted. An area of focus is on rigor across classrooms and on vertical alignment to better support students outcomes. Although teachers meet frequently, the expected outcomes of these meeting times need to be clearly communicated and an accountability system needs to be developed.

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.

By June 2016, interdisciplinary teacher teams and departments will have 3 pieces revised work that indicate the results of an analysis of student work, tuning with focus on rigor, and consistency in practices across classrooms.

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>
<p>Devote PD time to protocols for examining teacher and student work and developing curricular and instructional modifications based upon this examination.</p>	<p>Teachers</p>	<p>September 2015-May 2016</p>	<p>Principal, Assistant Principal, PD committee</p>

Develop committee structures that co-plan and co-facilitate professional development sessions specific protocols.	Teachers	August 2015-May 2016	Principal, Assistant Principal, PD committee, Portfolio committee
Develop a structure for inter-visitations and mentoring for both new and experienced teachers to support all students including SIFE and students with IEPs.	Teachers	October 2015-May 2016	Principal, Personnel Committee, INPS

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: Teacher teams, steering committee, INPS, PD committee, Affinity Group											
Instructional resources: CCLS, NGSS, INPS, Affinity Group											
Schedule: Teacher team meetings (interdisciplinary and departmental)											
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		Title III, Part A	X	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.
By March 15, 2016, each teacher will have 2 pieces of evidence of work that reflects modifications to their curriculum and instruction; this work will be presented to their department or interdisciplinary team.
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

- 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.

School Survey indicates:

Strengths

- Understands how children learn
- Works to create a sense of community at this school

Needs

- To communicate a clear vision for this school

Priority

Communicate clear instructional vision, determine resources and develop structures needed to improve academic outcomes. According to the 2014-2015 quality review, the area of focus is on improving academic rigor across classrooms

Part 2 – Annual Goal

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

By June 2016, at least 80% of teachers (up from 72%) will at least “somewhat agree” that the principal communicates a clear vision of this school.

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>
<ul style="list-style-type: none"> • Create committee structures that work collaboratively with the principal to share vision, co-plan and implement strategies improving student academic outcomes. Committees will include PD committee, Personnel and Portfolio. 	<p>Faculty, staff, & students when appropriate</p>	<p>September 2015 - June 2016</p>	<p>The principal, PD, Personnel and Portfolio committee members</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Human resources: committee members</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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

<p>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.</p>
<p>School generated survey will be administered in January 2015 to gauge communication of vision by the principal to school staff.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

School Survey indicates:



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.

By June 2016, 80% of teachers will at least “somewhat agree” that parents/guardians are invited to visit classrooms to observe the instructional program.

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>Open School Week during the first semester</p>	<p>Parents/guardians</p>	<p>September 2015-December 2015</p>	<p>Parent Coordinator, Student Support Team, Community Associate</p>
<p>New Parent Orientation</p>	<p>Parents/guardians</p>	<p>August 2015-October 2015</p>	<p>Parent, Student Support Team, Teachers</p>
<p>Portfolio Panels that include families and other community members</p>	<p>Parents/guardians, Partners</p>	<p>December 2015-June 2016</p>	<p>Teachers, Student Support Team, Portfolio Committee, Parent Coordinator</p>
<p>Families will be invited to for school visit during the week of 12/7/15 and 3/21/16. Staff will contact families during weekly family engagement meetings.</p>	<p>Parents/guardians</p>	<p>December 2015 & March 2016</p>	<p>Teachers, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Human resources: Teacher teams, Parent Coordinator, Student Support Team, Community Associate</p>										
<p>Schedule: Parent Engagement time</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>X</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 31, 2015, at least 50% of our families will have an in person meeting with staff members in order to increase parent communication about student achievement.</p>

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)	Credit accumulation, Regents passing, portfolio assessment	TBD	Small group, one-to-one, tutoring	Saturday, before and after school
Mathematics	Credit accumulation, Regents passing, portfolio assessment	TBD	Small group, one-to-one, tutoring	Saturday, before and after school
Science	Credit accumulation, Regents passing, portfolio assessment	TBD	Small group, one-to-one, tutoring	Saturday, before and after school
Social Studies	Credit accumulation, Regents passing, portfolio assessment	TBD	Small group, one-to-one, tutoring	Saturday, before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher team referral	counseling	Small group, one-to-one	Saturday, before and after school, during school

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.
Share programs that are offered through CUNY to support teachers in becoming high qualified or dually certified. Ensure their if funding to reimbursement teachers for costs incurred for courses and Professional development opportunities.

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).
Identify specific and school wide PD needs. Collaborate with committees to co-plan and co-facilitate learning experiences for staff. Include a variety of PDs that allow for individual needs to be met as well as schoolwide needs to support cohesion across classrooms.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
--

NA

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

TBD

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	213,514.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	32,544.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,727,918.00		

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) International High School at Union Square

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) International High School at Union Square

International High School at Union Square, 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>International HS at Union Sq</u>	DBN: <u>02M438</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>165</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>5</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: _

In developing programs for English Language Learners, International High School at Union Square has developed a learner-centered interdisciplinary curriculum. The primary mode of learning is in heterogeneous, collaborative groups taught with a content-based English as a second language approach. All classes are taught in English and students receive home language support from their teachers and peers whenever possible. Teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. All core academic classes meet four times weekly for 60 minutes each. We serve approximately 340 recent immigrant ELLs in grades 9-12. Students in need of additional support are identified early on the basis of diagnostic test data and teacher observations at weekly interdisciplinary team meetings. These students are targeted for additional support in the after-school and Saturday programs outlined below, which are designed to meet their linguistic and academic needs. All of our ESL teachers are fully licensed, and all of our content area teachers receive more than 10 hours of ESL training annually.

In accordance with CR Part 154, our grade 9 and 10 students, who comprise the vast majority of our beginner ELLs, receive 600 minutes per week of instruction from a licensed ESL teacher. Because we do not track students by English ability level, those at the intermediate and advanced levels also receive 600 minutes per week of instruction from the same licensed ESL teachers.

The Title III program provides ELLs with supplemental instruction in before- and after-school and Saturday programs. Our before- and after-school program focuses on language enrichment with courses such: Language Enrichment through Music, Art, and Theatre; English Grammar and Linguistics; Basic Language Enrichment; Language Enrichment through Newspaper Publication; a Saturday Academy for Literacy and Math Numeracy; and targeted ELA and Algebra enrichment. The instructional programs will service ELL students of all grade levels who score at the beginning, intermediate, and advanced levels on the NYSESLAT.

Saturday Academy for Literacy and Math Numeracy

The Saturday Academy addresses the needs of our newest ELLs (grades 9 and 10) and SIFE (grades 9-12) in need of literacy and math support based on teacher recommendation and an analysis of recent NYSITELL and NYSESLAT scores. Reading Plus (or a similar software) and comparable math software will also be utilized in the class and at home to complement classroom teaching, allowing students to work independently to build their basic English speaking, listening reading and writing skills and their computation skills. Classes are co-taught and co-planned by a certified ESL teacher (Rachel Balsam) and a math teacher (Juan Carlos Perez), with an ESL certification. Classes will run December 2014 through June 2015 and will occur in three 8-week cycles (24 sessions in total), with 25 students for each cycle (75 students total). Saturday Academy classes meet from 9:00am - 12:00pm. An AP or principal will supervise the Title III program and there is no other supervisor present in the school at that time. The numeracy class will utilize Aim for Algebra available through WestEd and the literacy class will utilize CUNY's "Bridges to Academic Success."

Language Enrichment Instructional Program

Classes in this program meet before or after school on various days of the week and target 5-10 ELLs of various levels by providing supplementary, language-rich instruction in English.

1. Language Enrichment through Music, Art and Theatre (15 students, 25 sessions, October 2014-June 2015)--This class is taught on Friday from 2:45-4pm by a certified ESL teacher (Jacob Lefco) who is the school's Drama/Theatre Arts teacher. In this course, students use music, art, and theatre as motivation for their own writing and to provide background knowledge for plays and other works of literature.

Part B: Direct Instruction Supplemental Program Information

Various works of literature will be purchased with Title III funds. This class is taught in collaboration with Urban Art Beat.

2. English Grammar and Linguistics (15 students, 25 sessions, October 2014-June 2015)--This class is taught by a certified ESL teacher (Keerthi Malladi) on Tuesday from 3:35-4:30pm. Advanced ESL students learn about English grammar and linguistics using Betty Azar's English Grammar Series.

3. Language Enrichment (15 students, 25 sessions, October 2014-June 2015)--This class is taught by a certified ESL teacher (Diana Han) on Tuesday from 8-8:45am. Beginner ESL students receive reading and writing instruction using a variety texts for beginning students, purchased with Title III funds, as a foundation for listening, speaking, reading, and writing activities.

4. Language Enrichment through Newspaper Publication (15 students, 25 sessions, October 2014-June 2015)--This class is taught by a certified ESL teacher (Keerthi Malladi) on Friday from 2:45-4:00pm. As part of this class, the students publish the school's newspaper, which includes feature articles about current school events. Students also interview and correspond with members of the school community. Students will use Achieve 3000 to have access to various Associated Press articles.

Algebra and ELA Enrichment

Provides direct instruction to a small class (15) of ELLs who have not yet passed the ELA and/or Algebra Regents. The class reviews Algebra and ELA content as well as test-taking strategies. Both the math and ELA classes meet after school for 2 hours per week on Thursdays (3:35-4:30pm) and Fridays (2:45-3:45pm) and are co-taught and co-planned by an ESL certified teacher (Juan Carlos Perez) and math certified teachers (Adam Pisco and Mehmet Zubaroglu). Classes begin in November 2014 and meet for 24 Thursdays and 24 Fridays. Materials will include Aim for Algebra available through WestEd.

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: _____

Professional development is critical to the success of our school. Each interdisciplinary instructional team, which includes all teachers in the Title III Program, is responsible for implementing best practices for ELLs.

Approximately once per month, 25 teachers participate in a PD session provided by the New York City Writing Project (Susannah Thompson), which focuses on developing inquiry-based curriculum that will facilitate students' success on graduation-level projects, which is ultimately dependent upon their development of academic language. These sessions occur from 2:45-4:05pm and all Title III teachers participate. The dates and titles of the sessions follow:

10/8/14: Writing in our Lives; Writing in our Classroom

10/27/14: Pre-reading vocabulary

11/17/14: Point-of-View Writing Across the Curriculum

12/15/14: Low-stakes Writing in the ELL Classroom

1/12/14: Writing from Images/Writing the Historical Argument

2/3/15: Writing to Read & Reading to Write

3/2/15: Looking at Student Work

4/5/15: Providing Actionable Feedback

5/4/14: Supporting the Reading of Complex Text

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: _

Title III will provide the opportunity for parents to attend a variety of workshops based on needs assessment conducted by our by our Parent Coordinator (Pieyirigue Coulibaly). The following workshops have been scheduled for 6:00-7:30pm: Thursday, December 4, 2014, College Readiness Programs; Thursday, January 15, 2015, Financial Aid Programs for College; Thursday, February 26, 2015, 11th Grade Internship Program; Thursday, April 30, 2015, Summer Programs; Thursday, May 21, 2015, Career Day. These workshops are planned and delivered by a combination of our guidance counselors (Ingrid Cruz, bilingual), social workers (Hilary Kopple and Robert Dalmau, both bilingual), and our parent coordinator (Pieyirigue Coulibaly, bilingual).

