

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q530

School Name:

INTERNATIONAL HIGH SCHOOL AT LAGUARDIA COMMUNITY COLLEGE

Principal:

JACLYN VALANE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: International HS at LaGuardia School Number (DBN): 24Q530
Grades Served: 9-12
School Address: 45-35 Van Dam Street, Long Island City, New York 11101
Phone Number: 718-392-3433 Fax: 718392-3443
School Contact Person: Jaclyn Valane Email Address: jvalane@schools.nyc.gov
Principal: Jaclyn Valane
UFT Chapter Leader: Ernesto Vargas
Parents' Association President: Shama Hosseen
SLT Chairperson: Steven Dawson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shama Hosseen
Student Representative(s): Malkiel Ashurov
Diana Albarracin

District Information

District: 24 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 335 Adams Street, Room 508, Brooklyn, NY 11201
Superintendent's Email Address: Kpelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: _____

Borough Field Support Center (BFSC)

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

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)
Jaclyn Valane	*Principal or Designee	
Ernesto Vargas	*UFT Chapter Leader or Designee	
Shama Hosseen	*PA/PTA President or Designated Co-President	
Younas Saleem	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Malkiel Ashurov	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diana Albarracin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Dunca	Member/Elected Parent	
Sandra Moncaleano	Member/Elected Parent	
Maria Rumaldo	Member/Elected Parent	
Elena Alieva	Member/Elected Parent	
Amal Hosseen	Member/Elected Parent	
Maria Farro	Member/Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Steven Dawson	Member/Elected UFT	
Amy Burrous	Member/Elected UFT	
Ruth Orlowicz	Member/Elected UFT	
Harry Schutz	Member/Elected CSA	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The International High School at LaGuardia Community College offers a multicultural environment for recent arrivals, serving the needs of students with varying degrees of limited English proficiency. A collaborative project between the New York City Department of Education and LaGuardia Community College of the City University of New York, this school offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English.

Our mission is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college and beyond. Students have the opportunity to maintain and further develop their native language through native language arts coursework, peer mediated instructional activities, and instructional materials and textbooks in their native languages.

The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction.

All classes in each institute are heterogeneous, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age. The school year is programmed on an annual schedule, with the exception of college classes which follow the college semester schedule. Students stay with the same teachers for two years. Classroom projects are designed to explore interdisciplinary themes and structured for both collaborative and individual work. Instructional teams are given a portion of funds allocated to the school to purchase texts and libraries, which support the curricular goals of the teams. It is rare that an entire class will use one textbook. Our expectation is that our graduates will be able to work in depth both collaboratively and independently using a wide variety of sources. Teachers provide multiple assessment opportunities.

During the 2014-2015 school year all resources have been used to support our interdisciplinary learning curriculum model. We are a Title I School-wide program and all funding is used to provide direct instruction and support services for our students. Performance driven budgeting allows teams to assess at a grassroots level what is needed and allocate resources to quickly support those needs. All teachers provide English and native language development through the content area of their instructional program. As students acquire English, they maintain and develop their native language and all students receive the benefits of all the programs and grants.

The International High School gives priority to students of limited English proficiency, who have been in the United States for fewer than four years at the time of application. All of our students enter as English language learners. They come from 53 countries and speak 40 different native languages. In order to meet our ELL students' specific needs of language acquisition we are committed to the following educational principles:

1. Limited English proficient students require the ability to understand, speak, read, and write English with near-native fluency to realize their full potential within an English-speaking society.
2. In an increasingly interdependent world, fluency in a language other than English must be viewed as a resource for the student, the school, and the society.

3. Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, interdisciplinary study.
4. The most successful educational programs are those that emphasize high expectations coupled with effective support systems, as mirrored in our portfolio presentation requirement for graduation.
5. Individuals learn best from each other in heterogeneous, collaborative groupings.
6. Career-oriented internships facilitate language acquisition as well as contribute a significant service to the community.
7. The most effective instruction takes place when teachers actively participate in the school decision-making process, including instructional program design, curriculum development and material selection.

The International High School is a highly successful school serving recently-arrived English language learners. This year we have made the most progress in the framework element of rigorous instruction. Teachers have worked in collaborative teacher teams throughout the year in order to develop curricula that focus on student critical thinking skills. During the 2014-15 school year, our school wide goal was to promote student constructive conversations. Also, in our January 15, 2015 QR, our area of celebration was indicator 4.2 and it was cited that our teachers engaged in structured professional collaboration in teams using an inquiry approach that focuses on improved student learning.

Another strength was in the QR framework element of supportive environment. Accordingly, a finding in our QR was that we have a strong culture for learning that communicates high expectations to staff, students, as well as families and provides supports to achieve high expectations. As one of LaGuardia Community College's Early College high schools all of our students have access to college classes which helps us to move students into becoming collage and career ready.

This school year we will focus on writing across the curriculum and strengthening the framework element of rigorous instruction. After a close analysis of our January 2015 ELA Regents results, we found that our students scored an average of 3.21 out of a possible 6 on question 26 of the exam. Given this score and the fact that the new Common Core Regents has an even more rigorous writing component, as a school we are emphasizing writing across the curriculum in all subject areas. In order to build student's writing capacity we are going to use our seven portfolio projects to further strengthen our student writing abilities.

24Q530 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	514	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	2	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	32	# Music	3	# Drama	1
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.5%	% Attendance Rate			92.7%
% Free Lunch	53.1%	% Reduced Lunch			2.0%
% Limited English Proficient	72.0%	% Students with Disabilities			2.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			3.0%
% Hispanic or Latino	44.7%	% Asian or Native Hawaiian/Pacific Islander			41.0%
% White	11.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			4.14
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	49.2%	Mathematics Performance at levels 3 & 4			s
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	91.3%	% of 2nd year students who earned 10+ credits			93.5%
% of 3rd year students who earned 10+ credits	95.0%	4 Year Graduation Rate			82.1%
6 Year Graduation Rate	89.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

Part 1 – Needs Assessment

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

In analyzing the results of the January 2015 ELA Regents, we found that our students scored an average of 3.21 out of a possible 6 on question #28 of the exam, which is the written essay portion. Given that the new Common Core Regents has a more rigorous writing component we see the need for a school-wide focus on writing across the curriculum next year in all subject areas.

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 the end of June 2016, 80% of our presenting seniors will have passed a rigorous, writing-intensive graduation portfolio presentation with a score of competent or higher.

Part 3 – Action Plan

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:	Target Group(s)	Timeline	Key Personnel
<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><i>Who will be targeted?</i></p>	<p><i>What is the start and end date?</i></p>	<p><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Professional Development for the entire staff on how to use the Hochman method in all subjects in order to better provide students with the necessary skills to communicate more 	<p>All of the school’s pedagogical staff.</p>	<p>September through December, 2015.</p>	<p>Principal, Assistant Principal, Elected School Teacher Leader.</p>

effectively in writing across all disciplines and to assist them in becoming college ready.			
· Teachers on Interdisciplinary instructional teams will meet to set goals in writing based on the Hochman Method Professional Development.	All of the school's pedagogical staff.	September through October 2015.	Principal, Assistant Principal, Elected School Leader.
· Disciplines will meet during monthly professional development meetings throughout the school year to develop and share writing strategies for their projects based on the Hochman Method.	All of the school's pedagogical staff.	September 2015-June 2016.	Principal, Assistant Principal, Elected School Leader.
· SIFE Professional Development for the entire pedagogical staff to address the needs of English language learners and to share best practices for improving the writing of English language learners and students in high need sub-groups.	All of the school's pedagogical staff	September through December 2015.	Principal, Assistant Principal, Elected School Leader, SIFE Coordinator.
· Instructional Teams will meet with parents of presenting seniors at least once during the school year in order to discuss students' progress on writing component of portfolio.	Parents of all seniors.	September 2015 through June 2016.	Instructional teams, Parent Coordinator, Guidance Counselor, Principal.

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.											
<ul style="list-style-type: none"> • Resources will be leveraged in order to allow teacher's time to participate in graduate portfolio presentations and to provide valuable feedback to students. • Resources will be leveraged to allow teacher's time to have one on one instruction with mentees on their portfolio projects. • Resources will be leveraged in order to allow teacher's time to participate in SIFE workshops to address the needs of struggling ELL students in writing. • Resources will be leveraged in order to allow teacher's time to allow for peer teacher class visits to focus on sharing best practices around portfolio writing projects in the classroom. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By December 2015, 90% of our teachers will have participated in professional development around the Hochman Method for writing.
- By October 2015, all instructional teams will have met and created a writing specific instructional goal based on the Hochman Method.
- By January 2016, all agendas from monthly Discipline Meetings will show that disciplines are sharing and discussing writing strategies for projects based on the Hochman Method.
- By December 2015, 90% of our faculty will have participated in a SIFE professional development focused on improving the writing of English language learners and students with interrupted formal education.

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.

In order to establish a classroom and school culture where students feel safe, supported and challenged we see the need to both increase our college cohort class offerings and our Early College Advisory. A college cohort class allows us to support our ELL students by grouping them together in one section of a college class. We can then work with the college professors to build a relationship in order to collaboratively support our students in the college classes.

In addition, the Early College Advisory will be scheduled twice per week for all students in these college cohort classes in order to support them and help make them college ready. These Early College Advisory will be taught by one of our high school licensed teachers in order to offer student the necessary supports in a safe and nurturing environment to help them achieve success in their college classes and help to build self-esteem and a strong sense of self.

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.

From September 2015 to June 2016, we will collaborate with our Early College partner LaGuardia Community College, in order to offer our students a minimum of five cohort classes and support them with an Early College Advisory in order to ensure that our students in these classes reach a minimum pass rate of 70%.

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) 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>
<ul style="list-style-type: none"> • Work with our Early College Coordinator and designated liaisons from our school and LaGuardia Community College to regularly assess/evaluate the effectiveness of the support structures of our program and explore further options for college cohort class opportunities for our students. 	All students enrolled in the cohort college classes.	September 2015 and December 2015.	Members of the Early College Committee, Principal, Guidance Counselors, Early College Coordinator.
<ul style="list-style-type: none"> • Students will be assigned to a semester-long Early College Advisory to support them in college classes through guidance counselor and Early College Coordinator recommendation. 	All student enrolled in the cohort college classes.	September 2015-June 2016.	Principal, Guidance Counselors, Early College Coordinator.
<ul style="list-style-type: none"> • The principal regular assesses the effectiveness of our program by working with the Early College Coordinator and Early College Committee to oversee the design of professional development related to college readiness and networking with the college to develop more opportunities for our students to be successful in cohort college classes. 	All pedagogical staff members.	September 2015 and May 2016.	Principal, Guidance Counselors, Early College Coordinator.
<ul style="list-style-type: none"> • Hold two parent meetings throughout the year, one in the fall and one in the spring, to discuss our Early College opportunities for students. 	All parents.	December 2015 and May 2016.	Principal, Guidance Counselor, Early College Coordinator, Parent Coordinator.

