

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X334

School Name:

INTERNATIONAL COMMUNITY HIGH SCHOOL

Principal:

BERENA CABARCAS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: International Community High School School Number (DBN): 07X334
Grades Served: 9-12
School Address: 345 Brook Avenue, Bronx, NY 10454
Phone Number: 718-665-4128 Fax: 718-665-4547
School Contact Person: Berena Cabarcas Email Address: bcabarc@schools.nyc.gov
Principal: Berena Cabarcas
UFT Chapter Leader: Josef Donnelly
Parents' Association President: Miguelina Martinez
SLT Chairperson: Tammy Nin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mariama Diallo
Student Representative(s): Darihana Gonzalez
Mobassara Tabassum

District Information

District: Affinity Group Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street, Brooklyn, NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: 917-861-1095 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: Aanorma@schools.nyc.gov
Phone Number: 212-374-0876 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Berena Carbarcas	*Principal or Designee	
Josef Donnelly	*UFT Chapter Leader or Designee	
Miguelina Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mariama Diallo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Darihana Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mobassara Tabassum	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leoncia P. de Velez	Member/ Parent	
Ana Mateo	Member/ Parent	
Nery Stevens	Member/ Parent	
Jane Clark	Member/ Teacher & UFT Delegate	
Hugo Lanchipa	Member/ Teacher	
Tammy Nin	Member/ Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

We are a school compelled to find the best answer to, "How does a South Bronx high school for at-risk English Language Learners effectively serve students and their families?" The answer to this question lies in the Framework for Great Schools.

Since opening in September 2006, our approach in addressing this question has been to engage in continuous cycles of improvement driven by analyzing data to inform changes within our original systems and structures. When analyzing data gathered from our students as they enter our school, 40-45% of our students have low literacy levels in their native language ranging from pre-K to 4th grade. Between 43-50%, enter with native language literacy levels between 5th to 7th grade in their native language. The remaining 10-12% of our students are at or above grade level in their native language. Unfortunately, the peer grouping system used in the 2012-2013 & 2014-2015 Progress Reports directly compares our school with other schools where many more ELL students arrive at or above grade level in their native language, as well as, schools that were not always administering the five Regents exams and only focused on the ELA Regents exam.

ELL research has constantly demonstrated that students with higher levels of native language literacy have a much higher probability of showing mastery in a new academic language within 7-8 years. The lower the native language literacy the more difficulty a student will experience in making a successful transition. Given this information, the first step in contextualizing our data is recognizing that not all ELL's in the NYC school system are the same.

Despite the statistical probabilities working against our student population, we take pride in having an average of about 69% of our students graduate within 6 years. Our school outperformed 70% of the schools in our faulty peer group as per the 2012-2013 Progress Report date. However, we are not satisfied with a 31% drop out rate. And though we still have important progress to make, our student achievement, as measured by our 4 and 6 year graduation rates, has improved thanks to the six elements of the Framework for Great schools.

To increase the 4 & 6 year graduation rate, our school is proud to have:

Rigorous Instruction & Collaborative Teachers

- Established our college readiness program by becoming a full member of the New York State Performance Based Consortium where our students graduate with the English Regents and four major Performance Based Tasks (PBAT's): literary essay, historical research paper, science research project with lab report, and math application project.

Rigorous Instruction, Collaborative Teachers & Strong Family-Community Ties

- Expanded our career readiness, 11th grade internship, and advisory program through the collaboration of Bronx Teens Connection, our ICHS Science Department, and the ICHS Advisory Committee.

Supportive Environment & & Strong Family-Community Ties

- Transformed our after school and weekend activities to engage student interests through partnerships with the Center for Urban Pedagogy, Sauti Yetu, Changing the Odds, Tagai Mentoring, Saturday Workshops, Model UN, Girl Up, and athletics which include girls' volleyball, softball, & soccer, boys' soccer, basketball, & baseball, as well as, coed table tennis & badminton.

Supportive Environment & & Strong Family-Community Ties

- Launched our Morris Heights Health Center School Based Clinic and partnered with the South Bronx Campus LYFE Center to better support our teen parents and decrease the number of pregnancies and STD's affecting students throughout our campus and neighborhood.

Rigorous Instruction & Collaborative Teachers

- Increased English Regents pass rates where 71% of students taking the exam passed in June 2014 compared to less than 35% in the previous years.

07X334 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	469	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	4	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	7
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	93.6%	% Attendance Rate			82.7%
% Free Lunch	92.2%	% Reduced Lunch			0.5%
% Limited English Proficient	95.2%	% Students with Disabilities			3.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			16.0%
% Hispanic or Latino	76.4%	% Asian or Native Hawaiian/Pacific Islander			5.3%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.83	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)			11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			4.18
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	41.2%	Mathematics Performance at levels 3 & 4			61.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	73.6%	% of 2nd year students who earned 10+ credits			82.7%
% of 3rd year students who earned 10+ credits	83.3%	4 Year Graduation Rate			40.4%
6 Year Graduation Rate	65.9%				
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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

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

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.
- Since the opening of our school, our students have engaged in two portfolio presentation in the 9th, 10th & 11th grades and one major graduation portfolio presentation in the 12th grade. The performance based tasks (PBAT’s) involved in the graduation portfolio include writing a literary essay, research paper, science lab report, and math application project, which are all designed to actively prepare students for the rigor of college work.
- In shifting to the Common Core Standards, it is necessary for departments to explicitly align the portfolio tasks to the CCLS targets and track student growth on the PBAT’s throughout the four years. The analysis of student performance on the PBAT’s identified priorities, language development & content connections, for strengthening the vertical alignment in the curriculum within each department. This work is supported by the DOE emphasis on moving towards the CCLS, the feedback we received from our 2013-2014 Quality Review was “implementation of the instructional shifts in the regular English is less thorough than in math.” The evaluator also mentioned that the science and social studies departments also need a little more training to be at the same level as the math department.
- In 2014-2015, we had the privilege of becoming full members of the New York Performance Standards Consortium. Membership means that we are administering the English Regents exam along with the four major Performance Based Tasks (PBAT’s): literary essay, historical research paper, science research project with lab report, and math application project. Consequently, our teachers, academic coaches, and administration will be invested in a much more in-depth review of the alignment of PBAT performance outcomes throughout the 4 year department sequence.

Part 2 – Annual Goal

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

By June 2016, 75% of the 9-10th graders will COMPLETE the two required mini-PBATS in the four major academic areas and presentations, 75% of 11th graders will COMPLETE one full PBAT in the four academic along with the presentations, and 75% of the 12th graders will PASS the required graduation presentation and PBATS. Please note that the portfolio presentations are developmental in 9th-11th graders. Students are expected to rate competent or better on the PBATS in the four academic areas and the presentations in 12th grade in order to graduate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will continue to receive training through the New York State Performance Standards Consortium to: (1) strengthen inter-rater reliability and (2) work under the leadership of the Teacher Graduation Portfolio Committee to further improve graduation mentoring capacity.</p>	<p>Teachers, Guidance, & 12th graders</p>	<p>July 2015 – June 2016: Monthly Department sessions, Weekly interdisciplinary team sessions, Consortium PD's throughout the summer & academic year</p>	<p>Graduation Portfolio Committee</p>
<p>Using methodology from mastery based learning, Internationals Network for Public Schools, & ALL ED trainings, instructional coaches will support differentiation in two major ways:</p> <ul style="list-style-type: none"> • Ensure that teachers have well developed content, skills, & language outcomes for each unit along with descriptive criteria for competent, good, & outstanding performance within each outcome • Train teachers to use the explicit criteria to provide simple responsive adjustments & specific feedback in the midst of instruction for the various abilities present in the classroom 	<p>All students & teachers</p>	<p>July 2015 – June 2016: Weekly Department sessions, as well as, INPS, ALL ED, & JumpRope PD</p>	<p>Instructional Coaches, Teachers, & Administrators</p>
<p>Teachers will:</p> <ul style="list-style-type: none"> • Track progress on JumpRope account available to families • Provide feedback during the four family conferneces 	<p>Families</p>	<p>Sept 2015 – June 2016: All parent meetings, 4 marking periods w/ JumpRope Progress Reports</p>	<p>Parent Coordinator Teachers SLT PTA Board</p>

<ul style="list-style-type: none"> • Mail translated rubric results for both the PBAT & presentations twice a year • Invite families to attend presentations 			

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.

- Instructional Coaches
- Partnerships with Internationals Network for Public Schools, the New York State Performance Standards Consortium, & ALL-ED instruction
- Teacher, Guidance Counselor, & Supervisor Per Session for PD, student services, & family involvement
- SLT participation stipends
- Interpretation Services

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

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

At the end of February using Excel, we will be able to review scores on the:

- 9th & 10th grade mini PBAT’s & presentations in all four content areas
- 11th grade PBAT’s & presentations in two content areas
- 12th grade Graduation PBAT’s & presentations in two content areas

While analyzing this data by classes, we will be able to identify which performance indicators need to be supported better by dept & interdisciplinary teams.