In addition, IHS-US will offer a Parent ESL class taught by a certified ESL teacher (TBD) from 4:30 - 6:30PM on Mondays for 20 weeks, beginning in January and ending in June. Betty Azar's series of beginner, intermediate, and advanced grammar texts will be utilized and light refreshments will be served. The class and workshops will be listed on our school website and distributed by mail in our monthly parent newsletter with instructions on how to register.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	-
TOTAL	_____	_____

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 02	Borough Manhattan	School Number 438
School Name International High School at Union Squar		

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 Vadewatie Ramsucht	Assistant Principal Brian Knudsen
Coach Rachel Balsam	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jenny, Diana, Amy, or Brian T.	School Counselor Ingrid Cruz, Guidance Counselo
Teacher/Subject Area Juan Carlos Perez/math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pieyirigue Coulibaly
Related-Service Provider type here	Borough Field Support Center Staff Member TBA
Superintendent Kathy Pelles	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	7	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	0	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)	358	Total number of ELLs	300	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	279	Newcomers (ELLs receiving service 0-3 years)	229	ELL Students with Disabilities	9
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	44	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6		6	3		3				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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	45	33	36	0
Chinese										1	13	18	12	0
Russian														0
Bengali											2			0
Urdu														0
Arabic										4	6	11	9	0
Haitian										1		1	1	0
French										7	8	11	2	0
Korean														0
Punjabi														0
Polish										1				0
Albanian										1				0
Other										5	7	10	8	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)										15	20	21	20	0
Emerging (Low Intermediate)										8	15	21	23	0
Transitioning (High Intermediate)										8	11	22	18	0
Expanding (Advanced)										5	8	9	13	0
Commanding (Proficient)										0	1	1	0	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										4	6	7	30	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										4	6	7	30	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	93		35	
Integrated Algebra/CC Algebra	125		39	
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.
When students arrive at International High School at Union Square we take careful steps to identify each student's individual learning needs and provide targeted strategies and resources to support growth. We take the following steps to determine the literacy skills of our students:
 - All newly arrived students who select a language other than English on the Home Language Survey (HLS) are given the NYSITELL within the first 10 days. The NYSITELL is proctored and marked by a teacher who is certified in ESL.
 - Students who identify Spanish as their home language are also given the Spanish LAB-R by a bilingual and ESL certified teacher.
 - When all new students arrive they are given an Intake Assessment that was developed in conjunction with CUNY. The assessment is used to support teachers in determining if a student has interruptions in education. The assessment is translated into 10 languages including Spanish, French, Bengali, Arabic, Traditional Chinese, Haitian Creole, Italian, Turkish, and Albanian. If a student is not able to complete this assessment then we administer an Alternative Intake Assessment. These assessments support teachers in understanding specific learning needs of students and indicate possible interruptions in education.
 - If the Intake Assessment or the Alternate Intake Assessment indicate that a student has interruptions in education then Students are given an extensive SIFE interview in their first language. The SIFE interview provides narrative about schooling history, language experience, and significant family events. A transcript of the interview, typically 30 – 60 minutes, is produced and shared with teachers.
 - In addition to the SIFE interview students complete the LENS assessment with Rachel Balsam.
 - In some situations students are also given the San Diego Quick Reading Assessment.

After the first week the teachers of each new student meet to share and assess student work, class preliminary diagnostic test data, the results of the NYSITELL, Spanish LAB-R, the LENS, the San Diego Quick Reading Assessment (when administered), and SIFE interview. All of this data inform how to best support the students.

Because every student is learning English every class is designed to support the needs of emerging English language

learners. Teachers use SIOP strategies as well as a variety of resources to support students. Every classroom has dictionaries and technology that allows students to access their native language. Every classroom also has content rich visual media that supports students in accessing both content and language goals. Teachers employ a wide range of classroom strategies to make content accessible as students concurrently develop proficiency in English language. For example, they

1. provide students with a range of scaffolded texts that reflect individual reading levels;
2. structure activities to support a variety of learning styles;
3. purposefully structure heterogeneous groups that reflect a range of English language ability as well as varying amounts of content knowledge. Students are frequently engaged in group work

Through strategically created student groups and teacher crafted activities all students are engaged in reciprocal teaching and learning. All students are challenged to develop their language and content knowledge. Some students develop a solid foundation while other students develop mastery by teaching and leading their peers.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data from the NYSESLAT and NYSITELL for 2015 reveals the following information. In the 9th grade the number of students scoring in the lowest proficiency level labeled "Entering" on the NYSESLAT and NYSITELL is the greatest among all of the proficiency levels for 9th grade students on these tests. This is also true in among the 10th grade class however in the 10th grade class there are more students who scored in the "Transitioning" and "Emerging" category than in the 9th grade. The data for 10th grade reveals that the distribution of students' scores is more even across the 5 identified levels of proficiency. The 11th grade has an even stronger equal distribution of scores across the 5 levels of proficiency. In the 11th grade 15 students are located in each of the three proficiency levels "Entering, Emerging, and Transitioning". The 12th grade data also reflects an equal distribution of students among the proficiency levels indicating that students have increased their proficiency level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO data and the AMAO tool to reveal the following information:

- Over half of our school population is at an at risk population level of 3 or higher
- 73 of our students are identified as SIFE. This information corresponds with past years data and supports our decision to continue to develop strategies to support our high SIFE population.
- 76 students scored in the first quartile on the NYSESLAT even though they have 2 or more years of ELL service. This number corresponds strongly with the number of SIFE students in our school population
- The data reveals that the number of students still waiting to be administered the NYSITELL (still within 10 days of admission) is 26.
- The number of "Former ELLs" is less than desired
- Over 1/3 of our ELLs are under credited
- 42 students scored in the first quartile on the NYSESLAT for 2 or more years in a row. This indicates that according to the NYSESLAT these students are not making progress.
- We have 10 non-ELLs who are at risk because they are under credited
- We have 10 non-ELLs who are at a risk level of 3
- We have no non-ELLs who are at a risk level of 5
- Our attendance rate last year was 86.88%
- We have 276 ELLs, however 26 students are waiting to take the NYSESLAT (All within the first 10 days)

4. For each program, answer the following:

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

Our school, along with schools in the Performance Standards Consortium, developed DY0 Formative Assessment tasks and rubrics. Student work is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 12th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

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

c. n/a

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
As part of the Internationals Network for Public Schools (INPS), every child's new language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning;
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society;
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program;
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential;
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.
- Based on the Internationals Approach students' backgrounds are viewed as assets by all teachers. Our Literacy Coordinator Rachel Balsam along with all teachers, and other school staff who speak a student's home language conduct SIFE interviews for new students. Information from the interview results in a narrative report that is shared with team teachers. In addition to the SIFE interview, transcripts, NYSITELL, and Spanish LAB-R information (when applicable) are shared with the students' teachers. Furthermore, noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.
- In addition to the previously mentioned ways that we use information from each student's cultural background in instructional decisions we also do the following:
- *Teachers incorporate first language texts and resources in lessons
 - *Each classroom is provided with dictionaries in students' first language
 - *Essential questions and key vocabulary are translated and posted on classroom walls
 - *Teachers select readings and other resources that relate to students' native countries when making instructional decisions
 - *All current 9th and 10th grade students will complete a native language portfolio project before graduation.
 - *Teachers consider each student's linguistic and cultural background when assigning seats and making student groups
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is measured through the analysis of a wide array of data sources, including:
- Course pass rate for all grades
 - Regents pass rate
- Portfolio data
- Attendance rates
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
- Quality Review Report
- Progress to Graduation Tracker
- Dropout rate

- Student anecdotes
- School Quality Snap Shot
- School Quality Guide
- New York State School Report Card

Part IV: ELL Identification Process

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

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

All students admitted to International High School at Union Square from a New York City junior high school are recently arrived immigrants who have identified a home language other than English. The Assistant Principal, Brian Knudsen, is also an ENL K-12 certified teacher who supervises all steps in the admissions process.

The Assistant Principal works with the guidance counselor Ingrid Cruz, the Parent Coordinator Pieyirigue Coulibali, the Testing Coordinator Adam Pisco, and the Teacher/Coach Rachel Balsam. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). Brian Knudsen, the AP, then enters the home language in the BIOU screen of ATS. After entering the home language the AP then runs an RLER to determine the students who need to take the NYSITELL. The AP also runs an RBIX to determine which students need to take the Spanish Lab. The AP then runs a report through the ITEL screen of ATS to print NYSITELL answer documents. The AP also prints Spanish Lab answer documents. This process is repeated each week to ensure that all new students are tested within 10 days of entering the school.

During enrollment an informal interview takes place with a guidance counselor or parent coordinator supervised by the Assistant Principal and, as needed, a person who speaks the home language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). The purpose of this interview is to explain

Within the first 10 days each new student takes the NYSITELL and Spanish Lab (when applicable). The NYSITELL is administered by Adam Pisco, the Testing Coordinator, and graded by an ESL certified teacher, Rachel Balsam. The Spanish Lab is administered by an ESL-certified teacher who also possesses a bilingual extension. The Spanish Lab is administered and graded by Jenny Adelman.

After completing the NYSITELL and the Spanish Lab the answer documents are given to Brian Knudsen, the AP who scans the documents to ATS and stores the answer documents. After scanning the answer documents the AP shares students' test data with the testing coordinator, the team leader for each 9th and 10th grade team, and the bilingual certified teacher Jenny Adleman.

The people responsible for this are:

HLIS: Brian Knudsen (Assistant Principal), Ingrid Cruz (bilingual Spanish/English guidance counselor) and Pieyirigue Coulibaly (multilingual French/Wolof/English parent coordinator). After completing the HLIS Brian Knudsen, the Assistant Principal, uses the HLIS to enter the student's home language through the BIOU screen in ATS.

NYSITELL: Adam Pisco (testing coordinator) and Rachel Balsam (ESL-licensed teacher)

Spanish LAB-R: Jenny Adelman (ESL and bilingual licensed teacher)

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

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

Within 30 days of enrollment students are given an extensive SIFE interview in their first language. The SIFE interview provides narrative about schooling history, language experience, and significant family events. A transcript of the lengthy interview, typically 30 – 60 minutes, is produced and shared with teachers.

Within the first 5 days an Intake Assessment is administered to each new student by Rachel Balsam. The Intake Assessment was created by Rachel Balsam and Diana Han, 2 ENL certified teachers at International High School at Union Square, in collaboration with CUNY. The Intake Assessment is translated into 10 languages including Spanish, French, Bengali, Arabic, Chinese(traditional), Polish,

Italian, Turkish, and Albanian. If a student is not able to complete this assessment or if the student does not speak any of these languages then an alternative Intake Assessment is administered. Following this assessment, students who indicate that they may have interruptions in their formal education are administered the LENS assessment by Rachel Balsam, ENL Teacher. In addition to the LENS assessment some students are administered the San Diego Quick Reading Assessment by Rachel Balsam in order to further support the school in identifying students' individual learning needs.