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>
<ul style="list-style-type: none"> • Resources are leveraged to provide time during the regular school day for the Early College Coordinator, guidance counselors and designated liaisons from our school and from LaGuardia Community College to meet on a weekly basis to evaluate the program and plan for the further support of our students in cohort college classes. • Resources are leveraged to provide time during the regular school day for Early College Coordinator to run an Early College Advisory to assist their students with cohort college classes.

- Resources are leveraged to provide time for our senior institute teachers to attend at least two professional development opportunities related to preparing high school students to become college ready.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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 2016, the members of the Early College Committee will increase the grades and attendance of students in the Fall semester cohort college classes by 5% from the previous year.

- By January 2016, all students in college cohort classes will have at least 75% attendance in their Early College Advisory classes.

- By the end of January, 2016, members of our senior institute pedagogical staff will have had two opportunities to attend staff development workshops on helping high school students become college ready.

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.
- Through an analysis of our course passing rates for students as well as the comprehensive statistics in the Scholarship Report, it was determined that there is a need for improvement on credit accumulation for struggling ELL students.
- Historically, individualized support plans have been successful for struggling ELL students and we created a school-wide protocol of these supports to be used at team meetings.

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, 87% of the teachers will participate in weekly team meetings where they will discuss the needs of struggling students and develop curriculum that is aligned to the Common Core State Standards to meet the needs of these students as evidenced by all teacher teams using a school-wide protocol to provide classroom supports to struggling students.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Teachers in the school will be part of one of our five interdisciplinary teams and will meet weekly to discuss struggling ELL students. 	Teachers on each of the five Instructional teams.	September 2015.	Guidance Counselors and teachers on instructional teams.
<ul style="list-style-type: none"> • Students who are designated as INC or are in danger of failing will be identified at mid-semester and intervention strategies will be developed by the teachers on their instructional team. 	100% of students identified as PID (promotion in doubt).	October 2015.	Guidance Counselors and teachers on instructional teams.
<ul style="list-style-type: none"> • The support plan will be implemented by all the students' instructional team teachers. Students' progress, support plans and attendance will be monitored by the instructional teams at weekly team meetings and the support plans will be reviewed and modified as needed. 	Students identified as PID (promotion in doubt).	October 2015 through June 2016	Guidance Counselors and teachers on instructional teams.
<ul style="list-style-type: none"> • The scholarship report will be reviewed by the School Leadership Team in December, February and in May. 	School Leadership Team.	January 2016 and June 2016.	Principal, Assistant Principal, Elected School Teacher Leader, Administrative team liaisons.

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>
<ul style="list-style-type: none"> • Resources will be leveraged to allow teachers time to meet with their instructional team on a weekly basis. • Resources will be leveraged to allow all teachers the time to meet during the regular school day with their instructional teams to share intervention strategies with students and with their parents. • Resources will be leveraged to allow all teachers time to plan for and implement individual support plans at team meetings during the regular school day. Programs are offered during the regular school day that allow all teachers to implement individual support plans such as: the SIFE literacy and math classes, additional enrichment classes held 4 days per week for 35 minutes as well as the extended day. Per session is available for teachers of students who are at risk of failing so that they are able to offer more literacy help for our students such as: the Saturday morning literacy

program (2 teachers) and after school homework help (available to all five instructional teams). In addition, the Liberty Partnership Program offers our students Saturday morning English support classes

- Resources will be leveraged to allow staff members who are on the School Leadership Team per session to attend the meetings which are help after school on Wednesdays.

- Resources will be leveraged to allow teachers to meet with struggling students in extra literacy programs such as: the Saturday morning literacy program, after school homework help, the SIFE literacy and math classes, additional enrichment classes 4 days per week for 35 minutes. In addition, the Liberty Partnership Program offers our students a Saturday morning English support classes.

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By September 2015 each instructional team will set team agendas and annual goals to support struggling ELL students with credit accumulation.
- By November 2015, 100% of student identified as PID (Promotion in doubt), will receive a support plan and feedback. PID students are identified as students who have received the following: lack of credit accumulation and /or incomplete coursework and poor attendance. We will use the specific checkpoints of the interim progress reports on November 2015, January 2016, March 2016 and June 2016 to monitor each student’s growth in their individual classes.
- By December 2015, each instructional team will offer extra help and enrichment classes to all students identified as PID and students will be reviewed at weekly team meetings.
- By February 2016, the School Leadership team will review the January Scholarship report.
- By January 2016, 90% of teachers on instructions teams will reassess PID students’ progress through using our school-wide Student Support Plan and adjusting as needed.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Section 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.

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.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Section 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)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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.
<ul style="list-style-type: none"> • The International High School has achieved national prominence. We have been cited for excellence in ELL education by Diane August at the NCLB Conference, by Jim Cummins at TESOL, and by Aida Walqui at the A.A.A.L. Faculty members at the International High School also teach courses at New York University, Fordham University, Queens College and LaGuardia Community College. • As a school, our doors are always open: We welcome visitors, including many prospective teachers from all over the world. We mentor student teachers from Teachers College, Hunter College, New York University, The New School, Queens College, SUNY New Paltz and The School for International Training in Vermont. • In-school mentors are assigned to support new teachers. • All of our new teachers attend staff development workshops for new teachers of ELLs offered by INPS (The Internationals' Network for Public Schools). • All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL, offered by West Ed., and workshops offered throughout the year by the New York Performance Standards Consortium. • As a member of INPS we participate in the I-START graduate program that trains and places student teachers specialized in English language development for ELLs. • We are offering the following workshops this year to ensure that all of our teachers, both teachers with many years of experience and our new hires, remain highly qualified: <ul style="list-style-type: none"> ○ Strategies to support SIFE students to access texts, ○ SIFE workshop to support our ELL SIFE students, ○ Project-based interdisciplinary curriculum development, ○ Creating interdisciplinary strategies to support ELL students, ○ Differentiation for ELLs, ○ Experiential education techniques for ELLs, including cooperative learning strategies, ○ Examining rich tasks and student work in order to assess the work of ELLs, ○ Curriculum ideas involving movement and role playing to engage ELLs in classroom learning, ○ Using language acquisition to assist our ELLs in the classroom, ○ Looking at the work of ELL students through the lens of language acquisition, ○ Helping teachers to better assist their students with strategies to better prepare them to take the ELA Regents exam, and ○ Restorative Justice Training to meet the affective needs of our students.

- On staff development days, our staff participates in a series of workshops on a variety of topics and strategies to support ELLs through the INPS (The Internationals' Network for Public Schools).
- Teachers and guidance counselors are provided with workshops on graduation requirement in order to better prepare the students in their classes as well as their mentees.
- Teachers are invited to attend the Early College Middle College National Consortium (MCNC) Summer Conference to talk about college readiness and discuss strategies to help students close the gap between high school and college.
- Teachers visit other Middle College Early College Schools, NYS Performance Standards Consortium Schools, and INPS Schools to learn strategies to help students to become college ready.
- Teachers attend professional development with LaGuardia Community College professors in their disciplines regarding curriculum alignment and team teaching strategies.
- Teachers participate in LaGuardia Community College "brown bag" discussions where college professors share their best practices.
- Teachers attend the Middle College National Consortium's Winter Conference for leadership training and data analysis.

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).

In order to enable students to meet the Common Core State Standards (CCSS), the International High School at LaGuardia utilizes many strategies and activities for high quality professional development for teachers, administrators and paraprofessionals. Our instructional teams, which include teachers and paraprofessionals, meet twice each week to devise strategies and activities to ensure that students are meeting the Common Core Learning Standards.

With these Common Core Learning Standards in mind, our instructional teams work on the standard of language and content integration:

Our instructional teams work together to create units that help students develop disciplinary and interdisciplinary academic language.

Our teams work on the standard of localized autonomy and responsibility by:

Developing students' skills towards the higher levels of the New York State Performance Standards Consortium's rubric in each discipline area working with students on their personal and academic strengths and weaknesses through projects.

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

1. Engaging Struggling Students in Rigorous Instruction: (Planned: October 6, 2015.)

· Supporting SIFE and IEP students to access a rigorous curriculum

- Building a supportive classroom environment from the start

2. Developing and Assessing Higher Order Thinking Skills: (Planned: December 8, 2015).

- NYS Performance Standards Consortium (NYSPSC) Portfolio Rubrics: Getting students to understand them and using them throughout the year as an assessment tool

- Using baseline and benchmark assessments that are aligned to the Common Core

3. Collaborative Planning Meetings (Ten meetings planned for year: 9/16/15, 10/7/15, 11/18/15, 12/2/15, 1/3/16, 2/10/16, 3/16/16, 4/6/16, 5/18/16, 6/1/16).

- Sharing unit maps and getting feedback on how to improve use of discipline specific academic language;

- Sharing baseline and benchmark assessments and getting feedback on how to develop students; skills towards higher levels of NYSPSC rubric which is aligned with the Common Core Learning Standards in discipline areas;

- Sharing syllabus and getting feedback on coherent curriculum throughout the year that builds on portfolio skills;

4. Curriculum Sharing: (Planned for: 9/9/15, 10/14/15, 11/25/15, 12/16/15, 2/24/16, and 3/23/16).

- All teachers bring portfolio project task and sample student work to share;

- Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how the project in the future can be improved to allow for students to reach high levels of the rubric: Portfolio Project Inter-Rater Reliability;

- Norming of portfolio rubrics for each project in order to be aligned with the Common Core Learning Standards.

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

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

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

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

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

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

f) Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

Additional professional development focuses on providing teachers with various instructional strategies for teaching English Language Learners as related to the Common Core Learning Standards. It focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty and administrators who are ESL licensed.