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.

For three years, one of our school-wide goals has been meeting the socio-emotional needs of all. We have always worked towards this goal through partnerships with a number of CBO’s:

- The **Morris Heights Health Center** School Based Clinic provides our students with access both to medical care, reproductive health counseling, and a social worker.
- **Sauti Yetu** , provides literacy support as well as bi-weekly African Girls group and a weekly African Boys group.
- **Changing the Odds** (CTO) provided an end of partnership project which left our school with a 9th & 10th grade advisory curriculum with a community service project for each advisory supporting the school’s core values: Compassion, Curiosity, Professionalism, Perseverance, Respect, & Responsibility.
- **The Center For Urban Pedagogy** (CUP) provides training for participating teacher and classroom instruction on special urban government projects.
- **Safety with Dignity** trains and coordinates our our peer mediators, who performed over 40 mediation sessions last year!
- Five staff members attended the **Morningside Heights Center** /DOE Restorative Justice five-day training in Spring 2015 and another eight staff members are scheduled to attend the Summer 2015 trainings.
- **ReServe** provided an additional part-time college counselor to help all of our students apply.
- **Behind the Book** brought in a visiting Author, Matt Pena and published a book of creative writing and visual art done by our students.
- **Bronx Arts Ensemble** helps us offer Capoeira, Yoga, Dance and Martial Arts classes to our students.
- For entering SIFE students and others with native-language literacy below the third-grade level, we offer a special one-year curriculum through **Bridges to Academic Success** , a collaborative project of RSLUS and CASE at the **CUNY Graduate Center** .
- Our 11th grade internship class placed over 100 students in 10-week, all-day Friday internships with diverse non-profit organizations throughout the city.

In addition to two guidance counselors and a dean, our staff includes a full-time SAPIS worker and in the 2014-2015 school year, we made a major investment this goal by adding a College & Career Counselor to our guidance staff.

Part 2 – Annual Goal

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

By working with administrators, restorative justice trainers from the DOE, and trained colleagues, all of our advisory teachers will have run at least three restorative circles and all teachers will have run 3 academic circles by the end of May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>At least 10 key administrative, guidance, and teaching staff will receive the 5 day intensive Restorative Practices using circles, through OSYD's partnership with not-for-profit organizations contracted to support this major work. The trained faculty will also work with the not-for-profit organization to integrate peer mediation into a comprehensive program to</p>	<p>All administrators, dean, ELL coordinator, College & Career Counselor, & self selected teachers</p>	<p>July 2015 – Aug 2015</p>	<p>Eva Sievert-Schiller, 12 month AP</p>
<p>The skills leveraged from using restorative circles will be applied to content specific academic circles that will increase the amount of time students are using academic English in the classroom.</p>	<p>Advisory Teachers</p>	<p>Sept 2015 – May 2016</p>	<p>12 month AP, Dean, & DOE sponsored Restorative Practice trainers</p>
<p>At least two SLT meetings will be conducted using a restorative circle and members will present the purpose and experience to our PTA during one of our Saturday Family workshops. We will also monitor the suspension data to determine impact of restorative, academic circles, and peer mediation on student safety, especially recidivist rates. This will be monthly data to be reviewed at the SLT meetings and presented at the Saturday Family workshops.</p>	<p>SLT & PTA Board</p>	<p>Oct 2015 – March 2016</p>	<p>10 month AP, ELL Coordinator, Dean, & Parent Coordinator</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.

- Extended contract with DOE sponsored Restorative Practice not-for-profit, hopefully DREAM’s Safety with Dignity program
- Teacher, Guidance Counselor, & Supervisor Per Session for PD, student services, & family involvement
- SLT membership stipends
- Interpretation Services

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

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

Part 5 – Progress Monitoring

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

Interdisciplinary teams will conduct a written reflection on the use of restorative and academic circles in January 2016 and in June 2016. Their reflection in June 2016 will contain recommendations for implementing restorative practices school wide for the 2016-2017 academic year.

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.

In order to meet the 80% four-year graduation goal, our course pass rates for teachers must be at least 80%. In Fall 2015, the school had an average course pass rate of 80.07%, however, the course pass rates for individual teachers ranged from 42.86% to 100%. Departmental averages ranged from 77.38% to 83.44% and Interdisciplinary Team averages ranged from 67.74% to 98.33%.

This year’s course pass rates demonstrated a marked improvement from the Fall 2014 course pass rates for several teachers:

Fall 2014 -> Fall 2015

57.35% 73.02%

59.25% 79.37%

64.44% 87.67%

66.66% 84.44%

During End-of-Year Conferences, teachers attributed this improvement to collaborative planning and team-wide expectations, as well as specific professional development on self-regulation. Among the collaboration strategies mentioned was turn-keying information learned at graduate school courses and out-of-the-building professional opportunities.

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, each teacher will have an 80% or higher pass rate. No teacher can do this alone. Departments will collaborate on shared outcomes, criteria, assessments, tutoring, and course extensions. Teaching teams will develop students' language using strong interdisciplinary connections and effective classroom routines. All teachers will participate in peer observation. Evidence of collaboration will be found in the end-of-year Interdisciplinary and Departmental portfolios.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Using methodology from mastery based learning, Internationals Network for Public Schools, & ALL ED trainings, instructional coaches will support differentiation in two major ways:</p> <ul style="list-style-type: none"> • Ensure that teachers have well developed content, skills, & language outcomes for each unit along with descriptive criteria for competent, good, & outstanding performance within each outcome • Train teachers to use the explicit criteria to provide simple responsive adjustments & specific feedback in the midst of instruction for the various abilities present in the classroom 	<p>All students & Teachers</p>	<p>July 2015 – June 2016: Weekly Department sessions, as well as, INPS, ALL ED, & JumpRope PD</p>	<p>Instructional Coaches, Teachers, & Administrators</p>
<p>Teachers will:</p> <ul style="list-style-type: none"> • Track progress on JumpRope account available to families • Provide feedback during the four family conferences • Mail translated rubric results for both the PBAT & presentations twice a year • Invite families to attend presentations • Present data to SLT who will decide how to present the information to the PTA during Saturday Family Workshops 	<p>Families w careful feedback from SLT & PTA Board</p>	<p>Sept 2015 – June 2016: All parent meetings, 4 marking periods w/ JumpRope Progress Reports</p>	<p>10 Month AP with support from Data Specialist & Parent Coordinator</p>
<p>Cabinet team will monitor data after every progress report is issued. Data trends will then be shared with teachers through Teacher Leadership meetings,</p>	<p>Teachers</p>	<p>November 2015, January 2016, March 2016, & June 2016</p>	<p>Data Specialist with support from Guidance Counselors</p>

as well as, interdisciplinary and departmental meetings.			

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.											
Summer school funds to increase the rate of course completions in our mastery based grading system											
Per session for teachers, guidance, &											
<ul style="list-style-type: none"> • Teacher, Guidance Counselor, & Supervisor Per Session for PD, student services, & family involvement • SLT membership stipends • Interpretation Services • Support monthly Instructional Coaches meeting 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Our cabinet will review and monitor progress report data from JumpRope in November 2015, January 2016, March 2016, & June 2016. At each point, we will determine next steps with departments, interdisciplinary teams, and individual teachers.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Teachers need feedback more often than is possible through the formalized process of written observation reports. By combining required formal and informal observations with “Kim Marshall” walk-throughs, we were able to move the school on Danielson component 3b, Questioning and discussion techniques. We also set the expectation of peer inter-visitations to the classrooms of department members and to other teachers on their Interdisciplinary Teams.

Part 2 – Annual Goal

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

Administrators will conduct a minimum of ten classroom visits to each teacher by administration between September 9, 2015 and June 26, 2016 including both APPR observations and walkthroughs with verbal feedback. Create and maintain a system of documentation and accountability for teacher peer inter-visitations and classroom visits by academic coaches. Trends will be shared with Teacher Leaders on a quarterly basis through TeachBoost reports. The TeachBoost system will also provide a summary of all the administrative walkthroughs and APPR observations to assess whether or not the administrators met the goal of at least ten visits per teacher by the June 2016 APPR deadline.