After the first week the teachers of each new student meet to share and assess student work, class preliminary diagnostic test data, the results of the NYSITELL, Spanish LAB-R, San Diego Quick Reading Assessment, and SIFE interview. All these data inform how to best support the students.

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).

Staff members with special education certifications include: Susan Sherman and Sheryl Estafanous. Both Ms. Sherman and Ms. Estafanous work with classroom teachers once the teachers have identified an issue in the learning process after completing an RTI level#1 (eg. scaffolding, provision of supplemental materials such as, bilingual dictionaries, visuals, manipulatives). Subsequent to this identification the 2 special education teachers will proceed with RTI level #2 and if needed level #3. (This may include working with the SIFE teacher Rachel Balsam). During this process the team of teachers and a guidance counselor will have contact with the parents to discuss possible learning issues and if necessary one of the special education teachers will meet with the parents to discuss the evaluation process. If warranted and the parents/guardians consent a referral will be generated and finalized by the principal instituting the need for an initial evaluation.

The student is assessed bilingually as pursuant to the initial evaluation described in the Standard Operating Procedures Manual of the NYCDOE.. After IEPs are created our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes during ELA classes school for individual support. They also receive push-in support from their special education teacher throughout the week.

Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. Our Special Education teacher co-plans with humanities teachers to provide instruction and support.

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.
 1. After students take the NYSITELL Adam Pisco, the testing coordinator, scans students' answer documents and tells Brian Knudsen, the Assistant Principal, that the documents have been scanned.
 2. The Assistant Principal runs a NYSITELL score report RLCB.
 3. The Assistant Principal shares the data from the RLCB with the Parent Coordinator, Pieyirigue Coulibali, the Testing Coordinator, Adam Pisco, the student's guidance counselor, and the students' teachers.
 4. The parent coordinator prepares the entitlement or non-entitlement letter in the appropriate language and places the letter in the outgoing mail box in room 849.
 5. The Parent coordinator also keeps a copy of the letter in a binder for each student to document that the parent has been informed of their child's entitlement/non-entitlement status.
 6. If a parent or guardian feels that an error has occurred and wishes to appeal the parent is instructed to contact the Parent Coordinator as indicated in the entitlement letter. A phone number and the name of the parent coordinator is included in the entitlement/non-entitlement letter with instructions for who to contact if the parent/guardian wishes to appeal.
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).

At orientation parents/guardians are informed of their right to appeal the results of the NYSITELL. In addition, the entitlement letter and the non-entitlement letters written in the parent/guardian's home language indicate the name and phone number of our Parent Coordinator, Pieyirigue Coulibali, with instructions to contact him if the parent/guardian wishes to appeal the decision.
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.

An in-take team consisting of the guidance counselor Ingrid Cruz (bilingual Spanish-English), business manager Yi Zhong Li (bilingual Chinese-English), parent coordinator Pieyirigue Coulibali (bilingual French-English), assistant principal, Brian Knudsen (ESL Licensed) facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, families are given the HLIS and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
- In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
- Information describing the three program choices is reviewed with parents by members of the in-take team.

Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office by guidance counselor Ingrid Cruz. Our parent coordinator Pieyirigue Coulibaly also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted the default program selection is bilingual. In this situation individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher, Rachel Balsam, and guidance counselor, Ingrid Cruz, to complete the form. If necessary DOE translation services are used during this meeting. The guidance counselor, Ingrid Cruz ensures that continuous entitlement letters are sent home in subsequent years and kept in the ELL compliance binder. Currently all Program Selection forms indicate that parents have selected a Freestanding English as a New Language program. If a form is not returned the default program for ELLs is a bilingual program.

The Parent Coordinator, Pieyirigue Coulibali, coordinates the distribution and collection of the parent survey. In 2013-2014 the parent coordinator mailed out the surveys to parents with the instructions to complete the survey. The number of surveys that were received and completed and returned was low. In 2014-2015 the parent coordinator held onto the surveys and whenever a parent entered the school for parent teacher meetings or other visits to the school, Mr. Coulibali provided the parent with the survey and space to work on the survey. This process resulted in a higher return rate of parent surveys.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Pieyirigue Coulibali, the Parent Coordinator keeps a check-list of all students in a Program Selection Form binder and students are checked off by the parent coordinator as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with the Parent Coordinator Mr. Pieyirigue Coulibaly and or a Guidance Counselor, Ingrid Cruz, to complete the form. If necessary DOE translation services are used for this meeting. The guidance counselor, Ingrid Cruz ensures that continuous entitlement letters are sent home in subsequent years.
9. Describe how your school ensures that placement parent notification letters are distributed. The parent coordinator, Pieyirigue Coulibali, ensures that all correspondence with families during the admission process is in the parents' home language by using staff members who speak the family's home language or, when necessary, a DOE translator. Our school uses a language development model, the Internationals Approach, which is classified as a Freestanding English as a New Language program by the DOE. Our parents have all requested a Freestanding English as a New Language instructional program on the program choice selection form which describes three options: Transitional Bilingual, Dual Language, and Freestanding English as a New Language program. Parents and guardians receive notification of placement during the registration process in their home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation for each student is maintained in multiple locations. HLIS, Non-entitlement, and entitlement binders are kept by the Parent Coordinator Pieyirigue Coulibali in the main office room 849. The Parent Coordinator also ensures that these documents are

placed in each student's cumulative Folder. In order to ensure that this information is accurate and up to date the Parent Coordinator cross references the documents in the binder with the Cumulative Folder. All teachers, guidance counselors, administrators, and the parent coordinator have access to student's information pertaining to ELL services entitlement. The documents are kept in students cumulative folder and in a binder maintained by the parent coordinator.

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

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers in the school and test coordination is done by our assistant principal Brian Knudsen. Teachers included in the administration of the NYSESLAT include the following

Adelman, Jenny
Balsam, Rachel
Cote, Tim
Damato, Maria
DeSilva, Sean
Dvorak, Alexander
Ferreira-Estafanous, Sheryl
Glick, Melissa
Han, Diana
Hasler, Thomas
Hayward, Mark
Klein, Meredith
Lefco, Jacob
Malladi, Keerthi
Masback, Libby
Mian, Reginia
Perez, Juan Carlos
Petit-Frere, Peterson
Pierce, Brad
Pisco, Adam
Roberts, Amy
Sherman, Susan
Simpson, Mike
Tauzel, Brian
Vargas, Andrea
Zubaroglu, Mehmet

Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Parent Coordinator Mr. Coulibaly works with the Testing Coordinator Adam Pisco and the Assistant Principal Brian Knudsen to determine which students are entitled to continued services. Continued entitlement letters in students' parents' home language are mailed to the parents and or guardians of these students by the parent coordinator, Pieyirigue Coulibali.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL. The trend in the data is that parents have and continue to select a Freestanding ESL program. Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select Freestanding English as a New Language as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, Drama, and Physical Education) who work to plan instruction for groups of approximately 100 students. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. 11th grade students are divided into 4 classes that travel together throughout the day. 12th grade students are also divided into 4 classes that travel together throughout the day. Each class is heterogeneously grouped by proficiency level for both English and content. In other words, students with strong English proficiency levels are grouped with students who have mid and low levels of English language proficiency. Students with a range of prior content knowledge in each class are also mixed heterogeneously. Students are only homogeneously grouped by grade level in the 11th and 12th grades. 9th and 10th grade students are grouped together into 8 classes or "strands". Each of the 4 "strands" is a member of 1 of 2 teams. While classes are grouped heterogeneously, at various times teachers may choose to group students within a strand homogeneously if that suits the students' and strands learning needs for a specific project or lesson.

- b. TBE program. *If applicable.*

We do not offer a TBE program

- c. DL program. *If applicable.*

We do not offer a DL program

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)?

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with students identified as "entering" getting a minimum of 360 minutes of ESL per week, "emerging" students getting 360 minutes of ESL per week, "transitioning" getting 180 minutes per week, and "expanding" getting 180 minutes per week. Each instructional team includes one to two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 60 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week. Combined, all students in the 9th and 10th grades receive a minimum of 360 minutes of service each week by an ESL certified teacher. The 11th and 12th grade students all also receive a minimum of 360 minutes of instruction from an ESL certified teacher ensuring that all requirements for all students' ENL units of study are met.

NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 18-25 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

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.

At International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The

educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

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

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

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

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

All of our ENL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking, and listening. ENL students continue to be assessed throughout their four years by portfolio projects (PBAT's which are required in all classes and core subject areas. The rubric used to evaluate these projects and their performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade year. This exam assesses students in 3 of the modalities, listening, writing, and reading.

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

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels including newly arrived student and SIFE are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups. The following strategies support newly arrived ENL students, Long Term ELLs and SIFE

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their

level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group’s discussion and then share the information back with their jigsaw group.

- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

We offer two standalone accelerated literacy classes to support 9th and 10th grade SIFE students. Students are selected based on SIFE designation and instructional teacher team input. Class size is smaller in order to help students feel safe and comfortable and get adequate attention. One class is based on the Internationals model of using collaborative content-based projects to advance students’ English acquisition. The second class is a pilot of the Reading Horizons phonics program, which was selected with the purpose of helping those students who particularly struggle to connect the sounds they listen to and speak to the letters and words they read and write. In addition to the standalone classes, the literacy coordinator, Rachel Balsam, provides daily in-class support to 12th grade SIFE students in their American literature and history classes, with a focus on academic reading and writing.

After passing the NYSESLAT or the ELA Regents students are considered Former ELLs and are provided with services for 2 years. All ELLs and former ELLs are provided with test accommodations including extended time on tests, translation services, access to word to word translation dictionaries during exams, and when available, tests in the students’ preferred language.

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.

We have never had an appeal, so almost all of our students are identified as ELL and have stayed in an ENL program. However, if an appeal occurs, we have systems in place to address the needs of all our learners to ensure that they progress academically. We issue progress reports and/or report cards six times a year. This ensures that teachers stay abreast of student progress and inform parents. Also, interdisciplinary teacher teams meet weekly with Guidance to discuss curriculum and student progress, so when they notice that a student is not progressing, they discuss interventions and include Administration, Guidance, and the Literacy Coach so the team can get extra support as needed.

When we have an appeal of the determination of ELL status we follow an established procedure. The assistant principal, Brian Knudsen, who is ESL certified is assigned to facilitate the appeals process and the initial identification process. An appeal begins when the school receives a written request to initiate the Re-identification Process (e.g., parent or teacher writes letter to principal requesting a re-evaluation).

2. We review all documents related to the initial or reentry identification process detailed above.

3 We review the student’s work in English and in the home language.

4. We may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances do we re-administer the NYSITELL.

5. We consult with parent or guardian.

6. We review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student’s abilities in listening, speaking, reading and writing in English.

7. The Assistant Principal consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of assistant principal, who is ESL certified, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal’s recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent for review and final decision.

10. All notifications and relevant documents must be kept in the student’s cumulative folder.

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

Instructional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Trained and certified ESL teachers create scaffolded activities and differentiated leveled texts to support students' language and content acquisition. Informal and formal evaluations at the beginning of the school year as well as conversations with the students' previous teachers help to inform teacher of their students' ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students' needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meet regularly with the teachers and the students to provide support and track their improvement.