Planned Timeline:

1. One 1-hour session: SIFE Professional Development Workshop to focus on supporting our ELL SIFE students. (Planned for: Sept. 8, 2015.)
2. One 1-hour session on writing strategies in all content areas for sentence and paragraph development. (Planned for: Sept. 29, 2015).
3. One 1-hour session: focusing on strategies for language and content integration and supporting ELL students in writing portfolio projects. (Planned for: Nov. 24, 2015).
4. One 1-hour session focusing on sharing interdisciplinary projects looking through the lens of scaffolding for our ELLs. (Planned: Feb. 1, 2016).
5. One 1-hour session focusing on developing project based interdisciplinary curriculum for our ELL students. Creating interdisciplinary strategies to support ELL students. (Planned for: Feb. 1, 2016).
6. One 1-hour session focusing on the use of native language in the classroom to promote English language development. (Planned for March 1, 2016).
7. One 1-hour session on sharing and obtaining feedback from peers on language development techniques that work to enhance the classroom curriculum for ELL students. (Planned for April 12, 2016).

In addition, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at several points throughout the year our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. Other members of our non-teaching staff also take part in many of the above mentioned staff development activities along with teachers as well as their own professional development workshops offered by a variety of sources.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- At the International High School at LaGuardia teachers have a pivotal role in the decision making process. Teachers have multiple, structured ways to have their voices heard throughout the school.
- The administration shares data with the teachers on all instructional teams. The administration and teachers on instructional teams go over the data and perform a needs analysis.
- The teachers on the instructional team do an inquiry study. From the study, instructional teams of teachers work together and devise strategies to help their individual students.
- Based on the inquiry study, teachers on instructional teams develop curriculum tailored to their student's needs.
- Teachers on instructional teams devise individual instructional support plans for students in need.
- Teachers share their individual support plans with the other teachers and on their instructional teams.
- As a member of the NYS Performance Standards Consortium, teachers design their own assessments that are aligned to the NYS Performance Standards Consortium PBAT (Performance-Based Assessment Task) Rubric in their discipline area.
- Teachers meet with their discipline members to share their PBAT design as a summative assessment, as well as the formative assessments that are given to students throughout the project.
- Teachers participate in the NYS Performance Standards Consortium's workshops where they norm rubrics and assessment tasks as well as provide feedback to the teachers who wrote the assessment.
- Teachers on instructional teams provide each other with feedback on strategies that might best work to help support individual students.

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	259,159.00	x	Pages 13-21, 26-31, 32-37.
Title II, Part A	Federal	0		
Title III, Part A	Federal	36,024.00	x	Pages 13-21, 26-31.
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,098,754.00	x	Pages 13-21, 26-31.

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.

SCHOOL PARENTAL INVOLVEMENT POLICY

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; (CEP Goal 1, Goal 2 and Goal 3)
- 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; (CEP Goal 1, Goal 2 and Goal 3)
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; (CEP Goal 1 and Goal 3)
- providing assistance to parents in understanding City, State and Federal standards and assessments; (CEP Goal 1)
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; (CEP Goal 1, Goal 2 and Goal 3)
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; (CEP Goal 1 and Goal 3)
- At the International High School at LaGuardia Community College, parents are partners in sharing the responsibility for high student performance. (CEP Goal 1, Goal 2 and Goal 3)
- Parents are strongly encouraged to attend the new parent orientation where International HS will make clear to parent all school expectations, inform them of the variety of services we provide to families and the many ways they can participate in the life of our community. (CEP Goal 2)
- The school will conduct periodic meetings with parents to develop partnerships to address student needs, achievement goals and to inform parents of the Common Core learning standards.(CEP Goal 1, Goal 2 and Goal 3)
- Parents are invited to visit their child's classes in order to see if they can suggest ways to help teachers on the child's instructional teams to devise a support plan that might better assist the teacher to meet the individual student's needs. Parents and family members are welcome to come into the school at any time. They may sit in on classes and participate in staff development. (CEP Goal 3)
- The instructional team communicates with the parents as early as possible to inform them that their child is in danger of failing a class. Parents are strongly advised to come to school for a conference with the teachers on the instructional team. If the parent cannot attend a meeting in person, arrangements are made to hold a conference between the parent and the teachers on the instructional team by telephone. At this meeting teachers share data regarding the student with the parent. (CEP Goal 1 and Goal 3)
- The teachers on the instructional team share the student's individual support plan with the parent and receive parental input to better help the student.(CEP Goal 1 and Goal 3)
- The school holds a PTA workshop in order to familiarize parents with the school's graduation Requirements.(CEP Goal 1)
- PTA workshops are held to help educate parents regarding the instructional approach including methods of language acquisition utilized at The International High School at LaGuardia.(CEP Goal 1)
- A parent ESL class is offered through our partnership with LaGuardia Community College, enabling many of our parents to learn English. This empowers parents to better support their child at home in their school work. (CEP Goal 2)
- Translators are available at all parent workshops and conferences. .(CEP Goal 1, Goal 2 and Goal 3)
- In order to further encourage parent involvement the school sends out all letters and correspondence with parents in a variety of languages to meet the needs of our parents. We send out letters in Spanish, Polish, Korean, Chinese, Bengali, Urdu, Russian, Haitian-Creole, and other languages as needed. We also utilize a

telephone calling machine to reach out to parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave phone messages, emails and text messages in many of the parent's native languages regarding important school events. (CEP Goal 1, Goal 2, Goal 3)

- All parents receive daily phone messenger calls if their child is either late or absent from a class. If the lateness or absence continues than parents are contacted by phone, email, text message or mail until direct contact has been made. If necessary, the parents are invited in for a conference to discuss their child's lateness or absences.(CEP Goal 3)
- The teachers on the instructional team conduct frequent follow-up with parents on the progress of their students throughout the school year both by telephone and in person.(CEP Goal 1 and Goal 2)
- The parents of new incoming ninth graders are informed about the Early College Program at the new student orientation.(CEP Goal 2)
- Parents of 10th graders are invited to attend a formal Early College Orientation with detailed information regarding the Early College Program.(CEP Goal 2)
- Parents are provided with workshops on how to fill out college applications as well as college financial aid. Our parents are all immigrants and generally are uninformed about the college system in the United States so they are provided with detailed information regarding the college system in this country.(CEP Goal 2)
- Translators are available at all of the Early College Parent workshops. (CEP Goal 2)

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- 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

This School-Parent Compact is in effect during school year 2015-2016. The International High School at LaGuardia Community College, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

Parent/Guardian Responsibilities:

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

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 LaGuardia</u>	DBN: <u>24Q530</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>354</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>14</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>9</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

All of our ESL teachers participating in the Title III supplemental instructional program are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually. All of our supplemental Title III classes are made up of students in two contiguous grades (9th and 10th together, 11th and 12th together) so that instruction is provided at appropriate age and grade levels. In addition students are grouped by heterogeneous language groups, with students working in small, collaborative teams to support one another's English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remaining linguistically and cognitively appropriate.

Specific language strategies are used to assist our ELL students in their learning and enhancement of first and second languages including: natural approach; peer mediated instruction; language experience approach; content-based academic language learning approach (CALLA); hands on, student centered, activity based, project driven learning; semantic mapping; total physical response (TPR); multilingual/multilevel materials; and, the writing process.

Supplemental Title III Instructional Program:

The Title III program provides English Language Learners with supplemental instruction in a Saturday Literacy Program as well as in before and after school programs. The instructional programs will service ELLs in two contiguous grade groupings (9th/10th and 11th/12th) of high school students who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. In addition, our former ELL's may participate for up to 2 years after exiting ELL status. Teachers will be paid per session rate. All of our supplemental Title III Instructional programs will have a licensed ESL teacher working directly with the content area teachers to plan curriculum and co-teach the activity. The content area teachers will be licensed in English, Social Studies, Science or Math but will always be working directly with an ESL licensed teacher.

Saturday Literacy Explorers' Program: classes will meet on Saturday's for a total of 20 sessions beginning in November, through May, from 9:00 a.m. to 1:00 P.M. 30 students will be served. Group size will be maintained at 15 students per teacher. This class will be targeted to 9th/10th graders who tested as Beginning and Intermediate level students. There are eight licensed teachers who will rotate in this activity each week, four ESL teachers and four content area teachers (1 math certified teacher, 1 Biology certified teacher, 1 Social Studies certified teacher and 1 English/Special Education dual certified teacher). Having licensed content area teachers rotate each week to work with an ESL teacher benefits our students by allowing the class to have a truly interdisciplinary curriculum and allows our teachers to prepare students to improve their academic literacy skills across all disciplines. This enables the content area teachers to draw connections between the various disciplines which allow students to see how all of their classes and curriculum tie together. Each week the class will always have two teachers, one certified fully licensed ESL teacher and one certified fully licensed content area teacher in either English, Social Studies, Biology or Math in order to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Although the content teachers will rotate from week to week there will always be at least one ESL licensed teacher present each week. The rationale: Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC landmark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These trips connect to the instructional program by enabling students

Part B: Direct Instruction Supplemental Program Information

to develop skills to enhance their speaking, reading, writing and listening skills. These strategies will help students achieve higher scores on the NYSESLAT. Student create a brochure "Places to go in New York City" by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. During other Saturday sessions students will remain in the classroom to prepare for future trips by working on interview questions and interview techniques, using laptops to do research on trip destinations and to plan itineraries for their trips. Student will also spend time in the classroom sharing and revising their journals, creating as well as sharing out their poetry and short stories.

The dates for the Saturday Explorers' Literacy Program trips are planned for 11/1/14, 11/8/14, 11/15/14, 11/22/14, 12/6/14, 12/13/14, 12/20/14, 1/10/15 in the Fall semester. During the Fall semester the trips will include, the Metropolitan Museum of Art, The American Museum of Natural History, the Staten Island to create poetry, the Rubin Museum of Art, Candle Making, the Museum of the Moving Image, Central Park, the Mythology walk through NYC. During the spring semester the planned dates are: 2/6/15, 2/28/15, 3/7/15, 3/14/15, 3/21/15, 3/28/15, 4/18/15, 4/25/15, 5/2/15, 5/9/15 and 5/16/15. The trips for the spring semester are still being planned but are expected to include some of the following sites, Ellis Island, Governor's Island, the Cloisters, the Museum of the American Indian, the Holocaust Museum, the Tenement Museum. In addition to 2 teachers, additional instructional materials and additional classroom supplies such as graphing paper and various other art supplies and film for the creation of student journals as well as funds to cover the cost of museum admissions will be purchased to support the Saturday Literacy Explorers Program. Several novels will also be ordered for the class including: *The Code*, by Mawi Asgedom (Publisher: Hampton Brown), *Breaking Through*, by Francisco Jimenez (Publisher: Houghton Mifflin) and *Enrique's Journey*, by Sonia Nazario (Publisher: Random House).