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 parent leadership and engagement as a key lever for school improvement. 	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?
Weekly “Kim Marshall” walkthroughs with verbal feedback for a minimum of three teachers per week.	All teachers	September 2015- June 2016	Principal Berena Cabarcas
One informal APPR observation performed by Principal Berena Cabarcas for each teacher during the 2015-2016 school year and formal evaluations for teachers who are up for tenure.	All teachers	September 2015- June 2016	Principal Berena Cabarcas
<ul style="list-style-type: none"> • At least one APPR informal observation every two months. • Weekly “Kim Marshall” walkthroughs with verbal or email feedback for a minimum of two teachers &/or educational consultants per week. • Establish routines for sharing this information with appropriate instructional coach in a timely manner. 	All teachers & Instructional Coaches	September 2015- June 2016	Assistant Principals Eva Sievert-Schiller & Tammy Nin
SLT reviews a updated Google Doc documenting progress on over all observation visits. They will present this information to the PTA during Saturday Family Programs in December, April, & June.	SLT & PTA Board	Dec 2015, April 2016, & June 2016	10 Month AP with support from ELL Coordinator & Parent Coordinator

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"> • Teacher, Guidance Counselor, & Supervisor Per Session for PD & family involmnet • Principal will attend free monthly trainings with Kim Marshall and self-selected principals • Assistant principals will participate in ELI, INPS, &/or other DOE PD’s that support the observation process • Principal & Assistant Principals will meet monthly with either a Leadership Academy coach or assigned MOTP coach to discuss improvements to our observation methodology and tracking systems.

- Hire and train a staff member to schedule, keep track of all observation entries, & work with data specialist to analyze trends
- Support monthly Instructional Coaches meeting

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

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

As stated before, the SLT will receive 3 summary reports throughout the year describing the number of observations each teacher received including the type of observation. Kim Marshall recommends that each teacher is visited at least 10 times a year; therefore, we will be reporting to the SLT the following equation for each teacher, “Total Observations = Walk Through + APPR Evals” with the target of 10+ as the total by June 2016.

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.

We are not satisfied with the number of families that attend our four family conferences throughout the year. The exact numbers for each team are in a report that cannot be located at the moment. In the next draft, we will include those numbers which are below 50% for every interdisciplinary team. Teachers have suggested starting conferences facilitated by the students in order to increase adult turn out to the events.

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.

Each interdisciplinary team, in collaboration with the parent coordinator and support staff, will increase the average family turn out for family conferences by 15% compared to the total averages from 2014-2015 which were: Bridges Team 35%, ABC Team 27%, DEF Team 31%, GHI Team 35%, JKL Team 16%, and MNOP Team 32%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Parent Coordinator will:</p> <ul style="list-style-type: none"> • Maintain interdisciplinary team logs and counts for each family conference for the next academic year • Compare logs and counts to last year's data • Distribute one month ahead of time family conference outreach packets for each team 	<p>Interdisciplinary Teams</p>	<p>Each of the four Family Conferences</p>	<p>Parent Coordinator</p>
<p>The Interdisciplinary Teams will:</p> <ul style="list-style-type: none"> • Train students to facilitate the presentation of their progress report to their family members • Call families to schedule appointments for conferences by working with support staff & the DOE Over-The-Phone Interpretation Services 	<p>Students & Families</p>	<p>November, March, & May Scheduled Family Conferences</p>	<p>Interdisciplinary Team Leaders</p>
<p>The administration will:</p> <ul style="list-style-type: none"> • Support teachers in meeting with families at alternate times up to one week after the scheduled conference times • Provide interpreters in all the major languages for the conference time • Present implementation plans to the SLT & PTA 	<p>Teachers, Families</p>	<p>November, March, & May Scheduled Family Conferences</p>	<p>10 Month AP with assistance from Parent Coordinator</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.

- Teacher, Guidance Counselor, & Supervisor Per Session for PD & family involvment
- Parent Coordinator will attend free monthly mtgs
- DELL Grant Opportunities will further support the family outreach
- Interpretation funds

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

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

Part 5 – Progress Monitoring

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

During the SLT meetings, we will review the results of all the visits for each of the four family conferences and adjust in order to keep the turnout numbers increasing.

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)	<ul style="list-style-type: none"> • Credit accumulation • Portfolio Presentation Scores • NYSESLAT Score • RTI List 	<ul style="list-style-type: none"> • 3rd period targeted remediation • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate • Bridges Program for students with Pre-K to 5th Grade literacy in their home language. • Tutoring program in conjunction with the SIFE grant. • Reading Plus and structured reading practice for struggling readers 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school • Saturday Family Programs
Mathematics	<ul style="list-style-type: none"> • Credit accumulation • Portfolio Presentation Scores • NYSESLAT Score • RTI List 	<ul style="list-style-type: none"> • 3rd period targeted remediation • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school • Saturday Family Programs

		<ul style="list-style-type: none"> • Bridges Program for students with Pre-K to 5th Grade literacy in their home language. • Tutoring program in conjunction with the SIFE grant. • ST MATH & ALEKS for students struggling with numeracy 		
Science	<ul style="list-style-type: none"> • Credit accumulation • Portfolio Presentation Scores • NYSESLAT Score • RTI List 	<ul style="list-style-type: none"> • 3rd period targeted remediation • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate • Bridges Program for students with Pre-K to 5th Grade literacy in their home language. • Tutoring program in conjunction with the SIFE grant. • ST MATH & ALEKS for students struggling with numeracy 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school • Saturday Family Programs
Social Studies	<ul style="list-style-type: none"> • Credit accumulation • Portfolio Presentation Scores • NYSESLAT Score • RTI List 	<ul style="list-style-type: none"> • 3rd period targeted remediation • After-school tutoring with teachers • Language paraprofessional support for whom it is appropriate 	<ul style="list-style-type: none"> • In small groups • Reduced class sizes • One-to-one 	<ul style="list-style-type: none"> • During the School day • Longer periods (60 min/day = 300 min/week) • After school • Saturday Family Programs

		<ul style="list-style-type: none"> • Bridges Program for students with Pre-K to 5th Grade literacy in their home language. • Tutoring program in conjunction with the SIFE grant. • Reading Plus and structured reading practice for struggling readers 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Credit accumulation • Portfolio Presentation Scores • NYSESLAT Score • RTI List • Attendance Rates • Punctuality Reports • OORS Reports 	<p><u>Guidance counselors</u> :</p> <ul style="list-style-type: none"> • 1 period per week of comprehensive advisory program • Pull-out 1-on-1 and small group counseling as needed • Referrals to external organizations. <p><u>School Psychologist</u> :</p> <ul style="list-style-type: none"> • Assistance with writing of IEPs and evaluating appropriateness of referrals. • Communicate with special education teachers to monitor the progress of our students on a monthly basis <p><u>At-Risk Health Services</u> :</p> <ul style="list-style-type: none"> • Health insurance enrollment fair 	<ul style="list-style-type: none"> • In small groups • One-to-one 	<ul style="list-style-type: none"> • During the School day • After school • In conjunction with other licensed practitioners from partner organizations

		<ul style="list-style-type: none">• Immunization services provided by on site Morris Heights Health Clinic• Vision and hearing screenings provided by on site Morris Heights Health Clinic• Primary health care provided by on site Morris Heights Health Clinic		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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"> • Administrative and teaching staff members attend hiring fairs to identify and recruit highly-qualified teachers. • Our school works with the Bard MAT, Teacher's College Student Teacher Placements, and Peace Corp Fellows student teacher programs to: (1) train talented new teachers within our specific INPS instructional model and (2) recruit previous graduates to work at our schools. • If needed, the payroll secretary will work closely with principal, budget assistant and CFN-106 HR point person to ensure that non- HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support new &/or struggling teachers. Currently our mentors come from the NYC Math Project at Lehman College, Bard College and the UFT PIP Program. • We also advertise for positions through New York Performance Assessment Consortium.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers, Assistant Principal, Principal and staff participate in an ongoing professional development provided by:</p> <ul style="list-style-type: none"> • Internationals Network for Public School • CFN 106 • Office of English Language Learners • Aida Wailqui

- Q-Tel
- New York City Writing Project
- Reading Plus
- ALEKS
- Rosetta Stone
- Bard MAT Program
- Teacher’s College
- Sauti Yetu
- Changing the Odds
- Bronx Teen Connects

During the professional development sessions, teachers and staff explore how to enable the students in particular the English Language

learners to meet Common Core Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Teacher Leadership Committee meets every Friday from 7:55 am to 8:55 am. The Leadership Committee has a teacher representative from each team, academic department, committee, guidance, UFT representative and administration meet to consider major instructional concerns. Through lengthy conversations that continue in separate team and department meetings, feedback around multiple assessment measures and professional development are collected. Then the Teacher Leadership Committee develops and implements the plans that have been informed with feedback from as many teachers as possible. We also have our MOSL committee that was activated at the beginning of the year who assisted with this until our Teacher Leadership Committee was finalized and began meeting in November. Furthermore, our UFT Consultation Committee that also gets to express feedback on any concerns. Some of our major assessment breakthroughs include the administration & use of mock regents exams, ALEKS, Rosetta Stone, & Reading Plus in addition to keeping track of student progress on the Regents exams. The information from the analysis informs third period intervention placement, after school & Saturday tutorials, and special team &/or department wide initiatives.