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?

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes during ELA classes school for individual support. They also receive push-in support from their special education teacher throughout the week. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. Our Special Education teacher co-plans with humanities teachers to provide instruction and support.

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.

Chart 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.

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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

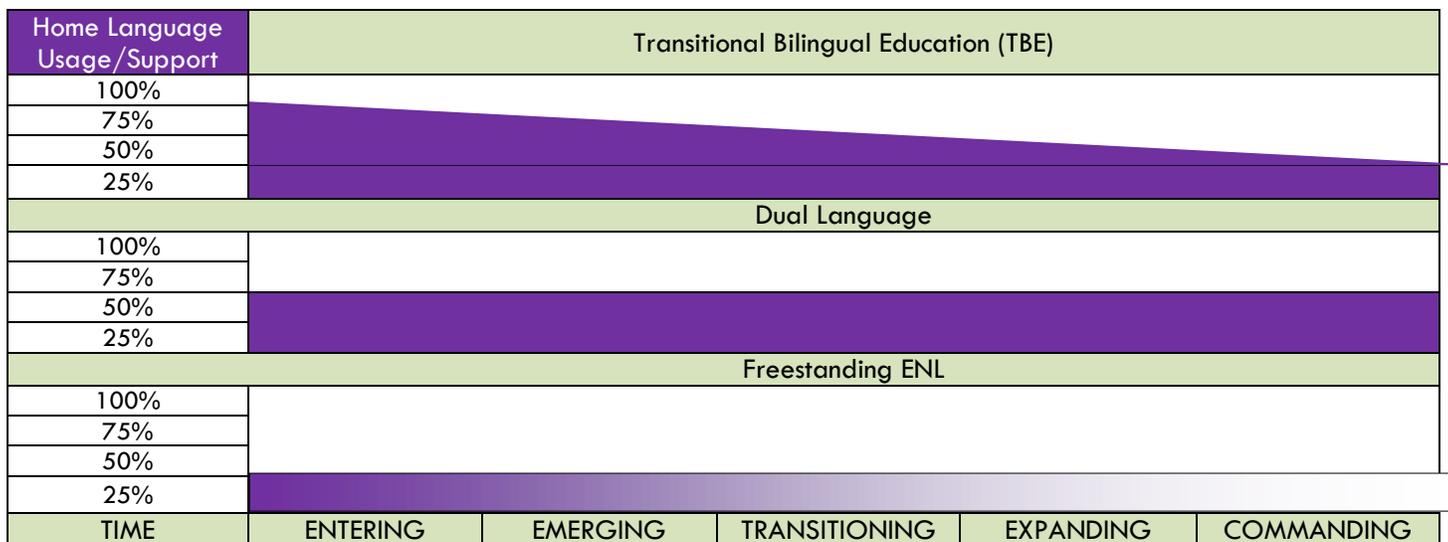


*Note: “other approved services” does not apply to New York City at this time.

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. The following targeted intervention programs have been created this year to specifically support ELLs in core content areas.

- Chinese Club
- French Club
- Book Club
- Sports & Recreation Club
- English Club
- Stoked
- Beginners' Conversation Club
- English Club 2
- Math Club
- Homework Help Club
- Fitness and Boxing Club
- Writers Workshop
- English Club 3
- PSAT Prep
- Numeracy Club
- Wilderness Club
- ADL/FAD Club
- Arabic Club
- Songwriting Club
- Cartwheel Initiative Project
- Chemistry Club
- Regents Prep

All current and former ELLs are encouraged to attend these afterschool, before school, and lunch time programs by teachers, administrators, and guidance counselors. The data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotal evidence. Teachers facilitating these programs utilize the "Internationals Approach" which supports newly arrived students, long term ELLs, Former ELLs, and other subgroups in our community.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. The teachers who lead these classes are also the students' classroom teachers. This allows the teachers more opportunities to connect students to important core concepts through club activities. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotal evidence.
12. What new programs or improvements will be considered for the upcoming school year?
- At this time, no new programs are being introduced.
13. What programs/services for ELLs will be discontinued and why?
- At this time, no programs/ services 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.
- Because nearly 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following lunch time, before school, and after-school classes and clubs; 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.

- Chinese Club
- French Club
- Book Club
- Sports & Recreation Club
- English Club
- Stoked
- Beginners' Conversation Club

- English Club 2
- Math Club
- Homework Help Club
- Fitness and Boxing Club
- Writers Workshop
- English Club 3
- PSAT Prep
- Numeracy Club
- Wilderness Club
- ADL/FAD Club
- Arabic Club
- Songwriting Club
- Cartwheel Initiative Project
- Chemistry Club
- Regents Prep
- Student Government
- PSAL Boys Basketball
- PSAL Girls Basketball
- PSAL Baseball
- PSAL Soccer
- PSAL Girls Softball

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. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- NY Tolerance Center
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
- iMovie, Final Cut Pro (digital video cameras)
- Garageband (digital voice recorders)
- iPhoto (digital cameras)
- Powerpoint
- MS Word, Excel, PowerPoint
- SMART Board
- iWork
- iBook

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

All of our students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Examples of resources and materials that students and teachers use include the following, bilingual dictionaries & glossaries, electronic dictionaries, google translate, interactive word walls, translated texts, translated multimedia resources, native language assessments, visuals, graphic organizers with specific areas for students to record native language vocabulary as well as English vocabulary, and translators. Translation also comes from other resources including classroom peers, community partners, family members and/or school personnel.

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

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

Since all of our students are ELLs and Former ELLs, curriculum and resources are designed specifically to meet their academic and socio-emotional needs. We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources with the guidance of teachers. With the teacher evaluation system, Administration ensures that all curricular materials are appropriate for the ELLs that we serve. Furthermore, teachers engage in curriculum shares, team meetings and interdisciplinary meetings, aligning curriculum both horizontally across grade level and vertically from one grade to the next. Administration is also present at these meetings.

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

Prior to the start of the school year, new students are assigned to heterogeneous teams with students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually Just before Labor Day to welcome new students to our school and to inform them about our school structure and activities.

19. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

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)?

We do not offer a dual language program.

B. Professional Development and Support for School Staff

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at International High School at Union Square participate in various professional development activities including inter-visitations within our own school as well as at other schools and collaborating with outside institutions such as Columbia University, NYU, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, National Endowment for the Humanities, and The Tenement Museum. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The International High School at Union Square participate in weekly interdisciplinary team professional development as well as biweekly discipline-based professional development. In addition, HIS-US conducts monthly professional development meetings for all faculty. The dates of these all faculty professional development meetings are the following

- September 3, 2015 - All Staff PD
- September 4, 2015 - All Staff PD
- October 14, 2015 PD Committee
- October 19, 2015 All Staff PD/Portfolio Committee Presents
- November 3, 2015 - Election Day PD
- November 25, 2015 - All Staff PD
- December 16, 2015 - All Staff PD
- January 20, 2016 - All Staff PD
- February 24, 2016 - All Staff PD
- March 16, 2016 - All Staff PD
- April 13, 2016 - All Staff PD
- May 18, 2016 - All Staff PD
- June 15, 2016 - All Staff PD

Our Team Leaders meet weekly to plan professional development, arrange for outside specialists, and provide feedback related to team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The all staff meetings also prepare for our teacher-led PD which is held once a month.

In-House Professional Development

- Inter-visitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
- New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Inter-visitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. INPS has offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter visitations, summer and Election Day professional development. Professional Development topics include: Designing Effective and Integrated Content and Language Objectives, Aligning Common Core Standards with projects for ELLS, Performance Based Assessment Tasks, Outcomes based assessment, advisory, technology integration, college readiness and many more. There are also a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

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?

Because all of our students are ELLs or recent ELLs all of our teachers PD relates to support for ELLs. The topics of all staff PDs each support teachers in developing strategies for supporting ELLs and recent ELLs. Each year, teachers develop Common Core aligned units and engage in reflection, using the QTEL analysis tool, DOK or UDL tools. They engage in two inter-visitations each year, within the school, where they share their Common Core aligned curriculum developed for ELLs and a reflection, receive feedback from other teachers, and revise their units accordingly. Teachers are strategically paired by Administration to ensure that non-ESL certified teachers are meeting with ESL certified teachers to help improve instructional units with strategies appropriate for ELLs.

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at International High School at Union Square participate in various professional development activities including inter-visitations within our own school as well as at other schools and collaborating with outside institutions such as Columbia University, NYU, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, National Endowment for the Humanities, and The Tenement Museum. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

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In-House Professional Development

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development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.

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Other Professional Development

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- QTEL Training

2. INPS has offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and Election Day professional development. Professional Development topics include: Designing Effective and Integrated Content and Language Objectives, Aligning Common Core Standards with projects for ELLs, Performance Based Assessment Tasks, Outcomes based assessment, advisory, technology integration, college readiness and many more. There are also a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

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.

All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year focused specifically on supporting ELLs. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities organized and designed to support teachers working with ELLs. Agendas and attendance are kept digitally in shared folders on Google Docs for all meetings and Professional Development workshops. INPS Workshops on Election Day, November 3, 2015, require teachers to sign up for workshops through a google form. The principal and assistant principal receives a roster of workshops that teachers sign up for. In addition, if teachers attend professional development outside of the school, they submit agendas to our Business Manager who files them in teacher folders in the main office.

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?

Interdisciplinary teacher teams will use family engagement time (40 minutes per week) to reach out to families and arrange one-on-one meetings to discuss student progress. Teachers will call home to arrange meetings, with the help of staff members who can translate. They will give a choice of times that best suits the availability of parents. We have a multilingual staff, so teachers will create appointments in a shared school calendar in Google Drive, including the staff member who is needed for translation to make sure someone is available. Teachers will keep notes of these meetings in their team folders on Google Drive, which is shared with all teachers on the team as well as Guidance and Administration. In the event that we cannot reach the parent by phone, teachers will send home letters that are translated by the DOE Translation Services, when possible.

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.

We keep records of meetings with the parents of ELLs and document our outreach in the following ways. Teachers and teacher teams maintain call logs with a record of who was called, when, and the content of the conversation. Guidance counselors also record when communication is made with families in iLog. The parent coordinator, Pieyirigou Coulibali, maintains sign in sheets for all parent meetings and other events that happen at the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

With the new Family Engagement time in the NYC teacher contracts, interdisciplinary teacher teams engage families in different ways including positive phone calls home and newsletters that share important school news and events. Our parent coordinator also encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Our parents are also encouraged to accompany the students on trips to colleges and to attend events such as, the annual internship fair, town hall meetings, and the community talent show. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? HIS@US partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC)
- Atlas
- The New York Immigration Coalition (NYIC)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)

Translation for these events is provided by the organizations that present and by members of our community with bilingual skills.

5. How do you evaluate the needs of the parents?

The needs of our parents are determined through surveys distributed to them and subsequently collected and analyzed by the Parent Coordinator, Pieyirigou Coulibali. This occurs throughout the year as families enter the school for meetings and other events. We also analyze the data on the Parent Surveys given by the NYCDOE. For example, last year, parents said they like to be contacted via phone, then letters, and lastly via email, so that is how we know that phone calls are most effective with our families.