Science Literacy Program: Classes will meet a total of 24 sessions after school on Thursdays, beginning in early October, through mid-June, once per week after school from 3:30 PM to 5:00 PM. Approximately 25 students will be served. This class will target 9th/10th grade Beginning and Intermediate level students. The class will have two teachers, one certified fully licensed ESL teacher and one certified fully licensed science Biology teacher to provide supplemental instruction in alignment with the New York City and New York State content and performance standards. The rationale for this class will focus on developing skills in both English and science literacy through a hands on science exploration utilizing oral practice, new vocabulary practice, journal writing about observations made while doing laboratory experiments. Additional Instructional supplies needed for this class include: the dissection of various organisms. The two planned dissections include Common Sea Anemone and Starfish. The class will also utilize teacher designed Literacy Guides to assist students with their laboratory research at no cost. This program connects to the after school program by enhancing students' speaking, writing, reading and listening skills. The science literacy program classes are tentatively scheduled to meet, 10/30/14, 11/6/14, 11/13/14, 11/20/14, 12/4/14, 12/11/14, 12/18/14, 1/8/15, 1/15/14, 1/22/15, 2/5/15, 2/12/15, 2/26/15, 3/5/15, 3/12/15, 3/19/15, 3/26/15, 4/16/15, 4/23/15, 4/30/15, 5/7/15, 5/14/15, 5/21/15, 5/28/15.

After school Small Group Instruction Program: Targeted enrichment in Social Studies, English, Math and Biology. ESL and content area teachers in Social Studies, English, Math and Biology provide support to students in all of the ESL sub-groups in small group settings for one hour per week. The targeted students are 9th/10th grade Beginner and Intermediate ESL students. The main focus of this program will be to increase the literacy skills in all of the content areas listed, Social Studies, Math, English and Biology. The program will support students to increase their literacy skills across disciplines by enhancing student reading and writing through support in developing vocabulary and grammar skills as well as providing students the chance to improve their academic reading across disciplines. Finally students will have the opportunity to further develop their listening and speaking skills by practicing presentations. In addition, this class not only includes ELL students who are having difficulties with their class work but also provides assistance for ELL students who are working on their 10th grade portfolio projects which include the Social Studies Research paper, Native Language Project, Math Project, Science Project, English Literary Essay, Creative Project as well as their Mastery Statement. The program

Part B: Direct Instruction Supplemental Program Information

will place an emphasis on developing all literacy skills which will help to develop students college readiness. The program will consist of five classes which will each meet once per week with two teachers and have 20-25 students in each of the supplemental Title III classes. These classes are co-taught by one ESL certified teacher working together with one content area fully certified teacher. One class will have one ESL certified teacher working with one certified Math teacher; one class will have one ESL certified teacher working with one certified Biology teacher; one class will have one ESL certified teacher working with one certified social studies teacher; and one class will have an ESL certified teacher working with one certified English teacher. The classes will meet weekly for 30 sessions October 6, 2014 through June 4, 2015 for one hour per class. Two of the classes will meet on Tuesday's from 2:15-3:15 pm for students on early schedule. One of the classes will meet on Tuesday's from 3:30-4:30 pm for students on late schedule. Two of the classes will meet on Friday's from 2:15-3:15 pm for students on early schedule. One classes will meet on Friday's from 3:30 to 4:30 pm for students on late schedule. Instructional materials will include, teacher hand made materials, scientific calculators, graphing paper, composition notebooks, dictionaries, construction paper and graphing calculators.

Newspaper class: The rationale of this class is to improve the literacy skills of SIFE and Beginning level students through English language development through the creation of a student newspaper. The class will target 20 9th/10th grade SIFE and Beginning level ESL students. Students will select topics, conduct interviews, and write on a series of school wide topics as well as public issues which concern them. Through their interviews and written articles students greatly enhance their English language development. Students will also become familiar with the latest in computer technology to create their newspaper. Each class will be taught by a certified fully certified ESL teacher teacher. Class will meet 30 sessions, once a week on Monday afterschool for 2 hours (3:30pm to 5:30 pm from late September to early June). Additional instructional materials such as the Webster Dictionary, various native language dictionaries, Roget's Thesaurus, audio tape recorders and 5 laptops computers will be purchased to support this class. The tape recorders will assist student in conducting interviews and 5 laptop computers will utilized by students to work on their news stories.

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 Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by fellow faculty members and school administrators.

In addition to our regular monthly professional development meetings held during the school day, teachers working in the supplementary instructional program will receive 7 sessions of professional development afterschool on Wednesday's from 3:15 pm to 4:15 pm. In addition they have the opportunity to attend outside professional development workshops offered throughout the year by: International Network for Public Schools (INPS), The Middle College National Consortium and New York Performance Standards Consortium.

Part C: Professional Development

Planned Timeline:

1. One 1-hour sessions on promoting constructive conversation and accountability talk around all class content with ELL students. (Held: Wed. Sept. 23, 2014, from 3:15-4:15 pm facilitated by John Starkey, Principal, an ESL certified pedagogue and Jacklyn Valane, Assistant Principal. This PD was attended by 5 ESL certified teachers and 6 non-ESL licenced teachers which included: one biology, one Special Education/English dually certified teacher, one math certified teacher and three social studies certified teachers.)
 2. One 1-hour session: SIFE Professional Development Workshop to focus on supporting our ELL SIFE students. (Held Wed. Oct. 1, 2014, from 3:15-4:15 pm. Facilitated by Amy Rothman and Sarafina Mugavero, both ESL licensed pedagogue. This PD was attended by 3 ESL certified teachers and 9 non-ESL certified teachers which included: 2 Biology certified teachers, 2 Math certified teachers, 2 English certified teacheres, and 3 Social Studies certified teachers).
 3. One 1-hour session: focusing on strategies for language and content integration and supporting ELL's student in writing portfolio projects. (Planned: Wed. Nov. 12, 2014, from 3:15-4:15 pm. To be facilitated by Amy Burrous, an ESL certified pedagogue. Anticipated attendance includes: 5 ESL certified teachers and 9 Content area teachers including: 2 Math certified teachers, 3 Social Studies certified teachers, 2 Biology certified and 2 English certified teachers.
 4. One 1-hour session focusing on sharing interdisciplinary projects looking through the lens of scaffolding for our ELL's. (Planned: Jan. 14, 2015, from 3:15-4:15 pm. To be facilitated Carol Tureski, an ESL licensed pedagogue. Anticipated attendees include 5 ESL certified teachers and 9 content area teachers including: 2 certified Math teachers, 3 certified Social Studies teachers, 2 certified Biology teachers and 2 certified English teachers.
 5. One 1-hour session focusing on developing project based interdisciplinary curriculum for our ELL students. Creating interdisciplinary strategies to support ELL students. (Planned for: Feb. 2, 2015 from 3:15-4:15 pm to be facilitated by Amy Burrous, an ESL certified pedagogue. Anticipated attendees include 5 ESL certified teachers and 9 Content area teachers including: 2 certified Math teachers, 3 certified Social Studies teachers, 2 certified Biology teachers and 2 certified English teachers).
 6. One 1-hour session focusing on the use of native language in the classroom to promote English language development. (Planned for May 14, 2015, from 3:15-4:15 pm. To be facilitated by Carol Tureski an ESL certified pedagogue. Anticipated attendees include 5 certified ESL licensed teachers and 9 content area teachers including: 2 certified Math teachers, 3 certified Social Studies teachers , 2 certified Biology teachers and 2 certified English teachers).
 7. One 1-hour session on sharing and obtaining feedback from peers on language development techniques that work to enhance the classroom curriculum for ELL students. (Planned for June 3, 2015, to be facilitated by Amy Burrous an ESL licensed pedagogue. Anticipated attendees include 5 ESL certified teachers and 9 content area teachers including: 2 certified Math teachers, 3 certified Social Studies teachers, 2 certified Biology teachers and 2 certified English teachers).
- Once again this coming year 15 schools in the Internationals Network of Public Schools (INPS) will jointly plan and coordinate after school workshops to support teachers. Staff from all fifteen schools will continue to be engaged in workshops to discuss second language acquisition, project based education, collaborative learning, thematic interdisciplinary instruction, scaffolding, and language development in the content area. Over the next year International High School will conduct workshops and staff development on curriculum sharing within the school and will work jointly with the other fourteen INPS schools to conduct curriculum sharing so that teachers and staff can benefit from shared knowledge and professional development. (One all day workshop was held on Staff Development Day, November 4, 2014. Future workshops are in the planning stages).

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 program will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Teachers will be paid per session rate. Instructional material will be purchased to support parent activity.

Parent Workshops- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles a list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school. All parents are targeted for these workshops. The workshops are facilitated in English with assistance from staff and student translators in Spanish, Chinese, Bengali, Polish, Tibetan and other languages as needed. This year's topics will include: International High School provides all parents including ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home.

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

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

- One 2-hour session to help parents of ELL students to understand their rights relating to immigration and housing. This workshop will help teach parents of ELL's needed vocabulary for dealing with government agencies and with their landlords. a) Issues facing immigrant families; b) Protecting you against job and housing discrimination and your rights presented by our CBO, Make the Road New York. This organization works with immigrant families on immigration and housing issues. (Planned: October 29, 2014. 6-8 pm. Facilitated by Make the Road, New York).
- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL's navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges. (Planned: December 11, 2014. 6-8 pm. Facilitated by Theon McGhie, licensed Guidance Counselor and Carol Tureski, licensed ESL teacher and counselor).
- One 2-hour session on the Early College Program at The International HS at LaGuardia and how best to help the ELL child become college ready with a focus on needed to know college vocabulary for immigrant families supporting a first time college attendee. (Planned for: January 29, 2015. 6-8 pm. Facilitated by Daniel Kaplan, International HS Early College Coordinator/licensed Social Studies teacher and David Casey, licensed ESL teacher).
- Two 2-hour sessions on ELL student progress towards graduation and the extra help

Part D: Parental Engagement Activities

opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL's can help their Beginner and Intermediate students pass the ELA exam and do as well as their classes. (Planned for March, 2015. 6-8 pm. Facilitated by Amy Burrous, ESL licensed teacher and Allison McCluer, licensed science teacher/counselor).