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	420,318.00	X	11, 14, 17, 20, & 22
Title II, Part A	Federal	0		
Title III, Part A	Federal	44,840.00	X	11, 14, 17, 20, & 22
Title III, Immigrant	Federal	0	X	11, 14, 17, 20, & 22
Tax Levy (FSF)	Local	3,060,969.00	X	11, 14, 17, 20, & 22

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>International Community HS</u>	DBN: <u>07X334</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>170</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>7</u>
of content area teachers: <u>7</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The Title III program provides English Language Learners with supplemental instruction beyond our Extended School Initiatives. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers will be paid per session rate. In addition to providing an extended day to maximize the amount of in-school ESL and content instruction, ICHS also offers rigorous after school instruction across all major content areas:

- Algebra ESL Enrichment (9th and 10th grade) (Afterschool)
- English ESL Enrichment (all grades) (Afterschool)
- American History ESL Enrichment (11th and 12th grade) (Afterschool)
- Living Environment ESL Enrichment (10th, 11th and 12th grade) (Afterschool)
- Math ESL Enrichment (10th, 11th and 12th grade) (Saturday)
- Global History ESL Enrichment (9th and 10th grades) (Saturday)

The afterschool will serve to better focus student skills and content knowledge directly relating to design, develop and revise their writing piece for the Performance Based Assessment Tasks (PBATs). Each program is focused around supporting our ELLs in developing the skills necessary to be successful in school and beyond

- Analytic thinking
- Using reading skills to decode text and questions
- Interpreting and analyzing critical documents
- Visual literacy
- Research writing skills
- Essay planning and writing
- The application of mathematical computation and problem-solving

1.- Algebra ESL Enrichment program (9th/10th grade students - Afterschool)

Schedule: Monday and Wednesdays of every instructional week from 4:00 pm to 6:00 pm.

Students: Two classes of 20 students each from 9th and 10th grade.

Instructors: Hugo Lanchipa (ESL licensed teacher), Shohel Rahman (9th and 10th grade ESL licensed teacher), Michael Armstrong (9th and 10th grade Math licensed teacher), Joel Carrillo (9th and 10th grade Math licensed teacher).

Duration: This program will run from November 2014 until June 2015. For 94 sessions total between both classes.

Materials: Classroom materials in general (Chart Paper, markers, graph notebooks, etc). In house prepared instructional materials.

The after school Algebra ESL Enrichment is a mathematics course and will be offered twice a week, for two hour session. One class will receive instruction delivered by Hugo Lanchipa in conjunction with Joel Carrillo. The second class will receive instruction delivered by Shohel Rahman in conjunction with Michael Armstrong.

The program will provide students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate instruction. The five critical areas of Algebra Enrichment align with the critical areas of Integrated Algebra: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. It is our experience and our continuing hope that the students' exposure to this wide

Part B: Direct Instruction Supplemental Program Information

exposition of math concepts will spark an interest in math and engender confidence in their math abilities that will follow them high school and into a career.

This instruction also places emphasis on the development of students' writing skills, through a math application project incorporating academic (tier II and III) language throughout the written submissions and oral presentations of projects. These skills are also required in other content areas.

2.- English ESL Enrichment program (all grades) (Afterschool)

Schedule: - One class every Monday and Thursday from 4:00 pm to 6:00 pm. Another class every Tuesday and Wednesday from 4:00 to 6:00 pm

Students: One class of host 20 students from 9th and 10th grade. Second class of 20 students from 10th and 11th grade.

Instructors: James Nine (9th and 10th grade ESL licensed English teacher), Glencora Roberts (9th and 10th grade English licensed teacher), Nicholas Deming (11th grade ESL licensed English teacher), Joanne Dilauro (11th & 12th grade English licensed teacher) .

Duration: This program will run from November 2014 until June 2015. For 89 sessions total between both classes.

Materials: Bilingual fictional texts to support translanguaging . Classroom materials in general (Chart Paper, markers, composition notebooks, etc.) In house prepared instructional materials.

The after school ESL Enrichment program will be offered two times a week, for two hour session. There will be two classes differentiated by the targeted students to serve. One class will receive instruction delivered by James Nine in conjunction with Glencora Roberts and will serve students from 9th and 10 grade. The second class will receive instruction delivered by Nicholas Deming in conjunction with Joanne Dilauro and will serve students from 11th and 12th grade.

The ESL Enrichment program is an intensive program, which immerses students in an interactive, lively and motivating environment. Through a systematic, modular approach to language learning, our students are exposed to all aspects of language learning. Particular attention is paid to grammar, vocabulary development, pronunciation, and the skills of reading, writing, listening and speaking. The courses are designed to provide the students with maximum exposure to English through authentic, interesting and current issues.

The primary focus for instruction in these classes is the development of their writing skills, through a literary essay, incorporating academic language (tier II and III) throughout the written submissions and oral presentations of projects. These skills are also required in other content areas. The program will also aim to challenge students critical thinking and analysis skills required by higher learning institutions and presently a requirement for high school graduation.

3.- American History ESL Enrichment program (11th and 12th grades) (After School)

Schedule: Wednesday and Thursday of every instructional week from 4:00 pm to 6:00 pm.

Students: One class of 20 students from 11th and 12th grade

Instructors: Julia Joseph (11th grade US History Teacher, ESL and Social Studies certified) , Alhassan Susso (12th grade Economics teacher, Social Studies certified).

Duration: This program will run from November 2014 until June 2015. For 43 sessions total.

Materials: Classroom materials in general (Chart Paper, markers, composition notebooks, etc.) In house prepared instructional materials.

The American History ESL Enrichment program will be co-taught by the aforementioned teachers and will balance ESL language acquisition and textual analysis strategies with comprehensive content review and knowledge building.

The primary focus for instruction in these classes is to give the opportunity to ELL students to examine selected topics in American History Studies based on materials supplied by the teachers. In addition to analyzing primary sources, videos, slides and music, students will participate in group discussions, and use the school's computers to complete their research paper for graduation. This instruction also places emphasis on the development of their writing skills, through a research paper and thesis, incorporating academic language (tier II and III) throughout the written submissions and oral presentations of projects. These skills are also required in other content areas. The program also aim to develop language and challenge students critical thinking and analysis skills required by higher learning

Part B: Direct Instruction Supplemental Program Information

institutions and presently a requirement for high school graduation.

4.- Living Environment ESL Enrichment program (9th and 10th grades) (Afterschool)

Schedule: Monday and Tuesday of every instructional week from 4:00 pm to 6:00 pm.

Students: One class of 20 students from 9th and 10th grade.

Instructors: Ivonne Torres (ESL certified teacher), Jesusa Merioles (9th and 10th grade Living Environment teacher and Biology certified)

Duration: This program will run from November 2014 until June 2015. For 46 sessions total.

Materials: Classroom materials in general (Chart Paper, markers, composition notebooks, etc.) In house prepared instructional materials.

The Living Environment ESL Enrichment program will be co-taught by the aforementioned teachers. The primary focus for instruction in this class is to give the opportunity to ELL students to examine selected topics about the fundamental principles of living organisms like genetics, evolution, environmental, molecular biology, plant sciences, or a host of other scientific focuses. Attending the Enrichment Program offers not only lectures and discussions, but also hands-on laboratory experiences. This instruction also places emphasis on the development of their writing skills, through a research project and experiment, incorporating academic language (tier II and III) throughout the written submissions and oral presentations of projects. These skills are also required in other content areas. The program also aim to develop language and challenge students critical thinking and analysis skills required by higher learning institutions and presently a requirement for high school graduation.

5.- Math ESL Enrichment program (10th, 11th and 12th grade)(Saturday)

Schedule: One Saturday a month from 10:00 am to 2:00 pm. The days are Dec 13th, Jan 10th, Feb 7th, Mar 14th, Apr 18th, May 9th, Jun 6th.

Students: One class of 25 students each from 10th, 11th and 12th grade.

Instructors: Shohel Rahman (9th and 10th grade ESL certified and math teacher) and Enesto Tabajonda (11th and 12th grade Math certified Teacher).

Duration: This program will run from December 2014 until June 2015 for 7 sessions.

Materials: Instructional textbook Algebra 1 Workbook (Common Core Standards Edition). Classroom materials in general (Chart Paper, markers, graph notebooks, etc.). In house prepared instructional materials.

The program will focus on the necessary content knowledge and skills required for ELLs to be successful in the Integrated Algebra Regents Examination . The target group consist of students from 10th to 12th grade who want to take the Algebra Regents. This program will be co-taught by the aforementioned teachers and will balance ESL language acquisition, math content knowledge, multiple choice strategies and word problems strategies. The program will aim to develop language and challenge students critical thinking and analysis skills required by higher learning institutions and presently a requirement for high school graduation.

6.- Global History ESL Enrichment (9th and 10th grades) (Saturday)

Schedule: One Saturday a month from 10:00 am to 2:00 pm. The days are Dec 13th, Jan 10th, Feb 7th, Mar 14th, Apr 18th, May 9th, Jun 6th.