The parent coordinator, Pieyirigou Coulibali, plays an important role in our community. The parent coordinator works with the community to encourage parents to participate in the Parent Teacher Association, attend parent teacher conferences, communicate important information about students, and support families by connecting them to school and community resources. The parent coordinator also plays a role in maintaining records and important documents such as entitlement/non-entitlement letters, continued entitlement letters, parent surveys, and program selection form documents. Mr. Coulibali is multilingual and serves our community by communicating directly with parents who speak one of the language he speaks.

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

Surveys indicate that parents want to know how to keep their kids safe and get them through school and into college. Therefore, we focus on these issues during our workshops. We provide several college workshops that cover the application process and financial aid. We also provide workshops with the NYPD to make parents aware of issues in the neighborhood and how to keep their

children safe. We offer access to free legal and health services. We also have several workshops where teachers explain the curriculum and expectations in school.

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:

Part VI: LAP Assurances

School Name: International HS @Union Square

School DBN: 02m438

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)
Vadewatie Ramsuchit	Principal		1/1/01
Brian Knudsen	Assistant Principal		1/1/01
Pieyirigue Coulibaly	Parent Coordinator		1/1/01
Rachel Balsam	ENL/Bilingual Teacher		1/1/01
Mor Tall	Parent		1/1/01
Sean DeSilva/ ELA	Teacher/Subject Area		1/1/01
Juan Carlos Perez/ Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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

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

C. School Information

District 02	Borough Manhattan	School Number 438
School Name International High School at Union Squar		

D. 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 Vadewatie Ramsucht	Assistant Principal Brian Knudsen
Coach Rachel Balsam	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jenny, Diana, Amy, or Brian T.	School Counselor Ingrid Cruz, Guidance Counselo
Teacher/Subject Area Juan Carlos Perez/math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pieyirigue Coulibaly
Related-Service Provider type here	Borough Field Support Center Staff Member TBA
Superintendent Kathy Pelles	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	7	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	0	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)	358	Total number of ELLs	300	ELLs as share of total student population (%)	83.80%
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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	279	Newcomers (ELLs receiving service 0-3 years)	229	ELL Students with Disabilities	9
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	44	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6		6	3		3				9
Total	6	0	6	3	0	3	0	0	0	9

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										30	45	33	36	144
Chinese										1	13	18	12	44
Russian														0
Bengali											2			2
Urdu														0
Arabic										4	6	11	9	30
Haitian										1		1	1	3
French										7	8	11	2	28
Korean														0
Punjabi														0
Polish										1				1
Albanian										1				1
Other										5	7	10	8	30
TOTAL	0	50	81	84	68	283								

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)										15	20	21	20	76
Emerging (Low Intermediate)										8	15	21	23	67
Transitioning (High Intermediate)										8	11	22	18	59
Expanding (Advanced)										5	8	9	13	35
Commanding (Proficient)										0	1	1	0	2
Total	0	0	0	0	0	0	0	0	0	36	55	74	74	239

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										4	6	7	30	47

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										4	6	7	30	47

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	93		35	
Integrated Algebra/CC Algebra	125		39	
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:

9. 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.

When students arrive at International High School at Union Square we take careful steps to identify each student's individual learning needs and provide targeted strategies and resources to support growth. We take the following steps to determine the literacy skills of our students:

1. All newly arrived students who select a language other than English on the Home Language Survey (HLS) are given the NYSITELL within the first 10 days. The NYSITELL is proctored and marked by a teacher who is certified in ESL.
2. Students who identify Spanish as their home language are also given the Spanish LAB-R by a bilingual and ESL certified teacher.
3. When all new students arrive they are given an Intake Assessment that was developed in conjunction with CUNY. The assessment is used to support teachers in determining if a student has interruptions in education. The assessment is translated into 10 languages including Spanish, French, Bengali, Arabic, Traditional Chinese, Haitian Creole, Italian, Turkish, and Albanian. If a student is not able to complete this assessment then we administer an Alternative Intake Assessment. These assessments support teachers in understanding specific learning needs of students and indicate possible interruptions in education.
4. If the Intake Assessment or the Alternate Intake Assessment indicate that a student has interruptions in education then Students are given an extensive SIFE interview in their first language. The SIFE interview provides narrative about schooling history, language experience, and significant family events. A transcript of the interview, typically 30 – 60 minutes, is produced and shared with teachers.
4. In addition to the SIFE interview students complete the LENS assessment with Rachel Balsam.
5. In some situations students are also given the San Diego Quick Reading Assessment.

After the first week the teachers of each new student meet to share and assess student work, class preliminary diagnostic test data, the results of the NYSITELL, Spanish LAB-R, the LENS, the San Diego Quick Reading Assessment (when administered), and SIFE interview. All of this data inform how to best support the students.

Because every student is learning English every class is designed to support the needs of emerging English language learners. Teachers use SIOP strategies as well as a variety of resources to support students. Every classroom has dictionaries and technology that allows students to access their native language. Every classroom also has content rich visual media that supports students in accessing both content and language goals. Teachers employ a wide range of classroom strategies to make content accessible as students concurrently develop proficiency in English language. For example, they

1. provide students with a range of scaffolded texts that reflect individual reading levels;
2. structure activities to support a variety of learning styles;
3. purposefully structure heterogeneous groups that reflect a range of English language ability as well as varying amounts of content knowledge. Students are frequently engaged in group work

Through strategically created student groups and teacher crafted activities all students are engaged in reciprocal teaching and learning. All students are challenged to develop their language and content knowledge. Some students develop a solid foundation while other students develop mastery by teaching and leading their peers.

10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data from the NYSESLAT and NYSITELL for 2015 reveals the following information. In the 9th grade the number of students scoring in the lowest proficiency level labeled "Entering" on the NYSESLAT and NYSITELL is the greatest among all of the proficiency levels for 9th grade students on these tests. This is also true in among the 10th grade class however in the 10th grade class there are more students who scored in the "Transitioning" and "Emerging" category than in the 9th grade. The data for 10th grade reveals that the distribution of students' scores is more even across the 5 identified levels of proficiency. The 11th grade has an even stronger equal distribution of scores across the 5 levels of proficiency. In the 11th grade 15 students are located in each of the three proficiency levels "Entering, Emerging, and Transitioning". The 12th grade data also reflects an equal distribution of students among the proficiency levels indicating that students have increased their proficiency level.
11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO data and the AMAO tool to reveal the following information:

- Over half of our school population is at an at risk population level of 3 or higher
- 73 of our students are identified as SIFE. This information corresponds with past years data and supports our decision to continue to develop strategies to support our high SIFE population.
- 76 students scored in the first quartile on the NYSESLAT even though they have 2 or more years of ELL service. This number corresponds strongly with the number of SIFE students in our school population
- The data reveals that the number of students still waiting to be administered the NYSITELL (still within 10 days of admission) is 26.
- The number of "Former ELLs" is less than desired
- Over 1/3 of our ELLs are under credited
- 42 students scored in the first quartile on the NYSESLAT for 2 or more years in a row. This indicates that according to the NYSESLAT these students are not making progress.
- We have 10 non-ELLs who are at risk because they are under credited
- We have 10 non-ELLs who are at a risk level of 3
- We have no non-ELLs who are at a risk level of 5
- Our attendance rate last year was 86.88%
- We have 276 ELLs, however 26 students are waiting to take the NYSESLAT (All within the first 10 days)

12. For each program, answer the following:
- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our school, along with schools in the Performance Standards Consortium, developed DYO Formative Assessment tasks and rubrics. Student work is analyzed by groups of teachers to look at literacy and numeracy development for particular students as well as for general student trends. As students progress from 9th grade through 12th grade, they are less reliant on native language supports as their English comprehension improves. There is an overall pattern of ELL achievement improving over time. As a result of looking at these trends across grades, teachers emphasize reading and writing, build in scaffolds and supports, as well as differentiate texts for students. Teachers incorporate a variety of choices for students to demonstrate mastery. While students complete projects in their native languages, no tests are taken in their native languages as we have 40 different native languages spoken in our school.

- b. We do not use the ELL Periodic Assessment at this time
- c. n/a

13. 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*.]
NA
14. How do you make sure that a student's new language development is considered in instructional decisions?
As part of the Internationals Network for Public Schools (INPS), every child's new language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:
- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strengths of each member of the school community to optimize learning;
 - Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society;
 - Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program;
 - Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential;
 - One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.
- Based on the Internationals Approach students' backgrounds are viewed as assets by all teachers. Our Literacy Coordinator Rachel Balsam along with all teachers, and other school staff who speak a student's home language conduct SIFE interviews for new students. Information from the interview results in a narrative report that is shared with team teachers. In addition to the SIFE interview, transcripts, NYSITELL, and Spanish LAB-R information (when applicable) are shared with the students' teachers. Furthermore, noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum.
- In addition to the previously mentioned ways that we use information from each student's cultural background in instructional decisions we also do the following:
- *Teachers incorporate first language texts and resources in lessons
 - *Each classroom is provided with dictionaries in students' first language
 - *Essential questions and key vocabulary are translated and posted on classroom walls
 - *Teachers select readings and other resources that relate to students' native countries when making instructional decisions
 - *All current 9th and 10th grade students will complete a native language portfolio project before graduation.
 - *Teachers consider each student's linguistic and cultural background when assigning seats and making student groups
15. For dual language programs, answer the following:
- d. How are the English-proficient students (EPs) assessed in the target language?
 - e. What is the level of language proficiency in the target language for EPs?
 - f. How are EPs performing on State and other assessments?
- NA
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program is measured through the analysis of a wide array of data sources, including:
- Course pass rate for all grades
 - Regents pass rate
- Portfolio data
- Attendance rates
 - Learning Environment Survey – student results
 - Learning Environment Survey – parent results
 - Learning Environment Survey – teacher results
- Quality Review Report
Progress to Graduation Tracker
- Dropout rate

- Student anecdotes
- School Quality Snap Shot
- School Quality Guide
- New York State School Report Card

Part IV: ELL Identification Process

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

14. 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 International High School at Union Square from a New York City junior high school are recently arrived immigrants who have identified a home language other than English. The Assistant Principal, Brian Knudsen, is also an ENL K-12 certified teacher who supervises all steps in the admissions process.

The Assistant Principal works with the guidance counselor Ingrid Cruz, the Parent Coordinator Pieyirigue Coulibali, the Testing Coordinator Adam Pisco, and the Teacher/Coach Rachel Balsam. The families of new admits, from out of the state or, most frequently, from their native country, fill out the HLIS (in their native language if available). Brian Knudsen, the AP, then enters the home language in the BIOU screen of ATS. After entering the home language the AP then runs an RLER to determine the students who need to take the NYSITELL. The AP also runs an RBIX to determine which students need to take the Spanish Lab. The AP then runs a report through the ITEL screen of ATS to print NYSITELL answer documents. The AP also prints Spanish Lab answer documents. This process is repeated each week to ensure that all new students are tested within 10 days of entering the school.