- One 2-hour session on the communication and relationship between parents and their teenagers. Focus on sentence starters and role play to support our ELL parents deal with their teenagers. (Planned: April 30, 2015. 6-8 pm. Class will be facilitated by Joelle Lobberecht Vecsey, a licensed ESL teacher and Principal Jaclyn Valane.)
- One 2-hour session topic TBA. (Planned for May, 2015. 6-8 pm)

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 530
School Name International HS @ LaGuardia		

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 Jaclyn Valane	Assistant Principal Harry Schutz
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Joelle Lobberecht Vecsey	School Counselor Theon McGhie
Teacher/Subject Area Steven Dawson/Social Studies	Parent Shama Hosseen
Teacher/Subject Area Amy Burrous/English	Parent Coordinator Iris Jaquez
Related-Service Provider Theon McGhie/Counseling	Borough Field Support Center Staff Member Alexandra Anormaliza
Superintendent Kathy Rehfield-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	11	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	8
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)	520	Total number of ELLs	310	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	310	Newcomers (ELLs receiving service 0-3 years)	244	ELL Students with Disabilities	0
SIFE	51	Developing ELLs (ELLs receiving service 4-6 years)	64	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	244	29	0	64	7	0	2	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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										72	37	38	21	0
Chinese										3	5	3	6	0
Russian										2	4	3	0	0
Bengali										11	9	6	4	0
Urdu										1	2	1	0	0
Arabic										3	8	6	4	0
Haitian										0	0	0	0	0
French										0	0	1	0	0
Korean										0	1	0	0	0
Punjabi										0	0	0	0	0
Polish										3	0	3	1	0
Albanian										0	0	0	0	0
Other										12	15	19	6	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)										49	9	9	2	0
Emerging (Low Intermediate)										16	13	9	17	0
Transitioning (High Intermediate)										11	16	24	15	0
Expanding (Advanced)										33	43	38	8	0
Commanding (Proficient)										12	31	43	119	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	0	1	27	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										10	29	30	42	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	124	0	83	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 For newcomers and SIFE we use ARI, a vocabulary/reading comprehension assessment given twice a year to measure baseline and progress. We also use teacher-created assessments to provide us with each student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. It is particularly helpful for those students in our SIFE class and is a useful tool to share with our content area teachers and after school tutors. In addition, this data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data indicates that 39.49% of our incoming 9th grade ENL's have tested as Entering (EN), while 13.45% have tested as Emerging (EM), 9.24% have tested as Transitioning (TR), 27.73% have tested as Expanding (EX) and only 10% have tested as Commanding (CM). The general trend shows that although the vast number of 9th graders start by testing in as Entering (EN) they quickly move up to Emerging (EM) or Transitioning (TR). For example, in 10th grade 8% test as Entering (EN), 11.6% of the ENL students tested as Emerging (EM), 14.28% tested as Transitioning (TR), while a whopping 38.39% test as Expanding (EX) and 27.67% move to Commanding (CM) and test out. In 11th grade this trend continues as more students move up to show growth and momentum in the same direction as 7.31% test as Entering (EN), 7.31% test as Emerging (EM), 19.52% test as Transitioning (TR), 30.89% test as Expanding (EX) and 34.95% test out as Commanding (CM). By 12th grade the trend continues with only a tiny 1.24% of ENL students tested as Entering (EN), 10.55% of ENL students test as Emerging (EM), 9.31% of ENL students test as Transitioning (TR), 4.96% test as Expanding (EX) but a huge 73.9% of ENL students test out as Commanding (CM). It seems clear that

over the course of their 4 years our students significantly improve in their literary skills.

An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:

- a) Our population is incredibly heterogeneous in terms of language ability.
- b) Most students classified as Entering and Emerging are in the 9th and 10th grade.
- c) Most students testing as Transitioning and Expanding are in the 10th and 11th grades.
- d) The number of students testing as Commanding goes up substantially with each grade level.
- e) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- e) Our NYSITELL data indicates that although most of our new arrivals test as Entering (EN) and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.

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

When examining the AMAQ 1, which is students making progress we find that our number of students moving from Entering (EN) and Emerging (EM) to Transitioning (TR) and Expanding (EX) increases as their time in our school increases.

As mentioned above, the most crucial pattern we see is one of improvement. The vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed by our school. After examining students' results in the four modalities (listening, speaking, reading and writing), we noticed certain patterns across proficiency levels and grades. It appears that the reading section offers the most difficulty for our students. In general, the students seem to have an easier time on the writing section of the exam. Speaking skills tend to be higher on the NYSESLAT. The results of the listening section varied and seemed to depend on the topic of the reading. The implications for the school's LAP and instruction seem to be that we need to continue focusing on academic listening and development of reading, writing and speaking skills in all classes throughout the content areas. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development into all content area curricula, which means increased professional development for all teachers in ways of achieving this goal.

When looking at AMAQ 2 which is students achieving proficiency we find that although our school did not meet the target of 15% last year we do see an increase of students reaching proficiency in the higher grade levels. For example, we have 107 ELL's in 9th grade, 81 in 10th grade, 80 in 11th grade and only 42 in 12th grade. This shows a decrease in the number of ELL's, and an increase in the number of proficient students as students progress over their four years.

Our school uses AMAQ tools to identify subgroups that need extra support in order to achieve success.

- As we identify specific subgroups and the areas in which they need support (i.e., our subgroups are high school credit failed, no progress on NYSESLAT, and SIFE), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.

- Our Coordinating Council, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMO outreach. The data we analyze charts the progress of these students in their different classes.

- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all content areas."

4. For each program, answer the following:

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

a) The patterns across proficiencies and grades is one of growth and improvement. As stated above, this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the NY State Performance Standards Consortium, which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams. In reviewing the results of the New York State ELA Regents Exam, out of 124 ELL's who have taken the Comprehensive English exam 83 have passed.

Many of our Transitioning (TR) and most of our Expanding (EX) ENL students have very little problem passing the ELA English Regents exam. In general, they do well on all sections of the exam. We feel that this is mostly due to our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, speaking, writing and speaking skills across all disciplines. We need to continue to reinforce cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills for our students. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

Our Transitioning (TR) ENL students tend to have a much easier time mastering most of the English ELA Regents material. Their biggest

problem still tends to be in the listening portion of the exam. The multiple choice section tends to be somewhat difficult for many of our Transitioning (TR) students. They tend to do well in the reading portion of the exam except in cases where the reading section is extremely technical. In general, the implications for the LAP and instruction are that we need to continue our efforts to focus on developing basic cognitive listening and reading skills across the disciplines in order to further enhance our students reading and language abilities. In addition, we need to continue to work on helping students to increase their vocabulary, and conceptual skills, and higher order thinking skills, and we need to encourage students to continue practicing their speaking skills. We also need to focus on reinforcing our students' cognitive skills while enhancing and building upon and utilizing inquiry based/ problem solving skills. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting. An emphasis needs to be placed on further developing ways to increase student listening skills both in and out of the classroom.

Our Entering (EN) and Emerging (EM) ENL students tend to have the most difficulty in mastering the listening section of the English ELA Regents exam. They also tend to have problems with the reading sections if they are too technical. They tend to be weakest in usage of grammar and tenses in the written portion of the ELA exam. Practically all of our Entering (EN) ENL students and most of our Emerging (EM) tend to find the multiple sections to be extremely difficult. The implications for the LAP and instruction are that we need to continue focus on developing basic cognitive reading skills across the disciplines in order to further enhance our students reading abilities. We also need to focus on using language glossaries to enhance their understanding of key terms and vocabulary. We need to begin the process of encouraging students to develop higher order thinking skills in English and to work to improve to their spoken language skills.

How are ELLs faring in tests taken in English as compared to the native language?

The patterns across proficiencies and grades were mentioned in the section above but since we do not give tests in native language a comparison cannot be made.

b) Using Periodic/interim assessments to inform instruction:

The International High School at LaGuardia is currently using the New York State Performance Standard Consortium's rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students' progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. All assessments will be aligned to the NYS Performance Standards Consortium's rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators used of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester.
- All 10th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 10th grade interim portfolio will be held during four different dates this year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c) Using Periodic Assessment to learn about ELLs:

An analysis of formative assessment scores and ELA Regents performance has shown correlation. Our formative assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the formative assessments can be given interventions and supports earlier.

A native language assessment is part of the 10th grade interim portfolio packet and presentation.

How is home language used?

The students home language is used in each class and is not limited to the ESL classroom. Although we follow the general INPS philosophy that it is best to group students heterogenously by language within every classroom students also work together within homogenous language groupings to complete native language assignments and projects. The native language projects go much further than helping students to stay current with their native language but allows them to share not only their cultural heretage but learn about the cultures of their classmates from around the world. In additional, every International High School student is required to complete and present a native language project as a part of their graduation portfolio and present the project before a committee of staff, outsiders visitors as well as fellow students. Students not only utilize native language glossories, dictionaries, and materials in their native languages but they also are encouraged to make connections to their native languages in every subject area. Students are regularly encouraged to take native language literature classes as part of our Early College Program through our partner LaGuardia Community College. Through these college classes students are able to not only remain engaged in their native language but also to further emerge themselves and take pride in their own native cultures.

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

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

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength 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.

Therefore, based on this Internationals Approach, students' backgrounds are viewed as assets in the classroom.

- Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us as to the child's academic history and background, assisting us in developing an individual academic support plan for a student.
- Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.
- Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.
- All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.
- The principal and principal's cabinet direct instructionally-based, teacher-led committees such as the "Teaching and Learning Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ENL students.

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?

Paste response to questions here:

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

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

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College class passing rate
- Portfolio passing rate

International High School at LaGuardia is part of the New York Performance Standards Consortium which is a network of schools who have been granted a variance which allows for portfolio-based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam, and therefore have only included our ELA Regents scores in this document.

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.