Students: One class of 25 students from (all grades).

Instructors: Julia Joseph (11th and 12th grade American History teacher, ESL and Social Studies certified) and Jane Clark (9th and 10th grade Global History teacher and Social Studies certified).

Duration: This program will run from December 2014 until June 2015 for 7 sessions.

Materials: Classroom materials in general (Chart Paper, markers, composition notebooks, etc.) In house prepared instructional materials.

The Global History ESL Enrichment Saturday program will be offered for four hours once a month. This program will be co-taught by the aforementioned teachers and will balance textual analysis with comprehensive essay writing strategies and knowledge building.

The primary focus for instruction in these classes is to give the opportunity to ELL students to examine selected topics in Global History Studies based on materials supplied by the teachers. In addition to analyzing primary sources, videos, slides and music, students will participate in group discussions, and use the school's computers to complete their research paper for graduation. This instruction also places

Part B: Direct Instruction Supplemental Program Information

emphasis on the development of their writing skills, through a research paper and thesis, incorporating academic language (tier II and III) throughout the written submissions and oral presentations of projects. These skills are also required in other content areas. The program also aim to develop language and challenge students critical thinking and analysis skills required by higher learning institutions and presently a requirement for high school graduation.¹

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: _

ICHS will continue its school-based professional development based on the changing needs of students in an effort to build capacity in teachers in a way that can directly address current and continuing academic and psychosocial issues of ELL students.

In house and outsourced professional development sessions are offered to any staff member in the school. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Coordinator is in constant contact with the PD leader at the school to coordinate them. All teachers at ICHS teach ELLs. Therefore all workshops are aimed at providing them with strategies and best practices that serve the ELL population at ICHS a project-based assessment school.

There are two main professional development series throughout the year. Both series are led by people who are experts in their particular field of education and servicing ELLs. The purpose of all professional development sessions is to offer teachers strategies and pedagogical information to effectively teach ELLs. The INPS Strategies for Teaching ELLs is held by Maria Kayal, an instruction coach with the International Network for Public Schools. The specific workshops are outlined below. The second series of workshops are part of the ALL-ED, a series of pedagogical strategies developed by Fordham University professor of Education, Dr. Rhonda Bondi and proven to increase student engagement and participation in ELL classrooms.

1.- INPS Professional Development on Strategies for Teaching ELLs

Schedule: September 3rd, November 4th, January 29th, February 2nd, June 4th, June 25th.

These workshops provide teachers with opportunities to define what project-based learning is, develop their own driving questions, distinguish between higher order thinking and lower level thinking tasks, and understanding the common pitfalls of project-based learning and how to address them. Teachers are also given a template for developing a project using backwards planning. Additional approaches help teachers with common issues that arise in classrooms populated by 100% ELL students. These workshops are led by Maria Kayal, an expert teacher and a consultant for the International Network for Public Schools. Additionally, these workshops follow the instructional models provided by the Internationals Network for Public Schools, who cater only to recent immigrant high school students.

1a) Introduction / Defining a Good Project (September 3rd from 1pm - 3pm) : This workshop series enables educators at varying levels of experience with project-based learning to deepen their knowledge of designing effective project-based units aligned to the Common Core State Standards. This is particularly important for all ELLs as it is a part of the current academic culture at ICHS.

1b) Project Analysis / Pitfalls of Project-Based Learning (November 4th from 1pm - 3pm) : In this workshop, teachers learn and understand the essential characteristics of a rigorous, engaging project. They also identify new sources of inspiration in developing ideas for projects. This includes learning how to integrate different types of motivating activities into curriculum. The second part of the workshop entails learning how to avoid the common pitfalls of project-based learning.

1c) Developing Driving Questions to Promote Higher Order Thinking (January 29th from 3pm - 4pm)

Part C: Professional Development

: This workshop provides faculty with core strategies to enable students at different academic and English proficiency levels to access academically rigorous curriculum at a variety of entry points. Teachers learn to how to create compelling diving questions to guide students' work by engaging in activities to develop the higher-order thinking skills of their students.

1d) Aligning Discipline-Based Language Objectives to Effective Content Objectives (February 2nd from 1pm - 3pm) : Teaching sheltered content to ELLs is challenging in that students are expected to learn content and language simultaneously. The challenge to teachers is that one cannot be learned without the other. This workshop offers teachers the opportunity develop effective and integrated language and content objectives for designing projects aligned with the Common Core State Standards. This includes partaking in activities that will develop familiarity with the different types of language functions students need and ways to scaffold support for students' using those language functions.

1e) Project Planning Templates and Formative Assessments (June 4th from 1pm - 3pm) : Teachers receive training in completing detailed project plans that break down unit objectives into weekly and daily objectives. These objectives are then aligned with activities and assessments. Teachers engage in activities and discussions that emphasize the importance of formative assessment and its role in project-based learning among ELLs. They are also provided with the Internationals' Project Planning template for projects.

2.- Participation in ALL ED Instructional Techniques

Schedule: May 1st, May 8th, May 23rd, June 6th.

All teachers will participate in ALL ED professional development workshops aimed at including specific instructional techniques to increase student engagement and inclusion through a variety of routines. These workshops are led by Dr. Rhonda Bondi, a professor Education at Fordham University and creator of ALL-ED (All Learners Learning Every Day) program. These workshops include and emphasize Group Learning, Assessment, Structured Choice, Self Regulation and Specialized Instruction for ELLs.

2a) ALL-ED 1: Practical Learning Routines for All Classrooms (May 1st, May 8th, May 23rd from 2pm - 4pm): Teachers will understand the differences between individualized learning (usually related to IEP goals), universal design for learning (UDL, a set of principles for curriculum development), differentiated instruction (a response to groups of students), and personalized learning (often implemented through technology, opportunities that enables learners to control their own learning). They will also partake in group learning, assessment, and structured choice as means to provide precise, efficient, and effective standards-based learning experiences that also address learner variability. Teachers will learn to implement self-regulation techniques (including choice, reflection, goal setting, and monitoring) to help students independently pursue learning experiences aligned with Common Core Learning Standards.

2b) ALL-ED 2: More Practical Routines and Efficient Planning for Academically Diverse Learners - (June 6th from 2pm - 4pm) : Teachers know that ELL students come to class with divergent experiences, understandings, interests, strengths and needs and that all students must meet high standards. Through this workshop teachers will develop their abilities to plan instruction that is aligned with the established curriculum and be responsive to learner variability. They will implement GASSSS routines to respond to academic diversity in ELLs through instruction and foster learner independence. Teachers will also ensure that each member in the classroom is engaged, valued, and stretched. Finally, this workshop will help teachers build daily classroom culture that values thinking and fosters self-driven learning as a habit in ELL students.

3.- Additional PDS

3a) Active Board Training (September 2nd from 9:00 am - 10:30 am) : All ICBS teachers will participate in Active Board training to be used with ELL students to create student products that enhance reading, speaking, and writing skills. Training will be led by an Active Board Expert referred to by the vendor of Active Board products.

3b) Jump Rope Training (September 2nd from 10:45 am - 12:00pm) : All ICBS teachers will participate in Jump Rope training to be used for outcomes based grading and involving ELL students in the feedback process that outcomes based grading entails. Training will be led by an Jump Rope Expert referred to by

Part C: Professional Development

the vendor of Jump Rope products.

3c) Reading Plus Training (September 3rd from 9:00 am - 10:30 am) : All content-area teachers of ELLs will participate in Reading Plus training to be used by students to increase literacy in English. Training will be led by Karolyn Piscardo, a literacy specialist and account manager for Reading Plus.

3d) ICHS End of Year Teachers Portfolio Presentations (June 25th from 8:00 am - 12:00 pm) : In following the tradition of project-based learning at ICHS, all teachers will present their best practices and successes through the lens of their department. These presentations will focus on the application of the strategies learned through the INPS and ALL-ED professional development sessions. Teachers will explain how ELL students developed throughout the school year and any changes or additions they recommend going forward.

3e) Coaching PD days: Additionally one day a month, department coaches lead the department meetings and stay in the school with teachers to run observations and individual coaching sessions. The purpose of assigning a coach to each department is to provide pedagogical support, resources and aid in curriculum development to teachers in each content area. These four coaches come twice / week and meet with teachers during common prep times.

Providers: Department coaches (Halle Kananack – Math; Natasha Williams – Science; Jay Shuttleworth – Social Studies; Renee Ehle – English; Aika Swai - Literacy Coach)

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parent-Teen Communication workshops: Dec 13th, Jan 10th, Feb 7th, Mar 14th, Apr 18th, May 9th, Jun 6th. (1:30 pm- 2:00 pm)

Parent-Teen Communication workshops are offered to parents on the dates listed above. These workshops are facilitated by the school Principal, Berena Cabarcas. Workshops center around a text that will be distributed to parents “How to Talk so Teens Will Listen & Listen So Teens Will Talk” by Adele Faber and Elaine Mazlish. The text will be available in English and Spanish. Translations of text and activities during the workshop will be provided as needed. This service is provided for parents with the intent of promoting positive family relationships between parents, at-risk ELLs, and the school.