During enrollment an informal interview takes place with a guidance counselor or parent coordinator supervised by the Assistant Principal and, as needed, a person who speaks the home language of the parent (this can be an internal staff member or an outside translator from a social service agency or NYC DOE Translation Services). The purpose of this interview is to explain

Within the first 10 days each new student takes the NYSITELL and Spanish Lab (when applicable). The NYSITELL is administered by Adam Pisco, the Testing Coordinator, and graded by an ESL certified teacher, Rachel Balsam. The Spanish Lab is administered by an ESL-certified teacher who also possesses a bilingual extension. The Spanish Lab is administered and graded by Jenny Adelman.

After completing the NYSITELL and the Spanish Lab the answer documents are given to Brian Knudsen, the AP who scans the documents to ATS and stores the answer documents. After scanning the answer documents the AP shares students' test data with the testing coordinator, the team leader for each 9th and 10th grade team, and the bilingual certified teacher Jenny Adleman.

The people responsible for this are:

HLIS: Brian Knudsen (Assistant Principal), Ingrid Cruz (bilingual Spanish/English guidance counselor) and Pieyirigue Coulibaly (multilingual French/Wolof/English parent coordinator). After completing the HLIS Brian Knudsen, the Assistant Principal, uses the HLIS to enter the student's home language through the BIOU screen in ATS.

NYSITELL: Adam Pisco (testing coordinator) and Rachel Balsam (ESL-licensed teacher)

Spanish LAB-R: Jenny Adelman (ESL and bilingual licensed teacher)

Formal initial assessment in literacy, math, English: All classroom teachers and Licensed ESL and/or content area teachers

15. 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).

Within 30 days of enrollment students are given an extensive SIFE interview in their first language. The SIFE interview provides narrative about schooling history, language experience, and significant family events. A transcript of the lengthy interview, typically 30 – 60 minutes, is produced and shared with teachers.

Within the first 5 days an Intake Assessment is administered to each new student by Rachel Balsam. The Intake Assessment was created by Rachel Balsam and Diana Han, 2 ENL certified teachers at International High School at Union Square, in collaboration with CUNY. The Intake Assessment is translated into 10 languages including Spanish, French, Bengali, Arabic, Chinese(traditional), Polish,

Italian, Turkish, and Albanian. If a student is not able to complete this assessment or if the student does not speak any of these languages then an alternative Intake Assessment is administered. Following this assessment, students who indicate that they may have interruptions in their formal education are administered the LENS assessment by Rachel Balsam, ENL Teacher. In addition to the LENS assessment some students are administered the San Diego Quick Reading Assessment by Rachel Balsam in order to further support the school in identifying students' individual learning needs.

After the first week the teachers of each new student meet to share and assess student work, class preliminary diagnostic test data, the results of the NYSITELL, Spanish LAB-R, San Diego Quick Reading Assessment, and SIFE interview. All these data inform how to best support the students.

16. 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).

Staff members with special education certifications include: Susan Sherman and Sheryl Estafanous. Both Ms. Sherman and Ms. Estafanous work with classroom teachers once the teachers have identified an issue in the learning process after completing an RTI level #1 (eg. scaffolding, provision of supplemental materials such as, bilingual dictionaries, visuals, manipulatives). Subsequent to this identification the 2 special education teachers will proceed with RTI level #2 and if needed level #3. (This may include working with the SIFE teacher Rachel Balsam). During this process the team of teachers and a guidance counselor will have contact with the parents to discuss possible learning issues and if necessary one of the special education teachers will meet with the parents to discuss the evaluation process. If warranted and the parents/guardians consent a referral will be generated and finalized by the principal instituting the need for an initial evaluation.

The student is assessed bilingually as pursuant to the initial evaluation described in the Standard Operating Procedures Manual of the NYCDOE. After IEPs are created our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes during ELA classes school for individual support. They also receive push-in support from their special education teacher throughout the week.

Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. Our Special Education teacher co-plans with humanities teachers to provide instruction and support.

17. 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.
1. After students take the NYSITELL Adam Pisco, the testing coordinator, scans students' answer documents and tells Brian Knudsen, the Assistant Principal, that the documents have been scanned.
 2. The Assistant Principal runs a NYSITELL score report RLCB.
 3. The Assistant Principal shares the data from the RLCB with the Parent Coordinator, Pieyirigue Coulibali, the Testing Coordinator, Adam Pisco, the student's guidance counselor, and the students' teachers.
 4. The parent coordinator prepares the entitlement or non-entitlement letter in the appropriate language and places the letter in the outgoing mail box in room 849.
 5. The Parent coordinator also keeps a copy of the letter in a binder for each student to document that the parent has been informed of their child's entitlement/non-entitlement status.
 6. If a parent or guardian feels that an error has occurred and wishes to appeal the parent is instructed to contact the Parent Coordinator as indicated in the entitlement letter. A phone number and the name of the parent coordinator is included in the entitlement/non-entitlement letter with instructions for who to contact if the parent/guardian wishes to appeal.
18. 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).
- At orientation parents/guardians are informed of their right to appeal the results of the NYSITELL. In addition, the entitlement letter and the non-entitlement letters written in the parent/guardian's home language indicate the name and phone number of our Parent Coordinator, Pieyirigue Coulibali, with instructions to contact him if the parent/guardian wishes to appeal the decision.
19. 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.

An in-take team consisting of the guidance counselor Ingrid Cruz (bilingual Spanish-English), business manager Yi Zhong Li (bilingual Chinese-English), parent coordinator Pieyirigue Coulibali (bilingual French-English), assistant principal, Brian Knudsen (ESL Licensed) facilitates the enrollment process. Within ten days of the entry date, the following steps take place:

- At the time of enrollment, families are given the HLIS and are invited to attend any of a series of meetings to view NYC DOE program choice videos, available in a variety of languages, and ask questions about the program choices. Staff members and ESL teachers who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support and social service agency support. An administrator attends the meetings.
- In addition to viewing the video, parents of new enrollees are also provided with program choice brochures and various research based articles so that they can make an educated selection for the type of program appropriate for their child.
- Information describing the three program choices is reviewed with parents by members of the in-take team.

Upon the availability of a Transitional Bilingual Education Program or a Dual Language Program, parents will be informed via telephone call in their native language (by school staff or DOE interpretation support) and optional school face-to-face meeting.

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

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After the orientation, parents complete a program choice survey. All parent surveys and program selection forms are stored in the students' permanent files in the guidance office by guidance counselor Ingrid Cruz. Our parent coordinator Pieyirigue Coulibaly also maintains copies of the forms. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned. If a Program Selection form has not been submitted the default program selection is bilingual. In this situation individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with an ESL teacher, Rachel Balsam, and guidance counselor, Ingrid Cruz, to complete the form. If necessary DOE translation services are used during this meeting. The guidance counselor, Ingrid Cruz ensures that continuous entitlement letters are sent home in subsequent years and kept in the ELL compliance binder. Currently all Program Selection forms indicate that parents have selected a Freestanding English as a New Language program. If a form is not returned the default program for ELLs is a bilingual program.

The Parent Coordinator, Pieyirigue Coulibali, coordinates the distribution and collection of the parent survey. In 2013-2014 the parent coordinator mailed out the surveys to parents with the instructions to complete the survey. The number of surveys that were received and completed and returned was low. In 2014-2015 the parent coordinator held onto the surveys and whenever a parent entered the school for parent teacher meetings or other visits to the school, Mr. Coulibali provided the parent with the survey and space to work on the survey. This process resulted in a higher return rate of parent surveys.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Pieyirigue Coulibali, the Parent Coordinator keeps a check-list of all students in a Program Selection Form binder and students are checked off by the parent coordinator as the Program Selection forms are returned. If a Program Selection form has not been submitted, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to meet with the Parent Coordinator Mr. Pieyirigue Coulibaly and or a Guidance Counselor, Ingrid Cruz, to complete the form. If necessary DOE translation services are used for this meeting. The guidance counselor, Ingrid Cruz ensures that continuous entitlement letters are sent home in subsequent years.
22. Describe how your school ensures that placement parent notification letters are distributed. The parent coordinator, Pieyirigue Coulibali, ensures that all correspondence with families during the admission process is in the parents' home language by using staff members who speak the family's home language or, when necessary, a DOE translator. Our school uses a language development model, the Internationals Approach, which is classified as a Freestanding English as a New Language program by the DOE. Our parents have all requested a Freestanding English as a New Language instructional program on the program choice selection form which describes three options: Transitional Bilingual, Dual Language, and Freestanding English as a New Language program. Parents and guardians receive notification of placement during the registration process in their home language.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation for each student is maintained in multiple locations. HLIS, Non-entitlement, and entitlement binders are kept by the Parent Coordinator Pieyirigue Coulibali in the main office room 849. The Parent Coordinator also ensures that these documents are

placed in each student's cumulative Folder. In order to ensure that this information is accurate and up to date the Parent Coordinator cross references the documents in the binder with the Cumulative Folder. All teachers, guidance counselors, administrators, and the parent coordinator have access to student's information pertaining to ELL services entitlement. The documents are kept in students cumulative folder and in a binder maintained by the parent coordinator.

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

All ELLs, as identified in the RLAT ATS report, take the NYSESLAT during the spring testing period as required by NYS regulations. The NYSESLAT is administered by all teachers in the school and test coordination is done by our assistant principal Brian Knudsen. Teachers included in the administration of the NYSESLAT include the following

Adelman, Jenny
Balsam, Rachel
Cote, Tim
Damato, Maria
DeSilva, Sean
Dvorak, Alexander
Ferreira-Estafanous, Sheryl
Glick, Melissa
Han, Diana
Hasler, Thomas
Hayward, Mark
Klein, Meredith
Lefco, Jacob
Malladi, Keerthi
Masback, Libby
Mian, Reginia
Perez, Juan Carlos
Petit-Frere, Peterson
Pierce, Brad
Pisco, Adam
Roberts, Amy
Sherman, Susan
Simpson, Mike
Tauzel, Brian
Vargas, Andrea
Zubaroglu, Mehmet

Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school.

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Parent Coordinator Mr. Coulibaly works with the Testing Coordinator Adam Pisco and the Assistant Principal Brian Knudsen to determine which students are entitled to continued services. Continued entitlement letters in students' parents' home language are mailed to the parents and or guardians of these students by the parent coordinator, Pieyirigue Coulibali.
26. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. All of our parents have requested Free-Standing ESL. The trend in the data is that parents have and continue to select a Freestanding ESL program. Therefore, the program models at our school are aligned with parent requests. Parent Choice letters are collected and analyzed each year by the parent coordinator to determine trends. Our parents overwhelmingly select Freestanding English as a New Language as the program of choice, thus our parent choice and program offerings are completely aligned.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.