In order to identify English Language Learners (ELLs) in our school:

1. All students admitted to The International HS at LaGuardia from a junior high school are recently-arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The Home Language Identification Survey is administered in order to determine the students home language to: all NYC first-time admits, students who have been out of NYS schools for 2 or more continuous years and students from a NYS school whom have not obtained previous ENL status. This includes an informal oral interview in both English as well as the native language of both the student and his/her parent/guardian. This interview is conducted by a qualified ESL licensed pedagogue or by a teacher trained in cultural competency, language development and the needs of ENL students, licensed and trained pedagogue. This informal interview is used in combination with the responses the parent and student provide to the HLIS questions in order to determine the parent and student's home language. During this interview the licensed pedagogue assists the parent in completing the HLIS so as to ensure that the information is entered into ATS in a timely fashion. During the informal interview the licensed pedagogue reviews the students past educational history, explains all ENL services that are available. When the students home language is not English the student is interviewed in depth in order to determine NYSITELL eligibility. In order to determine NYSITELL eligibility the interviewer must try to determine whether the student has English oral and literacy skills which are sufficient for the grade level to which they are enrolling. Therefore, the student must be interviewed in both English as well as in their native language and when possible the trained pedagogue must review the students' prior school work in reading, writing, and mathematics, in both English and the home language. If no prior school work is available the pedagogue uses age and grade appropriate informal, culturally sensitive, school based assessments to help determine NYSITELL eligibility. The licensed pedagogue will be proficient in the home language of student or parent or else we will use a qualified interpreter/translator to ensure that the student or parent/guardian best understands. In order to assess that the parents clearly understand the questions during the ELL identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translation services are made available during the entire ELL identification process. When required, the students are administered the NYSITELL within ten days of admission. If the student's native language is Spanish, they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the NYSITELL Memo is used to determine the student's ELL entitlement status. The students' NYSITELL/Spanish Lab answer sheets are scanned at the school level into ATS via the attendance scanner. In order to be in compliance this must be done within 10 days of enrollment. Compliance is determined by the scan date and not the bubble date on the answer sheets. The student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. A student is considered to have a home language other than English if one question on Part I of the HLIS: questions 1-4 and two questions on Part I of the HLIS questions 5-8 and the interview with parent and student indicate that the a language other than English.

Newly identified ELLs will be placed into an ELL program based on parent's choice within 10 days of school enrollment. For students entering with an IEP, the school has 20 days to place the child into the ELL program chosen by the parent.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, NYSITELL and if necessary the Spanish LAB are:

- For the administration of the HLIS: Jaclyn Valane, school principal works in conjunction with ESL licensed pedagogue Joelle Lobberecht Vecsey and Harry Schutz, Assistant Principal.
- The administration of the formal initial assessment in literacy, math, English (NYSITELL) is conducted by David Casey (licensed ESL teacher, who speaks Chinese and Korean).

If families speak another language then we have additional pedagogues on staff who speak Spanish, Chinese, Bengali, Urdu, Hindi, French, Polish and Russian. When staff is not available to translate, the DOE Translation Unit is utilized to assist us with the over-the-phone translations of other languages.

The completed HLIS forms will be placed in the student's cumulative file and become part of the student's permanent record.

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).

All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an ESL licensed pedagogue, Judith Chilowitz. During the first week of school in September, the SIFE Leadership team reviews all SIFE questionnaires and writing sample to determine which students should meet with a member of the SIFE Committee to be further evaluated. Any new student who misses the new student summer orientation is provided with the SIFE questionnaire and asked to complete a writing sample at the time of their first intake session with an ESL licensed pedagogue. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and than make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. The SIFE Committee consists of Carol Tureski and Joelle Lobberecht Vecsey, both ESL licensed pedagogues, Ruth Chasek, a Special Education and English licensed pedagogue, Principal Jaclyn Valane and Assistant Principal Harry Schutz. Once the SIFE determination has been made by the SIFE Committee, the Assistant Principal, Harry Schutz, will

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

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

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

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

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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

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

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

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

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

We have many structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding (ENL). A licensed pedagogue with the assistance of the Parent Coordinator is responsible for taking the following steps:

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video

describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. The invitation letters are sent out in the parent's preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues who explain the three programs to our students are: Carol Tureski (certified in ESL and speaks Spanish), Joelle Lobberecht Vecsey (certified in ESL and speaks Spanish), Principal Jaclyn Valane (certified in Biology), Allison McCluer (certified in science), Arlene Gonzalez (certified in math and speaks Spanish). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bengali, Polish, Chinese, Korean and Russian. In addition, we utilize the Translation Unit for support. During this meeting, parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

- Parents of new enrollees are shown the video, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. A guidance counselor is also available for questions.
- Information describing the three program choices is sent home with students.
- Parents are given parent brochures in the different languages that are available.
- The school allows parents to choose the ELL program out of the three offered in NYC (TBE, DL and ENL).

If the parent survey is not returned then than the bilingual program is the default placement.

Timeline: The majority of our students enroll at the beginning of a semester and we provide the information to parents throughout September during the fall semester and February during the spring semester. However, a number of our students enroll throughout the school year and those families are shown the video at the time they enroll their child. For students who enter at another point during the year, efforts are made to ensure that parents are provided information on all three program choices and have an opportunity to watch the DVD shown in their language within ten days, this usually occurs at the time of the interview of both parent and student and they are provided with data indicating the strengths of the three models. These parents are provided with the same DOE Translation Unit services if necessary to ensure their full understanding of the various programs at the time of their conducting the initial screening session with licensed pedagogue. At the end of the orientation, parents are informed which programs we offer. When the TBE/DL program becomes available outreach is made to those parents who had previously chosen these programs.

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

When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to Assistant Principal, Harry Schutz who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to Guidance Counselors to file in the students cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in the parent's preferred language in order to obtain the signed forms from the parent. The results of all these attempted contacts are then documented and maintained in a central file by Assistant Principal, Harry Schutz
9. Describe how your school ensures that placement parent notification letters are distributed. When the completed Parent Survey and Program Selection Form(s) is collected the Assistant Principal, Harry Schutz, enters the parents' first choice on the ELPC screen in ATS. Once the student's program has been determined the school sends the parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. The Assistant Principal, Harry Schutz, prepares the placement letter in the parents' preferred language to be sent out to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The School Testing Coordinator, William David Casey, a certified ESL teacher goes through the RLER and RLAT reports in ATS and identifies the ELL students who must take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up 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. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Harry Schutz of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled school sends Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language.
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 school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 100% of our parents choose the ENL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - . Instruction:
 - a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed, as are 11th and 12th grade students. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
 - c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.
 - b. TBE program. *If applicable.*
 - b. Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. Mandated Instructional minutes:

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

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

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

3. Delivery of content material:

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

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context.

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

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

4. Ensuring that ELLs are appropriately evaluated in their native languages?

At the International High School at LaGuardia, ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELL's are given a native language assessment. At the International HS, we greatly value students' native languages. All of our interdisciplinary classes have native language components to them. We also offer college native language classes in many languages. We have a comprehensive native language performance-based assessment which all of our ELL students must complete.

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

At International High School, our ENL program is taught through content area courses. All of our class periods are 70 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond. We are committed to the following educational principles as written in our school's mission statement and exemplified by our practice.

- English Language Learners require the ability to understand, speak, read and write English with near-native fluency to realize their full potential within an English-speaking society.
- In an increasingly interdependent world, fluency in a language other than English must not be viewed as a handicap, but rather as a resource for the student, the school and the society.
- Language skills are most effectively learned in context and embedded in a content area.
- The most successful educational programs are those which emphasize high expectations coupled with effective support systems.
- Attempts to homogeneously group students in an effort to make instruction more manageable preclude the way in which individuals learn best, that is, from each other.
- The carefully planned use of multiple learning contexts in addition to the classroom (e.g., learning centers, career internship sites, field trips), facilitates language acquisition and content area mastery.
- Career education is a significant motivational factor for adolescent learners.
- The most effective instruction takes place when teachers actively participate in the school decision making process, including instructional program design curriculum development and materials selection.

Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all ten International High Schools in New York City. 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 are met. This occurs in a variety of ways in all content area classrooms:

- 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."
- 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.
- 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 text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- 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.

All of the students at International High School are in mixed grades and are divided into two groupings. The 9th and 10th grades are considered the lower institute and the 11th and 12th grades are considered the upper institute. The school is organized into six interdisciplinary teams of 75 students. There are three lower institute interdisciplinary teams (9th and 10th grades mixed groups) and three upper institute interdisciplinary teams (11th and 12th grades mixed groups). The interdisciplinary curriculum in all teams is structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

All of our ELL 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. ELL 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 the 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 on three of the modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are immediately placed in our SIFE program where they receive additional support in English literacy until a level of proficiency is achieved as determined by the SIFE coordinator and the SIFE leadership team along with the student's individual teachers and guidance counselors. The common denominator among these students is a weakness or inability to read or write in their native language. Teachers and guidance counselors identify students who meet this profile through an examination of report cards, educational history and student work, student parent interviews and teachers referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

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

Our SIFE model requires three important features:

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

b) Instructional Plan for Newcomer ELL Students:

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

c) Instructional Plan for Developing ELL's:

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

d) Instructional Plan for Long Term ELL's:

The plan for long term ELLs consists of ongoing support and mentoring. Long term ELLs continue with a full program whether they are with us 5 or 6 years and retain all of the same support structures in place for the entire student population. Struggling long term ELLs are encouraged to take advantage of all extra help opportunities provided to the students at large. This extra help takes the form of one-on-one mentoring, small group instruction, after school homework

help, writing center as well as a variety of other activities. Whenever possible, long-term ELLs are encouraged to begin taking college classes to help them to begin the transition towards college life. International High School long term ELLs regularly begin taking remedial college classes. All long term ELLs in college classes receive support from a high school teacher mentor.

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

As students reach proficiency and test out through the NYSESLAT assessment, they continue to receive a full program of ESL services to support and provide for their continued academic growth and development of English proficiency. Students receive higher levels of project opportunities and also have the opportunity to take college classes in any of their academic areas. Our school offers these students the opportunity to receive an Associates Degree from LaGuardia Community College along with their high school diploma as part of a five year program. Students who are determined to have reached proficiency continue to receive support from their teachers as needed. All former ELLs receive their mandated .5 unit of ESL services. Former ELLs continue to receive the mandated testing accommodations after they they have tested out on the NYSESLAT exam. All former ELLs in college classes receive support from a high school teacher mentor.

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

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

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

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

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

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

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

Chart

Other strategies include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the special education teacher or service provider and the content area teachers. A team teaching approach would be used in which the special education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need imporvoement. If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which serves to enhance their literacy skills through exploration of NYC and its environment.

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
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.