College / Career Preparation Sessions: September 17th (5:00 pm - 7:00 pm), November 5th (5:00 pm- 7:00 pm) and 7th (1:00 pm - 2:00 pm) / March 26th (1:00 pm - 2:00 pm) and 27th (4:00 pm to 6:00 pm) and May 7th (5:00 pm - 7:00 pm).

The College / Career Preparation Sessions will be facilitated by Maria Damato (College and Career counselor and ESL certified teacher). Sessions broken into three separate languages. Three 2-hour sessions to be provided during to the following months to inform parents of specific milestones in the college application process. November - Introduction to College; January - Financial Aid; April - Support Services; June - Transitioning.

PBAT Support information Session: Dec 13th, Jan 10th, Feb 7th, May 9th, Jun 6th. (1:00 pm- 1:30 pm)

These PBAT Support Information Sessions will be facilitated by principal, Berena Cabarcas. The information session is meant to provide parents (specifically of new students) with the graduation assessments performed in every grade. The workshop will consist of presenting parents with strategies for supporting ELLs, interpretation and translation of Rubric, model presentations by student volunteers, and instructions for additional supports provided by ICHS which promote language, literacy and other academic skills (i.e Rosetta Stone, Reading Plus and Alex software).

Part D: Parental Engagement Activities

What is Jumprope and How to Use it: September 17 (5:00 pm - 7:00 pm), September 19 (2:00 pm - 4:00 pm)

Jumprope is the current software used by teachers, students, staff and parents for communication and feedback on academic progress and grades. This workshop is intended for both parents and students to learn how to navigate and stay informed of students academic progress and language growth. Additionally, the student comments section, informs parents of character / behavioral observations. Information sessions are held by multiple staff, depending on the language needs. Some experts include Ari Uy (Math / Lead Teacher), Eva Sievert-Schiller (Assistant Principal), Ernesto Tabajonda (Math / Lead Teacher).

Communication is key in ensuring the academic success of students and parent involvement and support is essential in order to achieve this. As critical as it is for our parents and families to be fully informed about all aspects of their child education, it is just as important that we have the appropriate mechanisms in place to make parents feedback and involvement a given rather than a struggle. In addition to ICHS' open-door policy, all parents are invited to monthly Parent Association Meetings, hold during Saturdays. After our Parent Teacher Association (PTA) meetings we run a Family Engagement program, in order to cover in detail more parent related topics that impact achievement of immigrant students and also to allow teachers to run the Saturday programs. We encourage parents to come with their kids to the school so meanwhile the parents are in these parent sessions, the students are doing regents preparation sessions. We use staff or external translators that are present to interpret information for families as needed. Phone calls and fliers in multiple languages are used to notify parents of meetings. In order to do that, coverage and per session must be provided.

Six parent-teacher meetings (PTC) are held throughout the school year. Three in the fall and three in the spring. During all these meetings, parents are informed about the student performance and also about the after school activities and Saturday programs that could help to improve the student skills and knowledge. Student rubrics are translated into different languages. Translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed.

Parental involvement in the school is high, with an average of 90 families attending the Saturday monthly meetings and around 300 family drop-ins (visits) to school per academic year.

Part E: Budget

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

Allocation Amount: \$50175

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. 	_____	_____

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

Allocation Amount: \$50175

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• 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 07	Borough Bronx	School Number 334
School Name International Community High School		

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 Berena Cabarcas	Assistant Principal Eva Sievert-Schiller
Coach Aika Swai	Coach Renee Ehle
ENL (English as a New Language)/Bilingual Teacher Hugo Lanchipa	School Counselor Joanne Dilauro, Daniel Nieves
Teacher/Subject Area Aristides Uy / Math	Parent Ana Mateo
Teacher/Subject Area Ernesto Tabajonda / Math	Parent Coordinator Ousseynou Ndiaye
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Kathy Rehfield - Pelles	Other (Name and Title) Ida Lopez

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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	0
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)	481	Total number of ELLs	424	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	424	Newcomers (ELLs receiving service 0-3 years)	365	ELL Students with Disabilities	9
SIFE	169	Developing ELLs (ELLs receiving service 4-6 years)	56	Long-Term (ELLs receiving service 7 or more years)	3

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	365	158	8	56	11	1	3			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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	142	78	55	0
Chinese														0
Russian														0
Bengali										1	5	5	2	0
Urdu														0
Arabic										9	3	6	1	0
Haitian														0
French										3	12	4	6	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										5	5	4	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)										77	69	7	7	0
Emerging (Low Intermediate)										9	64	38	20	0
Transitioning (High Intermediate)										2	26	26	21	0
Expanding (Advanced)										2	8	26	22	0
Commanding (Proficient)										0	3	9	45	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	106		50	
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra	7		7	
Algebra 2/Trigonometry	2		1	
Math _____	0		0	
Chemistry	2		1	
Earth Science	0		0	
Living Environment	0		0	
Physics	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	1		1	
Geography				
US History and Government	5		5	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Currently the school is using teacher created assessments and LENS assessments to evaluate the early literacy skills and numeracy skills of all new enrolled students in their native language. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills students bring with them when they enter New York City schools. This information will be highly informative for teachers since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. This is the fourth year that this method of assessment is being used and it is continually being evaluated and improved on an ongoing basis. The data collected from this enrollment process is used to determine which (if any) literacy intervention the students should be receiving, and to monitor their progress throughout the school year (and thus the effectiveness of the literacy programs). The data from the LENS assessment showed that more than 80% of the newcomers enter the school with a gap of two or more years of content knowledge, even when students were attending their previous schools regularly.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT scores reveals that in grades 9 and 10, students are grouped among the entering and emerging proficiency level. At 11th grade the distribution among the intermediate levels is more equivalent and at 12th grade is when students are starting to achieve the commanding level with around 50% of the cohort achieving this level. Also data shows that across the school students tend to be stronger in listening and speaking with reading and writing scores increasing at grades 11 and 12. Results indicate that students make steady progress in all areas from 9th - 10th grade.
 The NYSITELL scores demonstrate that the English knowledge of the newcomers this year tends to be according to expectations for newcomers since 70% scored at the beginner level (Entering/Emerging), 25 % scored at the Transitioning level and 5% scored at the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

From the analysis of the Annual Measurable Achievement Objectives, the data yielded is used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The tool let us analyze factors like the years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress, Regents exam results, and high school graduation year. Currently the school is starting to use this tool to identify students which are at main risk. Information is being shared with teachers to confirm initial assessments and further adapt planning instruction.

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 pattern across performance levels and grades reveals that in grades 9 and 10, students are grouped among the entering and emerging proficiency level being their highest scores at the listening and speaking portions. For the Entering level the speaking scores are really low but it increased consistently when students reach the Emerging and Transitioning levels. At 11th grade the distribution among the intermediate levels is more equivalent and at 12th grade is when students are starting to achieve the commanding level with around 50% of the cohort achieving this level. Also data shows that across the school students tend to be stronger in listening and speaking with reading and writing scores increasing at grades 11 and 12. Results indicate that students make steady progress in all areas from 9th - 10th grade. Newcomer students have a similar pattern when the test is performed in their home language. Their vocabulary and speaking skills seem to be at grade level but their reading comprehension and writing skills show a gap of two or more grade levels.

b) The International Community High School 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 accomplishments 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 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c) 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. The English Assessments reflect high levels of growth in writing between 9th and 12th grade, but also indicate that ELLs still struggle with literacy. This will be supported through the continued infusion of literacy in all content classes: NL is seen as an asset, and the heterogeneous model allows students to access content in either their NL (through instructional and peer supports) or in English, while developing content knowledge and language skills. Native language supports are promoted in every single classroom. We have a firm belief that the use of the native language to access English language and concepts accelerate mastery of social and academic English.

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?

At ICBS, students generally enter the school with a basic English language knowledge and as they develop their academic language and skills, they are capable of developing a deeper and more sophisticated understanding of concepts. Teachers take on consideration this progress by differentiating instruction in order to challenge and engage students at all levels.

Students at ICBS are grouped in mixed graded classes (9th and 10th and 11th and 12th) that reflect diversity in level of language and skill level. The 2 year content sequences allow students to access content as their language develops. Additionally in each class students worked in heterogeneous groups that are basically created using criteria like the student English development, content knowledge and student grade.

The student distribution among intervention programs also take on consideration the student English development. On that programs

students are grouped homogeneously based on their specific needs and English levels.

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 the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and portfolio grades. These results are consistently reviewed at a team, department and school wide levels to better determine the effectiveness of school programming. ICHS continues to track data about graduates, to determine whether student choices post-graduation reflect ICHS's core values and philosophies, and to identify whether or not students have reached skill levels proficient enough to allow them to comfortably pursue meaningful post-graduation activities.