Instruction at our school is delivered collaboratively by teams of five to six teachers (Math, Science, Social Studies, ESL/English, Art, Drama, and Physical Education) who work to plan instruction for groups of approximately 100 students. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are mixed. 11th grade students are divided into 4 classes that travel together throughout the day. 12th grade students are also divided into 4 classes that travel together throughout the day. Each class is heterogeneously grouped by proficiency level for both English and content. In other words, students with strong English proficiency levels are grouped with students who have mid and low levels of English language proficiency. Students with a range of prior content knowledge in each class are also mixed heterogeneously. Students are only homogeneously grouped by grade level in the 11th and 12th grades. 9th and 10th grade students are grouped together into 8 classes or "strands". Each of the 4 "strands" is a member of 1 of 2 teams. While classes are grouped heterogeneously, at various times teachers may choose to group students within a strand homogeneously if that suits the students' and strands learning needs for a specific project or lesson.

e. TBE program. *If applicable.*

We do not offer a TBE program

f. DL program. *If applicable.*

We do not offer a DL program

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

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

All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year with students identified as "entering" getting a minimum of 360 minutes of ESL per week, "emerging" students getting 360 minutes of ESL per week, "transitioning" getting 180 minutes per week, and "expanding" getting 180 minutes per week. Each instructional team includes one to two teachers who are licensed in ESL; in addition, the content area teachers are trained in language development and ESL methodologies. Classes are 60 minutes in duration, so a student will meet with his or her English teacher 4 times a week and his ESL teacher at least 4 times a week. Combined, all students in the 9th and 10th grades receive a minimum of 360 minutes of service each week by an ESL certified teacher. The 11th and 12th grade students all also receive a minimum of 360 minutes of instruction from an ESL certified teacher ensuring that all requirements for all students' ENL units of study are met.

NLA usage/support is included for 25% of the instructional time for all ELLs. Teachers design curriculum so that all students have multiple opportunities to read, write, speak and listen in their native languages. Student-teacher ratio is maintained at 18-25 students to 1 teacher to allow for more individualized instruction depending on the students' language abilities.

23. 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.

At International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-

driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts, as well as bilingual paraprofessionals to assist in the classroom.

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

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

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

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

All of our ENL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking, and listening. ENL students continue to be assessed throughout their four years by portfolio projects (PBAT's which are required in all classes and core subject areas. The rubric used to evaluate these projects and their performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade year. This exam assesses students in 3 of the modalities, listening, writing, and reading.

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

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

Heterogeneity is one of the Five Core Principles of the International Approach espoused by all International High Schools. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels including newly arrived student and SIFE are met. This occurs in a variety of ways in all content area classrooms; while these instructional strategies benefit all students, they also can be specifically targeted to meet the needs of ELL subgroups. The following strategies support newly arrived ENL students, Long Term ELLs and SIFE

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different texts and share their knowledge orally, then

collectively answer question about the material presented through all of the text. Jigsaw readings are beneficial for SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLS, and former ELLs as students strengthen their reading, writing, speaking, and listening skills in order to interpret the text, record the group's discussion and then share the information back with their jigsaw group.

- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project. SIFE, newcomer, ELLs with 4-6 years of ESL classes, LT ELLs and former ELLs benefit from collaborative group projects as students work together to navigate the problem and come up with creative ways to share their solution, oftentimes through the use of technology to aid in communicating their ideas.

We offer two standalone accelerated literacy classes to support 9th and 10th grade SIFE students. Students are selected based on SIFE designation and instructional teacher team input. Class size is smaller in order to help students feel safe and comfortable and get adequate attention. One class is based on the Internationals model of using collaborative content-based projects to advance students' English acquisition. The second class is a pilot of the Reading Horizons phonics program, which was selected with the purpose of helping those students who particularly struggle to connect the sounds they listen to and speak to the letters and words they read and write. In addition to the standalone classes, the literacy coordinator, Rachel Balsam, provides daily in-class support to 12th grade SIFE students in their American literature and history classes, with a focus on academic reading and writing.

After passing the NYSESLAT or the ELA Regents students are considered Former ELLs and are provided with services for 2 years. All ELLs and former ELLs are provided with test accommodations including extended time on tests, translation services, access to word to word translation dictionaries during exams, and when available, tests in the students' preferred language.

27. 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.

We have never had an appeal, so almost all of our students are identified as ELL and have stayed in an ENL program. However, if an appeal occurs, we have systems in place to address the needs of all our learners to ensure that they progress academically. We issue progress reports and/or report cards six times a year. This ensures that teachers stay abreast of student progress and inform parents. Also, interdisciplinary teacher teams meet weekly with Guidance to discuss curriculum and student progress, so when they notice that a student is not progressing, they discuss interventions and include Administration, Guidance, and the Literacy Coach so the team can get extra support as needed.

When we have an appeal of the determination of ELL status we follow an established procedure. The assistant principal, Brian Knudsen, who is ESL certified is assigned to facilitate the appeals process and the initial identification process. An appeal begins when the school receives a written request to initiate the Re-identification Process (e.g., parent or teacher writes letter to principal requesting a re-evaluation).

2. We review all documents related to the initial or reentry identification process detailed above.
 - 3 We review the student's work in English and in the home language.
 4. We may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances do we re-administer the NYSITELL.
 5. We consult with parent or guardian.
 6. We review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
 7. The Assistant Principal consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
 8. Based on the recommendation of assistant principal, who is ESL certified, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent for review and final decision.
 10. All notifications and relevant documents must be kept in the student's cumulative folder.
28. 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?

Chart 5.1 tional strategies and materials are selected to provide access to academic content areas and to accelerate English language development for our ELL-SWDs. Trained and certified ESL teachers create scaffolded activities and differentiated leveled texts to support students’ language and content acquisition. Informal and formal evaluations at the beginning of the school year as well as conversations with the students’ previous teachers help to inform teacher of their students’ ability levels. Based on this data, teachers select instructional strategies and resources tailored to their students’ needs. Through implementation of a highly differentiated curriculum, all students are assigned appropriate tasks tailored to their ability level allowing them to access the material. Teachers provide students with a variety of resources including leveled texts, video clips, and other visuals to aid students in accessing the information. All projects culminate in presentations of work to peers and, when possible, to outside guests. Therefore, in the completion of projects, students utilize all 4 language modalities, which aids in acceleration of English language development. Curriculum is all teacher-generated to best meet the various ability levels present in the classes. Teachers submit common core aligned curriculum maps which are shared with their colleagues for peer feedback and review. Technology is used in all classes for presenting projects, researching topics and final presentations, thus technology is key for communication, negotiation of content and presentation of knowledge. All ELL-SWDs are provided with appropriate support to ensure their growth and development. Our special education teachers meet regularly with the teachers and the students to provide support and track their improvement.

29. 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?
- Our school ensures that flexible programming is used to maximize time spent with non-disabled peers. All ELL-SWDs are programmed in classes with their non-disabled peers; they are only removed from their inclusion classes during ELA classes school for individual support. They also receive push-in support from their special education teacher throughout the week. Our school philosophy relies on the strength of heterogeneous student populations working in collaborative groups to help one another, therefore, we value the presence of ELL-SWDs in our mainstream classes. Our Special Education teacher co-plans with humanities teachers to provide instruction and support.

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)
Chart 5.2 DUAL 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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

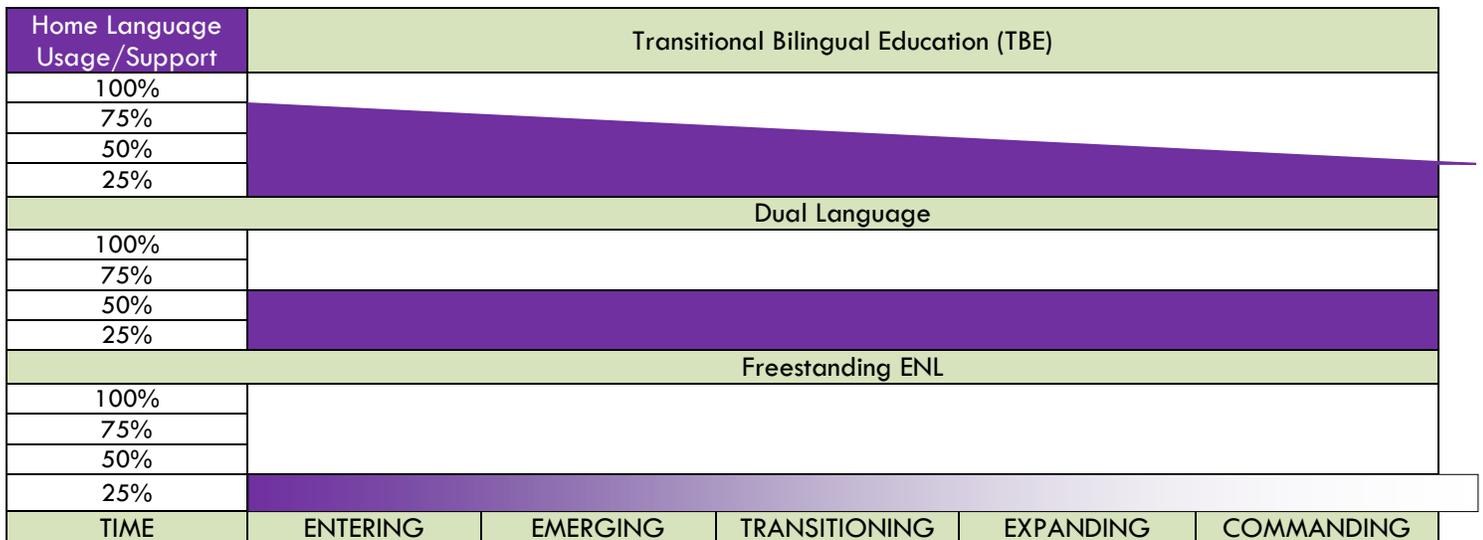


*Note: “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. The following targeted intervention programs have been created this year to specifically support ELLs in core content areas.

- Chinese Club
- French Club
- Book Club
- Sports & Recreation Club
- English Club
- Stoked
- Beginners' Conversation Club
- English Club 2
- Math Club
- Homework Help Club
- Fitness and Boxing Club
- Writers Workshop
- English Club 3
- PSAT Prep
- Numeracy Club
- Wilderness Club
- ADL/FAD Club
- Arabic Club
- Songwriting Club
- Cartwheel Initiative Project
- Chemistry Club
- Regents Prep

All current and former ELLs are encouraged to attend these afterschool, before school, and lunch time programs by teachers, administrators, and guidance counselors. The data from these programs is collected in the form of weekly attendance rosters, grade analysis of students attending these programs and teacher anecdotal evidence. Teachers facilitating these programs utilize the "Internationals Approach" which supports newly arrived students, long term ELLs, Former ELLs, and other subgroups in our community.

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

These programs are effective in a number of ways. First, students get individualized help that targets specific content or language deficiencies and gives students tools to meet the standards. The teachers who lead these classes are also the students' classroom teachers. This allows the teachers more opportunities to connect students to important core concepts through club activities. The effectiveness of these programs is measured through analysis of participants' grades, attendance, informal/formal assessments in the programs and teacher anecdotal evidence.

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

At this time, no new programs are being introduced.

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

At this time, no programs/ services for ELLs will be discontinued

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

Because nearly 90% of our students are ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question ten of this section, we have the following lunch time, before school, and after-school classes and clubs; 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.