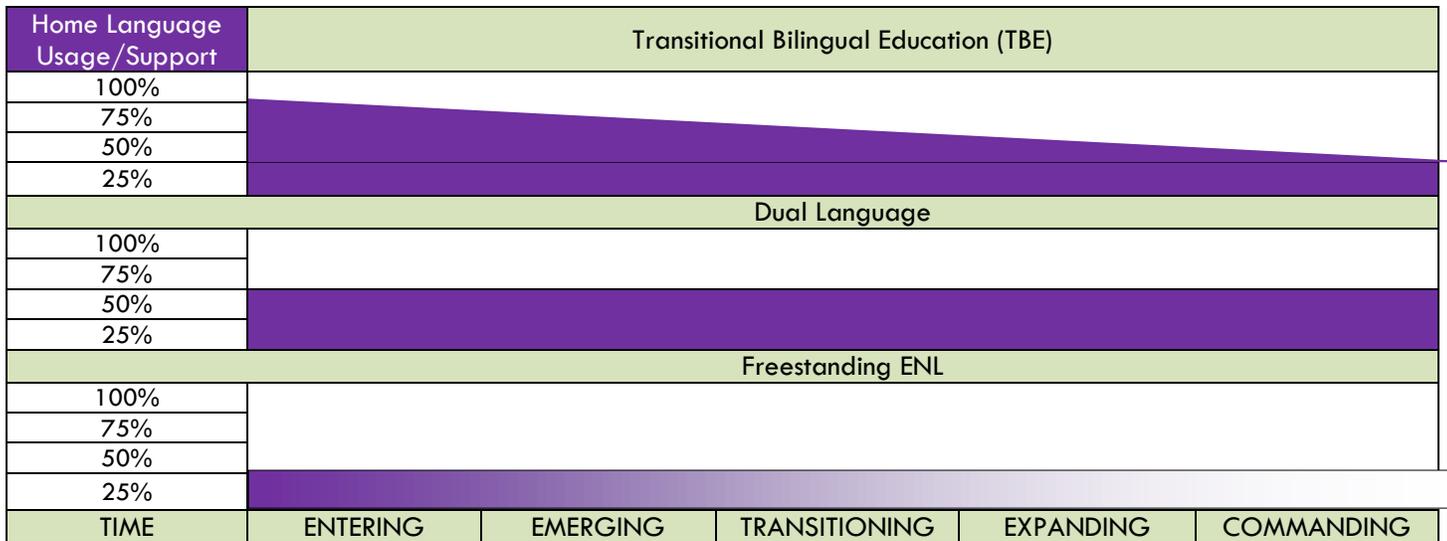


*Note: “other approved services” does not apply to New York City at this time.

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.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All of our targeted intervention program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:
- Saturday Literacy Program (Explorer’s Club/ENL)—classes will meet a total of 30 sessions beginning in September, through mid June, from 9:00 a.m. to 1:00 P.M. 12-15 students will be served. Group size will be maintained at 6-7 students per teacher. This class will be targeted to Entering and Emerging level students only. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy using English acquisition through new vocabulary learning, oral practice through discussions, learning map skills (with NYC land mark and subway system), and cultural/historical exploration, and conduct interview, journal writing during and after the trip. These strategies will help students achieve higher scores on the NYSESLAT. Students create a brochure “Places to go in New York City” by the end of the year. For some of the sessions, students first meet a 9 a.m. to do classroom work and go off on trips visiting various museums and land marks in NYC. In addition to 2 teachers, instructional material, general classroom supply, and snacks will be purchased to support the Saturday Academy.
 - Enrichment class—All 403 ELL students receive targeted intervention enrichment classes in literacy and math which meet four times per week for 30 minutes throughout the year during the regular school day. Group size will be maintained at 15-18 students per teacher. This class will be targeted to Entering, Emerging, Transitioning and Expanding level students. Certified ESL teachers along with content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on developing skills in both English and Math Literacy work on students portfolio projects and oral presentations.
 - SIFE ENL Literacy class---specially addresses instruction in second language acquisition to improve literacy performance through new vocabulary learning, pronunciation, read-out loud, oral practice through conversation and discussion, and sentence structure. Two classes, each consisting of 10 students and meeting for 50 sessions in total, meet 4 times a week for 70 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve on the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
 - SIFE Math Literacy class- specially addresses instruction in math literacy as well as in second language acquisition to improve math literacy performance through classroom discussion of mathematical concepts and word problems, vocabulary learning, pronunciation and oral practice through conversation and discussion. Two classes each consisting of 10 students and meeting for 50 sessions in total, 4 times a week for 70 minutes each, from late September to early June. This class will target Entering and Emerging level students to help them improve both on the Integrated Algebra Regents as well as the NYSESLAT. Instructional material, general classroom supplies and snacks will be purchased to support this class.
 - Year Book---This class will improve literacy skill and performance of 15-20 Transitioning and Expanding level students through English language development through hands-on, activity-based sessions with student discussion, writing text & captions, and designing layouts and proofing and editing all written work. Thus, students’ English language development is enhanced. Students will meet 30 sessions, once a week for 70 minutes from late September to early June. Student will publish annual school year book in spring and produce digital year book at the end of the year. Software, General supply, snack will be purchased to support this class.
 - Student Community Involvement—ELL students have opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Over the past few years our students and staff have worked with a variety of outside community based organizations such as Advocacy Lab, Facing History and Ourselves, Sanctuary for Families, The AAFE-Asian Americans for Equality, Go Green Western Queens, Recycle a bike, Child Center of NY-WIA Program and Sunnyside Community Services among others. Currently 25 ELL students are participating in an internship/career readiness program with The Child Center of NY-WIA Program. Over the past years participants in these programs identified, planned and implemented projects covering themes such as: 1) preventing bias, sexism and racism through dialogue facilitation, 2) Helping tenants know their rights regarding housing issues, 3) Preserving our water and keeping it clean, 4) Providing Resources to increase literacy in your Native Language, 5) Young Immigrants and Access to Financial Aid, 6) How to handle depression and eating disorders. Our staff will be trained by the two organizations. Several of our teachers will spend forty hours in total in support of partnership work with community organizations. These are all supplemental activities which will aid our students in acquiring English through a variety of community involvement activities. This targeted intervention targets students in all content areas but gives special emphasis to the content area of Social Studies.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-gropus which are targeted are the SIFE studetns, Newcomers and ELL-SWD students. This not only includes students who are

having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their social studies research paper, native language project, math project, science project, English literary essay, creative project as well as their mastery statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of paraprofessionals, bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

Evidence of effectiveness in our model is displayed through data such as 80+% four year grad rate and a 89+% six year grad rate for our students for the 2014/2015 school year. In addition, students in our program averaged 29 college credits at the time of graduation: The effectiveness of our language and content integration program is monitored by our alignment to the NYS Performance Standards Consortium rubrics and the Internationals Network Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

- Evidence of effectiveness include the fact that over 80% of presenting students receive a minimum of "competent" on their 10th and 12th grade portfolios: Rubrics are used to assess student growth in both content and language progress and knowledge.

Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students.

Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay, Research Paper, Math and Science) are part of our graduation requirement.

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

Due to the success of our Early College Native language classes and a changing demographic we are planning to add Uzbek next year to the growing list of af native language classes that our student take.

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

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

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

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

- SAT Math Prep
- SAT Verbal Prep
- Chess Club
- Student Government
- Film Club
- Project Adventure
- Chorus
- Art Talk
- Theater
- Human Rights Group
- Teen Developmental Group
- Chinese Club
- Environmental Club
- Computer Technology
- Himalayan Club
- Latino Culture
- South East Asia Club
- Western Queen Consultation Center
- Liberty Partnership
- EarSay Theater Program

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

In addition, since we are an Early College program all of our students are entitled to take free college level classes at LaGuardia Community College. As part of our Early College Program all of our students ELL and non-ELL have the option to stay for a 5th year and earn up to 60 College credits with an opportunity to complete an Associate's Degree from LaGuardia Community College.

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

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

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

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

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

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

All students including ELL students in all sub-groups, have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection. In addition, all of our ELL students have their own individual accounts for Rosetta Stone in English in order to help their English language acquisition.

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

How students' home language skills are being used for instructional purposes:

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

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

In addition, our ELL students whose native language is Bengali, Chinese, Spanish, Arabic, Polish and Tibetan are identified and given a college native language proficiency test in reading and writing which is assessed by the Education Language Acquisition Department at LaGuardia Community College. For the 2015-16 school year we are pleased to be adding Uzbek to

this growing list of native language classes. According to the results approximately 85 ELLs were enrolled in a college level native language literature class in the 2014-2015 school year at LaGuardia Community College in one of four native language literature classes. Each of these college native literature classes resulted in a culminating native language project.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Prior to the school year, new ELL students are assigned to attend an introductory two day orientation session at the beginning of the school year. Students receive a tour of the school facilities and take part in ice breaker activities in an effort to become more comfortable with the high school environment. During that orientation new students are assessed as to their English language abilities. During this time, SIFE students are assessed and also students are offered a native language assessment by LaGuardia Community College to determine if they are eligible to enroll in native language college classes.
New students are assigned to heterogeneous teams (or clusters) with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class.
During this time a meeting is held with the parents of incoming ELLs to provide them with an understanding of the resources available to them at the school as well as within the community.
Many similar activities take place when ELL students enroll throughout the school year. When a new student enrolls they meet with their guidance counselor and, along with the assistance of a translator, receive a one on one orientation to the school and the community. Just as with the students who began in September, students who enroll throughout the year are paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. These students will also have the opportunity to take the LaGuardia Community College native language assessment to determine if they are eligible to enroll in native language college classes.
19. What language electives are offered to ELLs?
The International HS at LaGuardia awards six high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio.
In addition, our students are all part of the Early College Program at LaGuardia Community College and able to select from a broad range of foreign language electives from the college catalog including, Spanish, Arabic, Bengali, Chinese, Tibetan, Polish, French, Italian, Korean and Japanese among many other languages. This coming year we are pleased to be adding Uzbek to the native language classes available to our students. On Wednesday afternoons from 1 PM to 4:30 PM our students are encouraged to register for native language elective college classes taught by a college professor which upon completion will earn the students from 3 to 6 college foreign language credits from LaGuardia Community College.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into five team learning communities. The three Junior Institute 9th and 10th grade teams are each comprised of five teachers and approximately eighty students. The two senior institute 11th and 12th grade teams are comprised of 7-8 teachers and approximately 130 students. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams.

All members of the International High School faculty serve on one of the four school-wide committees, Teaching and Learning, Personnel, Student Life, and Support Services. The first two committees mentioned are charged with the implementation of different aspects of the school-wide instructional approach to further assist teachers with the implementation of our curriculum. The Student Life Committee allows for open lines of communication between students and staff and empowers students to become a partner in planning their educational opportunities. The Support Services Committee works to support students, to ensure that their affective needs are being met so that they may fully participate in the instructional program. The faculty run committees plan and coordinate staff development day activities, which focus on improving instruction. Faculty meetings have also had workshops in the areas of crisis management run by our counselors from Support Services. ELL techniques, literacy and native language Instruction workshops were also led by staff members.

Our SIFE Leadership team meets regularly to discuss curriculum issues and students' progress within the program. In addition, members of the SIFE Leadership team have run workshops to share techniques on meeting the variety of literacy challenges faced by teachers of ELLs. We continue to work closely with academic experts exploring several approaches in order to develop a toolbox of strategies that all of our teachers can use with students and share throughout content areas.