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.

The intake process is lead by Hugo Lanchipa our ESL Coordinator. The school staff who are present while parents fill out the registration forms are ESL Coordinator Mr. H. Lanchipa, who is bilingual in English and Spanish, ESL certified teacher Mr. S. Rahman, who is bilingual in English and Bengali, school counselor Ms. D. Nieves, who is bilingual in English and Spanish and parent coordinator Mr. O Ndiaye, who is multilingual in English, French and Wolof. If a parent and/or student speak a language other than English, French, Wolof, Bengali or Spanish, the ESL teacher conducting the interview will use over the phone translation to communicate with the parent and or student.

When a family arrives, they are welcomed by our parent coordinator and guided to meet any of the staff in charge of conducting the registration process. Each family is assigned to one staff member, who is responsible for conducting the whole registration process, under the supervision of the ESL Coordinator.

Among the registration forms is the Home Language Identification Survey (HLIS), which is conducted or supervised by the ESL Coordinator. Once the parent has completed the HLIS, the ESL Coordinator make an informal oral interview with the student and parents to ensure that the HLIS has been completed properly, to verify that the students is an ELL and also to determine each student's OTELE Alpha code. Any student, whose OTELE Alpha Code is anything other than English and has recently arrived to NY State, is registered to take the New York State Identification Test for English Language Learners (NYSITELL). The ESL Coordinator print the answer sheets, program the students and administer the test within the 10 days that they have been enrolled in the school. A student who scores below the Commanding (proficiency) level at either a Entering, Emerging, Transitioning or Expanding level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) and placed in an ESL class.

All new students whose OTELE Alpha Code is Spanish and who are identified as an ELL based on NYSITELL results, will be administered the Spanish LAB at the time of initial enrollment during the same testing window. The Spanish LAB results will be shared with teacher supporting instructional planning in providing ESL services to these students.

Additionally, within the first two weeks of school, the ESL Coordinator administer the Literacy Evaluation for Newcomer SIFE (LENS) to identify new SIFE . This test is available in Arabic, Bengali, Chinese, Haitian Creole, and Spanish. The LENS test measures the student native language literacy. Using the results from the NYSITELL, Spanish Lab and LENS tests, the school determine if the student is a candidate for the Bridges program.

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 their enrollment registration. The questionnaire and writing sample are administered by an ESL licensed pedagogue, Hugo Lanchipa. 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. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and then make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. The SIFE Committee consists of Hugo Lanchipa, ESL licensed pedagogue, Kimberly Gaston, a Special Education and English pedagogue, Principal Berena Cabarcas and Assistant Principal Eva Sievert-Schiller. Once the SIFE determination has been made by the SIFE Committee, the ESL Coordinator, Hugo Lanchipa, 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 ESL Coordinator, will make the modification on the BNDC screen in ATS.

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 Assistant Principal, Eva-Sivvert; a certified ESL pedagogue Jim Nine; Joel Carrillo, 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 student's 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 ESL and testing coordinator, Hugo Lanchipa, 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 enters the information into the ELPC screen on ATS. Within five school days after the NYSITELL is scanned and the score is determined, the ESL Coordinator sends out a letter, in the parents preferred language stated during enrollment, informing the parents of the results of the NYSITELL and the ELL status of their student. The letters follow the NYCDOE standard parent notification entitlement or non-entitlement letters. He then 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, in the parents preferred language, that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Mr. Ousseynou Ndiaye, 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.

Copies of letters informing parents their right to appeal will be filed and stored at the ESL Coordinators office.

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.

During registration, the ESL Coordinator explains to the parents, in their native language, about the power they have to choose the English teaching program for their children. He also explains the main characteristics of the three different programs: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Then, parents of the new students are provided with an opportunity to view the Parent Orientation Video for Parents of English Language Learners (available in 13 languages), which details the program choices. Where possible, parents and students are also encouraged to visit a classroom or meet with current students to provide a better understanding of our school program. During this time the ESL Coordinator is available to answer any questions regarding the different programs.

After watching the video parents are asked to fill out the Program Selection Form. Those who do not select the freestanding ESL model are explained that the school doesn't currently offer this program but if there are a minimum of 20 parents, within a grade level, who request a different program, the school will open a class offering that type of program. If a parent still wants to put the student in a different program, the ESL coordinator referred them back to the enrollment office to assist them in locating a school with Transitional Bilingual Education or Dual Language programs. Program Selection forms are collected and photocopied, the originals are filed in the students' cumulative folder and the copies are filed in the ESL office by the ESL Coordinator.

If by any chance the placement form hasn't been filled, the ESL Coordinator contacts the parents and encourages them to visit the school at any school day to fill the form. Also the school schedules a parent orientation on the Program selection choices during the first two monthly Parent Teacher Association meetings. At this meetings the ESL Coordinator inform the parents of the program choices and ask them to make their selection on the Program Selection Form, however, if they do not make it to the Parent Orientation, the forms are mailed to the parents by the ESL Coordinator. Translators are available on site to assist parents with these conversations and whenever is possible, the parents receive all documents translated to their native language. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents know about it and filled the parent selection form.

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.

During the enrollment process, parents are informed in their preferred language of all three ELL program models. Then parents are asked to complete the Program Survey and Program Selection form, which is in their preferred home language. This form enable parents to indicate their program choice. Although parents are informed that they have five school calendar days to complete, sign and return the form, we ask the parents to complete it in a timely manner at the time of their initial intake meeting. Once parents have submitted their Parent Surveys and Program Selection forms, the forms are given to ESL Coordinator, Hugo Lanchipa who enters the parent first program choice in the designated ELPC screen on ATS. The forms are than given to Guidance Counselors to file in the students cumulative folder.

Since the school only offers the ESL program, all students are placed in this program. For those parents who haven't picked the ESL program as their first choice, the ESL coordinator monitors anually their program choice via phone calls, interviews or letters asking them to confirm or change their selection. If parents decide to change their program selection a new form is sent to the house, in their preffered language or filled at the school. The new program is changed on the BNDC screen and copies of the updated form are stored on the ESL coordinator office and on the student cumulative folder.

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

If by any chance the placement form hasn't been filled, the ESL Coordinator contacts the parents and encourages them to visit the school at any school day to fill the form. Also the school schedules a parent orientation on the Program selection choices during the first two monthly Parent Teacher Association meetings. At this meetings the ESL Coordinator inform the parents of the program choices and ask them to make their selection on the Program Selection Form, however, if they do not make it to the Parent Orientation, the forms are mailed to the parents by the ESL Coordinator. Translators are available on site to assist parents with these conversations and whenever is possible, the parents receive all documents translated to their native language. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents know about it and filled the parent selection form.

Once the form is received, the selected program is registered in ATS and copies of the Parents choice form are stored on the ESL coordinator office and on the student cumulative file.

9. Describe how your school ensures that placement parent notification letters are distributed.
Within the first two months of school Entitlement letters are mailed home by our Assistant Principal. Those letters inform parents of their child's status and eligibility as an English Language Learner. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. Parents of students who scored at or above proficiency on the NYSITELL will be given a Non-Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non

Entitlement/Transition Letter. During this time the parents of all entitled ELLs receive the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. All letters and correspondence with parents is provided in English and the language of the parent, when possible. Copies of all these letters are kept in each student's cumulative file and also in the ESL Office.

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 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 are kept in the ESL 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.

During spring, based on the ATS eligibility report to take the NYSESLAT (RLER), NYSESLAT Combined Modality Report (RNMR) and the Current ELL Report (RELC), we identify the students who have not yet tested proficient on the previous NYSESLAT or NYSITELL and who should be administered the present NYSESLAT exam. The test taking is supervised by our ESL Coordinator and the Assistant Principal. Due to the fact that more than 80% of ICHS students are considered ELL, the exam is administered through the whole school by all classroom teachers, who also rotate through the responsibility of administering the speaking portion of the test. Prior to the NYSESLAT being administered, training on all four components of the NYSESLAT is provided to the teachers to ensure reliability and accuracy. Two days before the test, the ESL Coordinator with the Assistant Principal prepares all the test packets containing the student booklets, answer sheets, teacher booklets and pencils. Also they make the students list for all the classes and announce the special schedule for the day of the test to the whole school. On the day of the test the ESL Coordinator dedicates entirely to coordinate the administration of the test. Each teacher receives their test packet with the classroom list and proceeds to start the test at the beginning of the day. The ESL Coordinator visits all classrooms to ensure that all parts of the test are completed and receive the packets from each teacher at the end of the test. 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. Once the results of the examination are available, they are shared and discussed with team teachers to analyze the results.
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 of all ELL 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, the school sends Continuation letter to the parents of the students who will continue in the ELL 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).