- Chinese Club
- French Club
- Book Club
- Sports & Recreation Club
- English Club
- Stoked
- Beginners' Conversation Club

- English Club 2
- Math Club
- Homework Help Club
- Fitness and Boxing Club
- Writers Workshop
- English Club 3
- PSAT Prep
- Numeracy Club
- Wilderness Club
- ADL/FAD Club
- Arabic Club
- Songwriting Club
- Cartwheel Initiative Project
- Chemistry Club
- Regents Prep
- Student Government
- PSAL Boys Basketball
- PSAL Girls Basketball
- PSAL Baseball
- PSAL Soccer
- PSAL Girls Softball

35. 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. Since all of our students are multi-lingual, they are encouraged to use their native languages whenever possible to aid in communication with their peers or to aid in understanding of the content. When possible, teachers incorporate native language materials into the curriculum based on the students' needs and ability levels. Some examples include:

- QTEL Institute curricula
- Anti-Defamation League: A World of Difference
- Network for Teaching Entrepreneurship (NFTE) curricula
- Facing History, Facing Ourselves
- NY Tolerance Center
- Brain Pop! Videos in multiple content areas
- New York Historical Society
- Brooklyn Academy of Music
- Technology (school has 1:1 laptop computers plus 2 computer labs):
- iMovie, Final Cut Pro (digital video cameras)
- Garageband (digital voice recorders)
- iPhoto (digital cameras)
- Powerpoint
- MS Word, Excel, PowerPoint
- SMART Board
- iWork
- iBook

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

All of our students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Examples of resources and materials that students and teachers use include the following, bilingual dictionaries & glossaries, electronic dictionaries, google translate, interactive word walls, translated texts, translated multimedia resources, native language assessments, visuals, graphic organizers with specific areas for students to record native language vocabulary as well as English vocabulary, and translators. Translation also comes from other resources including classroom peers, community partners, family members and/or school personnel.

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

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

Since all of our students are ELLs and Former ELLs, curriculum and resources are designed specifically to meet their academic and socio-emotional needs. We use a wide array of resources in our school including teacher-made materials, textbooks on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources with the guidance of teachers. With the teacher evaluation system, Administration ensures that all curricular materials are appropriate for the ELLs that we serve. Furthermore, teachers engage in curriculum shares, team meetings and interdisciplinary meetings, aligning curriculum both horizontally across grade level and vertically from one grade to the next. Administration is also present at these meetings.

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

Prior to the start of the school year, new students are assigned to heterogeneous teams with students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. A new family orientation meeting is held annually Just before Labor Day to welcome new students to our school and to inform them about our school structure and activities.

39. What language electives are offered to ELLs?

French Heritage Language Program (in collaboration with the French Embassy in NYC) – this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.

40. 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)?

We do not offer a dual language program.

F. Professional Development and Support for School Staff

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at International High School at Union Square participate in various professional development activities including inter-visitations within our own school as well as at other schools and collaborating with outside institutions such as Columbia University, NYU, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, National Endowment for the Humanities, and The Tenement Museum. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

Teachers at The International High School at Union Square participate in weekly interdisciplinary team professional development as well as biweekly discipline-based professional development. In addition, HIS-US conducts monthly professional development meetings for all faculty. The dates of these all faculty professional development meetings are the following

- September 3, 2015 - All Staff PD
- September 4, 2015 - All Staff PD
- October 14, 2015 PD Committee
- October 19, 2015 All Staff PD/Portfolio Committee Presents
- November 3, 2015 - Election Day PD
- November 25, 2015 - All Staff PD
- December 16, 2015 - All Staff PD
- January 20, 2016 - All Staff PD
- February 24, 2016 - All Staff PD
- March 16, 2016 - All Staff PD
- April 13, 2016 - All Staff PD
- May 18, 2016 - All Staff PD
- June 15, 2016 - All Staff PD

Our Team Leaders meet weekly to plan professional development, arrange for outside specialists, and provide feedback related to team issues, action research, Internationals Network for Public Schools news, and other relevant organizational professional issues. The all staff meetings also prepare for our teacher-led PD which is held once a month.

In-House Professional Development

- Inter-visitations - In order to foster collaboration among teachers, each teacher will have the opportunity to observe another teacher during the year. Each visit will include a meeting with the host teacher to discuss classroom strategies and student outcomes.
- Common Planning Time – Electives taught by outside organizations once a week will free up one period of professional development time when teachers on the same team can meet to plan interdisciplinary units, share curriculum and share information about inquiry projects.
- New Teacher Meetings - At this weekly meeting, new and interested teachers will share curriculum and discuss classroom challenges and successes.

Other Professional Development

- Inter-visitations – one teacher from each team will visit one of our sister International High Schools to learn from their successes and struggles. The visiting teacher will debrief with other staff members.
- QTEL Training

2. INPS has offered several professional development sessions on Common Core. Teachers engaged in workshops that introduced them to Common Core Standards for their discipline, as well as helped them with strategies to implement Common Core, specifically Universal Design for Learning and Depth of Knowledge. Furthermore, teachers developed Common Core aligned units and engaged in reflection, using the QTEL analysis tool, DOK or UDL tools. They then shared their curriculum and reflection, received feedback from other teachers, and revised their units accordingly. Principal and Assistant Principals visit the classrooms to provide feedback on implementation of common core aligned curriculum.

3. The guidance counselor attends professional development provided by the Internationals Network for Public Schools. This PD is designed specifically for guidance counselors and social workers who work with ELLs to provide them with strategies for assisting ELLs as they transition from middle school to high school.

4. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter visitations, summer and Election Day professional development. Professional Development topics include: Designing Effective and Integrated Content and Language Objectives, Aligning Common Core Standards with projects for ELLs, Performance Based Assessment Tasks, Outcomes based assessment, advisory, technology integration, college readiness and many more. There are also a variety of inter-school project-based learning opportunities. All records of professional development activities are maintained in our Google Drive folder which is updated on a weekly basis by our Professional Development Committee.

6. 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?

Because all of our students are ELLs or recent ELLs all of our teachers PD relates to support for ELLs. The topics of all staff PDs each support teachers in developing strategies for supporting ELLs and recent ELLs. Each year, teachers develop Common Core aligned units and engage in reflection, using the QTEL analysis tool, DOK or UDL tools. They engage in two inter-visitations each year, within the school, where they share their Common Core aligned curriculum developed for ELLs and a reflection, receive feedback from other teachers, and revise their units accordingly. Teachers are strategically paired by Administration to ensure that non-ESL certified teachers are meeting with ESL certified teachers to help improve instructional units with strategies appropriate for ELLs.

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

1. The teachers, assistant principals, paraprofessionals, guidance counselor and secretary at International High School at Union Square participate in various professional development activities including inter-visitations within our own school as well as at other schools and collaborating with outside institutions such as Columbia University, NYU, World Science Festival, The Museum of the City of New York, New York Historical Society, Facing History and Ourselves, Teachers College, National Endowment for the Humanities, and The Tenement Museum. These professional development experiences allow teachers to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers.

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In-House Professional Development

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8. 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.

All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in question one above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of eighty hours of professional development a year focused specifically on supporting ELLs. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including inter-visitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities organized and designed to support teachers working with ELLs. Agendas and attendance are kept digitally in shared folders on Google Docs for all meetings and Professional Development workshops. INPS Workshops on Election Day, November 3, 2015, require teachers to sign up for workshops through a google form. The principal and assistant principal receives a roster of workshops that teachers sign up for. In addition, if teachers attend professional development outside of the school, they submit agendas to our Business Manager who files them in teacher folders in the main office.

G. Parental Involvement

7. 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?

Interdisciplinary teacher teams will use family engagement time (40 minutes per week) to reach out to families and arrange one-on-one meetings to discuss student progress. Teachers will call home to arrange meetings, with the help of staff members who can translate. They will give a choice of times that best suits the availability of parents. We have a multilingual staff, so teachers will create appointments in a shared school calendar in Google Drive, including the staff member who is needed for translation to make sure someone is available. Teachers will keep notes of these meetings in their team folders on Google Drive, which is shared with all teachers on the team as well as Guidance and Administration. In the event that we cannot reach the parent by phone, teachers will send home letters that are translated by the DOE Translation Services, when possible.

8. 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.

We keep records of meetings with the parents of ELLs and document our outreach in the following ways. Teachers and teacher teams maintain call logs with a record of who was called, when, and the content of the conversation. Guidance counselors also record when communication is made with families in iLog. The parent coordinator, Pieyirigue Coulibali, maintains sign in sheets for all parent meetings and other events that happen at the school.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

With the new Family Engagement time in the NYC teacher contracts, interdisciplinary teacher teams engage families in different ways including positive phone calls home and newsletters that share important school news and events. Our parent coordinator also encourages parents to become involved in our school community by sending home monthly mailings and organizing monthly meetings. Monthly family association meetings are designed to inform the parents about school events and to help them adjust to life in America. Each meeting has a theme such as “Know Your Rights,” “Understanding the College Process,” “Health Fair,” and “How to Help with Homework.” The content and themes of the meetings are selected specifically with the needs of immigrant families in mind. On-staff translators and student assistants translate all content into several languages including Bengali, Chinese, Wolof, French, Spanish, Haitian Creole and Fulani. Our parents are also encouraged to accompany the students on trips to colleges and to attend events such as, the annual internship fair, town hall meetings, and the community talent show. Anywhere from 20-30% of our students’ families regularly attend Open School Night and Open School afternoon.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? HIS@US partners with several different organizations in order to provide workshops and/or services to ELLs and their families including:

- International Rescue Committee (IRC)
- Atlas
- The New York Immigration Coalition (NYIC)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)

Translation for these events is provided by the organizations that present and by members of our community with bilingual skills.

11. How do you evaluate the needs of the parents?

The needs of our parents are determined through surveys distributed to them and subsequently collected and analyzed by the Parent Coordinator, Pieyirigue Coulibali. This occurs throughout the year as families enter the school for meetings and other events. We also analyze the data on the Parent Surveys given by the NYCDOE. For example, last year, parents said they like to be contacted via phone, then letters, and lastly via email, so that is how we know that phone calls are most effective with our families.

The parent coordinator, Pieyirigue Coulibali, plays an important role in our community. The parent coordinator works with the community to encourage parents to participate in the Parent Teacher Association, attend parent teacher conferences, communicate important information about students, and support families by connecting them to school and community resources. The parent coordinator also plays a role in maintaining records and important documents such as entitlement/non-entitlement letters, continued entitlement letters, parent surveys, and program selection form documents. Mr. Coulibali is multilingual and serves our community by communicating directly with parents who speak one of the language he speaks.

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

Surveys indicate that parents want to know how to keep their kids safe and get them through school and into college. Therefore, we focus on these issues during our workshops. We provide several college workshops that cover the application process and financial aid. We also provide workshops with the NYPD to make parents aware of issues in the neighborhood and how to keep their

children safe. We offer access to free legal and health services. We also have several workshops where teachers explain the curriculum and expectations in school.

H. 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:

Part VI: LAP Assurances

School Name: International HS @Union Square

School DBN: 02m438

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)
Vadewatie Ramsuchit	Principal		1/1/01
Brian Knudsen	Assistant Principal		1/1/01
Pieyirigue Coulibaly	Parent Coordinator		1/1/01
Rachel Balsam	ENL/Bilingual Teacher		1/1/01
Mor Tall	Parent		1/1/01
Sean DeSilva/ ELA	Teacher/Subject Area		1/1/01
Juan Carlos Perez/ Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	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