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

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

Category: Language and Content Integration:

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

Category: Localized Autonomy and Responsibility:

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

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

1. Classroom Environment and Assessment: (Planned for: September 8, 2015)

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

2. Alignment of Curriculum Meetings (Twelve meetings planned for year: 9/16, 9/30, 10/7, 10/21, 11/11, 11/18, 12/3, 1/13, 2/10, 3/9, 4/6, 5/11)

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

3. Curriculum Sharing: (Planned for: January 5, 2016)

- All teachers bring portfolio project task and sample student work to share
- Collect feedback on how well project allowed for students to reach higher levels of the NYSPSC rubric, and how

project in the future can be improved to allow for students to reach high levels of the rubric. 3. Portfolio Project Inter-Rater Reliability:

- Norming of portfolio rubrics for each project.

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

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

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

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

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

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

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

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

f. Middle College National Consortium Workshops: As a member of the MCNC members of our staff attend workshops and conferences throughout the year on a variety of issues related to helping our ELLs and non-ELL students to become college ready. Over the last few years their workshops have dealt with literacy and numeracy through all discipline studies.

g. Formative Assessment: our staff participates in ongoing professional development throughout the school year in developing and refining formative assessments for our school (in conjunction with the NYS Performance Standards Consortium.)

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

4. Minimum ELL Training for all staff:

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

1. Two 2-hour session on supporting SIFE and IEP students to access a rigorous curriculum (Planned for: September 8, 2015)

2. One 1-hour session on Academic language for ELL students: (Planned for: October 6, 2015)

- Introduction on language development and our students
- Sharing unit maps on teams and coming up with interdisciplinary academic language that the team can focus on together with ELL students.

3. Two-2 hour sessions on Language and Content Integration for ELLs: (Planned for: Nov. 3, 2015)

- Various language and content integration workshops led by the Internationals Network for Public Schools

4. One 1-hour session using SMART board to build entry point for all ELL students (Planned for November 24, 2015)

5. Two-2 hour session on Language and Content Integration for ELLs: (Planned for February 1, 2016)

- Strategies in the classroom integrating language and content
- Strategies:

-The Language Experience Approach

-Vanishing Cloze

-Joint Sentence Construction

5. One 1- hour session: Native language Use in the Classroom (Planned for March 1, 2016)

- How to incorporate native language and use it as a support for students in the classroom

6. One 1 - hour session: Let's Give 'Em Something to Talk About: Language and Content Integration: (Planned for April 5, 2016)

- Social and Academic language sentence matching
- Barrier crossword
- Word matching (Nominalization)
- Cause and Effect Sentence Combining

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

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

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

C. Parental Involvement

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

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

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

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

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

Question #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).

2. In order to ensure that parent needs are acomodated we will utilzie our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utiize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings.

Upon parents arrival to school, they will sign in on a computer in the amin office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The International High School provides all parents including ELL parents/guardians with a great many parent involvement activities such as the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning or their children at home. Due to our partnership with LaGuardia Community College, during the 2014-2015 school year parents of our students were invited to register for free Parent ESL classes held at LaGuardia Community College for parents wanting to learn English. This year we are hoping to to continue with this opportunity for our parents including:
- Parent Workshops---A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles of list of suggested topics and the school does its utmost to accommodate these workshop requests. This year some possible topics and projected dates based on parent feedback include:
- One 2-hour session on how parents can help their children to succeed in high school and introducing parents to the International HS instructional model. (Planned for September 2015).
 - One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. (Planned for October, 2015).
- One 1-hour sessions to: a) Title I Annual Parent Meeting; (Planned for November 2015).
- Two 2-hour session on the communication and relationship between parents and their teens. (Planned: December, 2015)
 - One 2-hour session on the Early College Program at The International HS @ LaGuardia Community College. (Planned: January, 2016)
 - One 2-hour sessions on how parents can use Engrade as a tool to keep up with how their child is doing in school. (Planned for: February, 2016).
 - One 2-hour session on protecting you against job and housing discrimination and your rights presented by one of our CBO's, Sanctuary for Families, an immigrants rights organization that helps immigrants in the community. (Planned for March, 2016)
 - One 2-hour session on how to support students with issues of cultural adjustment and second language learning. (Planned

for April 2016).

- One 2-hour session on awareness of gangs and how to keep your child safe and warning signs of bullying. (Planned for May, 2016).

The parent coordinator plays an integral role in acting as a liaison between the parents and the school. The parent coordinator is responsible to reach out to all parents to publicize the school's parental involvement activities. The parent coordinator sends out written notifications about parental activities in the parents' preferred home language and also sends home messages via the telephone messenger in parents' preferred home languages. The parent coordinator also works in conjunction with the school PTA and individual parents to gauge the types of activities they would like to have available to participate in throughout the school year. In addition, the parent coordinator acts as an ombudsman between parents and their students individual classroom teachers to help arrange meetings and make contact keeping the lines of communication open.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At the request of many of our ELL parents who were concerned about immigration and other issues pertaining to the parents of ELLs the PTA invited by our CBO, Make the Road NY, to hold an ongoing walk in clinic for parents presented during Open School afternoon and evening November 5th and November 6th 2015 to meet with parents during Open School afternoon and evening in November 2015. Another organization, Western Queens, which offers counseling services to our students and their families held a very successful workshop at our May 9th family night. This year they attended our first parent conference on September 30, 2015 and received an enthusiastic response from our parents. In addition LaGuardia Community College continues to offer the parents of our students free ESL class for the parents of our students. Our PTA has also invited the Sanctuary for Families: Immigration Intervention Project along with attorneys from the law firm of Sherman and Sterling to come meet with families during Open School Afternoon and Evening in March, 2014) to offer pro bono advice on their immigration questions were hoping to have them back this year. Other collaborations with Community Based Organizations which offer services to our ELL parents include: Office of Tibet, Sunnyside Community Services, Mount Sinai Adolescent Health Center and The Door, to help support our ELL students as they adjust to life in a new country. When one of our CBO's conducts a workshop or meeting with parents in our school we arrange to have translators available if we do not have a translator available who speaks the parents home language we arrange to utilize the services of the DOE Translations Unit.

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

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings.

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

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves. Through the PTA, parents requested to have counselling services available at our school for students and their parents. As a result of this request we Western Queens Counseling Center has been offering counseling services to at our school over the past year. We plan to continue and expand this program during the 2015-16 school year. As a result of this collaboration between the PTA and the administration and our partnership with LaGuardia Community College, our parents were offered free ESL parent classes at the college this past year. We expect that the college will continue this successful collaboration during the 2015-2016 school year. We make sure to have translators on hand for all parental involvement activities. If we do not have a translator available who speaks the parents home language we arrange to utilize the service of the DOE Translations Unit.

D. Additional Information

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

Paste response here:

School Name: International HS @LaGuardia**School DBN: 24Q530**

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)
Jaclyn Valane	Principal		10/19/15
Harry Schutz	Assistant Principal		10/19/15
Iris Jacquez	Parent Coordinator		10/19/15
Joelle Lobberecht Vecsey	ENL/Bilingual Teacher		10/19/15
Shama Hosseen	Parent		10/19/15
Steven Dawson/Social Studies	Teacher/Subject Area		10/19/15
Amy Burrous/ESL	Teacher/Subject Area		10/19/15
	Coach		
	Coach		
Theon McGhie	School Counselor		10/19/15
Kathy Rehfield-Pelles	Superintendent		
Alexandra Anormaliza	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q530

School Name: International HS at LaGuardia
Superintendent: Kathy Pelles

Before you begin, please check the following:

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

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

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

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

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

The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time as well as information gathered from Part III of the Home Language Survey (HLIS) are very useful. In addition we use ATS reports such as the RAPL report in ATS which is helpful in determining parents' preferred languages, the PARD report provides information on parents preferred written and oral languages. The Student Emergency Contact cards are another source which can be used to confirm parents preferred written and spoken languages. The parent surveys are useful in determining parents needs such as a desire to attend English language classes. The data found in the Language Allocation Policy is useful in helping us to determine how to spend our translations funding and what languages are needed for written translations as well as when we need to send school messenger calls over the phone. The policy of International High School is to provide all parents with written translation and oral interpretations through all means available to us.

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

Arabic
Bengla
Burmese

Chinese dialect-unknown
Chinese
Cantonese
Dari
Dzongkha
French-Haitian-Creole
French
Fulani
German
Haitian
Hindi
Indonesian
Japanese
Korean
Mandarin
Nepali
Pilipino
Punjabi
Polish
Portuguese
Romanian
Russian
Serbo-Croatian
Spanish
Tamil
Thai
Tibetan
Turkish
Tadzhik
Urdu
Ukrainean
Uzbek-
Vietnamese
Woloof

Part B: Creating a Communications Calendar

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

New parent handbook-June-September
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.
New York State Regents testing dates-Early January, Early June.
PTA announcements-Monthly.

Orientation letter to new students-Early July and early August.
March credit letter and summer dates-March
Notification letter for first day of school
Notification letter for new parent orientation-September and February
PTA parent newsletter

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

Parent Teacher Conference-9/30/15, 11/18/15, 11/19/15, 3/9/16, 3/10/16.
Family night-5/13/16.
PTA meetings-Monthly
Early College Meeting-December
Individual meetings with parents of all ENL students-Throughout the year
New Parent Orientation-August and February

Part C: Providing Language Assistance Services

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

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

- International High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Polish, Bengali, Urdu, Haitian-Creole, Portuguese, French and Russian. Our staff members have been very willing to help out by providing written translations whenever possible. Parent volunteers: have been very generous with their time in helping to translate shorter documents. For shorter letters or documents we are often able to obtain help with written translations from former students who are attending LaGuardia Community College. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Since we are located on the campus of LaGuardia Community College we've often been able to reach out to the college community to help out with written translations. Finally, when a

document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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

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

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

Part D: Training Staff on Policies and Procedures

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

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

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

- When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.
- When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.
- At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.
- Notification to our parents is made in a variety of ways. Our parent coordinator provides monthly newsletters in all the covered languages as well as in a variety of primary languages providing notification of their rights. This information is also provided to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in August and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.
 - The information is to be posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's Bill of Rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room 152.
 - International High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
 - "Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." At International High School the only languages spoken by over 10% of the students are covered languages. (Spanish and Chinese).
 - International High School will provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.

Part F: Monitoring and Quality Control

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

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