ICHS offers an English as Second Language (ESL) program. This program is aligned with the parents request based on the Parent Survey and Program Selection forms. Parents of newly enrolled English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms, the trend by parents is to choose the ESL program. In the present year, only 2 out of 89 families of the new students had chosen the Bilingual program as their first choice. None of them chose the Dual Program and no families of the current students chose to move to another program. The ESL Coordinator maintains a register of all the programs selected for the students in the school and he makes sure that all parents filled the parent selection form.

Program models offered at ICHS reflect the needs of students and parent requests where possible. Every effort is made to include parental and familial participation in the educational program through dialogues and information collected at SLT meetings, parent and Family Workshops and Parent-Teacher conferences

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Instruction at our school is delivered collaboratively by teams of four to five teachers who work to plan instruction for groups of approximately 80 students divided in 3 classes. All our teams uses the Stand-Alone ENL model. A teacher who is generally the English ESL instructor develop the English language needed for academic success. Additionally some teams, who also have a dual content-ESL certified teacher, use the Integrated ENL/ESL model where the content area teacher incor[porates ESL metodologies in his/her instruction. 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.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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

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

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

We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least 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.

At ICHS all classes implement the ESL instructional model. In order to do that, ICHS employs the Internationals Network for Public Schools' model in its approach to educating ELLs: The Internationals' pedagogical approach to educating English language learners is based on a Sheltered English Instruction model and has five major tenets:

- Heterogeneity and collaboration: content area classes are heterogeneous and have collaborative structures, such as group inquiry projects that build on the strengths of each member of the school community to optimize learning.
- Experiential learning: students engage in meaningful investigative processes with real-life applications, including internships and service learning.
- 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. Academic language and content is infused through every content area, including literacy supports being present in all classrooms.
- 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. Pedagogues also work collaboratively with one another to maximize student achievement.

Using these reference points content is delivered in a way that meets the needs of all ELLs. This model allows for ELLs to have

multiple access points to content materials, including through project-based inquiry learning. All content instruction is in English with Native Language supports available in all classrooms, age and level appropriate. All classes have dictionaries in many languages, all teachers allows the use of electronic translators and allows the use of native language in class using other students as translators. The INPS philosophies creates a learning environment where NL is seen as an asset, and the heterogeneous model allows students to access content in either their NL (through instructional and peer supports) or in English, while developing content knowledge and language skills. ESL teachers support the content area teachers in developing their materials by sharing with them ESL strategies and forms.

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?

New students are thoroughly screened during enrollment and in the first two weeks of school using reading and writing assessments in their native language. Based on the assessments rubrics, the student's literacy levels are determined. Additionally, the Spanish version of the LENS is administered to all the new students with a home language of Spanish, to determine reading and writing literacy grade level.

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

Teachers at ICHS create all units providing multiple opportunities for developing and demonstrating academic language skills in listening, speaking, reading and writing with focus on specific language skills that are challenging and differentiated for all students and reinforce content knowledge. This year we reinforce our teaching and evaluation of the student reading skills (specially the comprehension piece) with the use of Reading Plus, an online instructional software that is planned to be used by every student during classroom time and as a home supplement instruction.

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) Teachers differentiate for SIFE in accordance with an individual student's needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills, being the SIFE ELLs generally categorized in the lowest level. The materials teachers create for class instruction (Activity guides) are also differentiated in those three levels according to the expected performance of these students. For the math area we have a numeracy pull out program for those students demonstrating the biggest gap in numeracy skills and knowledge. The numeracy program is aligned with the math schedule to allow students to obtain targeted intervention during their regularly scheduled math period.

New students during enrollment and in the first two weeks of school are thoroughly screened using reading and writing assessments in addition to the Oral Interview Questionnaire and LENS to determine SIFE with the highest academic needs. Those students were registered in our intensive literacy and numeracy program for 9th graders (Bridges Program) which will more fully prepare these students to access materials covered in later grades and close the gap between these students and their peers, allowing them a greater chance of academic success and reducing the risk of dropping out. Students will work in a smaller class size (fifteen to twenty students versus approximately thirty in 'regular' classes), allowing for teachers to give more individualized attention. Historically these students have required additional time in school, either five or six years versus four. Due to the overwhelmingly large gap between SIFE and other students in their heterogeneously grouped classes, even with additional time several students still struggle and often make very slow or little progress at all. It is expected that Bridges will provide these students with the foundational literacy and numeracy skills needed to perform competitively with their peers in the years following the completion of their Bridges year.

In general SIFE students are supported through several initiatives and programs in the school:

- i. Level appropriate native language materials in content classes.
- ii. Small group numeracy instruction
- iii. Small group literacy instruction
- iv. After school instruction
- v. Summer school enrichment
- vi. Daily content-specific interventions
- vii. Bridges Program

In addition to this, teachers receive on-going professional development (provided at school and network levels and also external programs) in order to better understand and meet the needs of our students with no or low literacy in their native language.

B) Upon entering ICHS, all students will have been in the USA for less than 4 years. The majority of our newcomers are in 9th and 10th grade. Teachers differentiate for newcomer ELLs in accordance with an individual student's needs. For ELA, Social Studies and Science, content-area teachers use a differentiating method, leveling the students in three different levels according to their content knowledge and skills. The materials teachers create for class instruction (Activity guides) are also differentiated according to the expected performance of these students. Teachers also have glossaries and bilingual dictionaries in the classrooms for ESL students. Teachers also have leveled independent reading books for students to use. In order to fast-track their English and content knowledge and have them make the gains necessary for graduation and successful completion of Regents examinations students are placed in daily intervention classes that speak to subject areas that they struggle with the most. The following third period interventions and supports are available (daily, 240 minutes per week):

- i. Level 1 literacy
- ii. Level 2 literacy
- iii. Level 3 literacy
- iv. ESL: Oral skills development
- v. Global Studies
- vi. Exploring Computer Science
- vii. Algebra
- viii. Pre-Calculus
- ix. Living Environment
- ix. Advanced Art
- x. Life Skills
- xi. SETTS (mandated students)

Access to after school and summer school programs are also made available to these students. The focus for students who have been in the USA less than 3 years is English Language acquisition and literacy, though the above courses are available to all students in order to accommodate the varied skill sets and needs of students. All ELLs also receive an advisory curriculum which is tailored at various grade levels to meet the social-emotional needs of students adjusting to a new language and culture.

C). At ICHS there is a reduced population of ELLs receiving service 4 to 6 years (approximately 15%) due to the fact that we primarily serve students who are arriving in 9th grade directly from their home countries. The majority of those students are placed in 11th and 12th grade, and at this level college and career readiness are also included in their curriculum in the form of College Summit and Internship programs. At these level teachers create tasks for students that are at different levels and give them the option to choose the level at which they could perform. Another form of differentiation within the class instruction is the phase at which the students could work and achieve. Teachers also use diverse grouping strategies to differentiate instruction for these subgroup of students.

D) There is a small percentage of Long-Term ELLs at ICHS (22 students) due to the fact that we primarily serve students who are arriving in 9th grade directly from their home countries. Eighteen of them are 12th graders that need to complete some credits, present their graduation portfolio or pass some regents in order to graduate. The rest are students with IEPs and they have their own type of differentiated instruction based on their tests. The 12th grade students have the flexibility of partial schedules to meet credit or graduation requirements. Teachers depending on the specific needs of those students prepare differentiated tasks and class instruction materials. Also those students are continually followed up from our guidance counselor in order to supervise their class performance and achievements.

E) At the present moment ICHS has no former ELLs (in years 1 and 2 after testing Proficient). In case there exist a student who tested proficient on the initial years, the guidance counselor will review the student transcripts and after an interview with the students will prepare a personalized schedule according to the student skills and content knowledge.

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 will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, then the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student then she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

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

If the IEP of an ELL-SWDs doesn't entitle the student the support of a paraprofessional, they are always placed in classes where at least one paraprofessional could work with them. Currently, all of our students with IEP's participate in general ed classes in English, math, science and social studies. On these classes, teachers differentiate for ELLs in accordance with an individual student's needs, leveling the students in three different levels according to their content knowledge and skills. Teachers work along with the paraprofessionals to make sure the student receive the appropriate differentiated material. As an intervention class they are registered in a SETTS support class where they receive differentiated support according to their IEPs instructions.

Every week there is a Special Ed meeting with the participation of the principal, assistant principal, guidance counselors, and Special Ed teachers (English and Math). In these meeting they discuss the status of the different programs available for ELL-SWDs in order to ensure that they receive all services mandated on their IEPs. All those classes incorporate ESL instruction therefore for ELL-SWDs whose IEP mandates ESL instruction is ensured.

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?

Currently, all of our students with IEP's participate in general ed classes in English, science, social studies, math and electives with a third period SETTS support class. All classes follow the instructional approach outlined in section 6

Chart

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

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

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

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



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

Chart

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

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

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

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

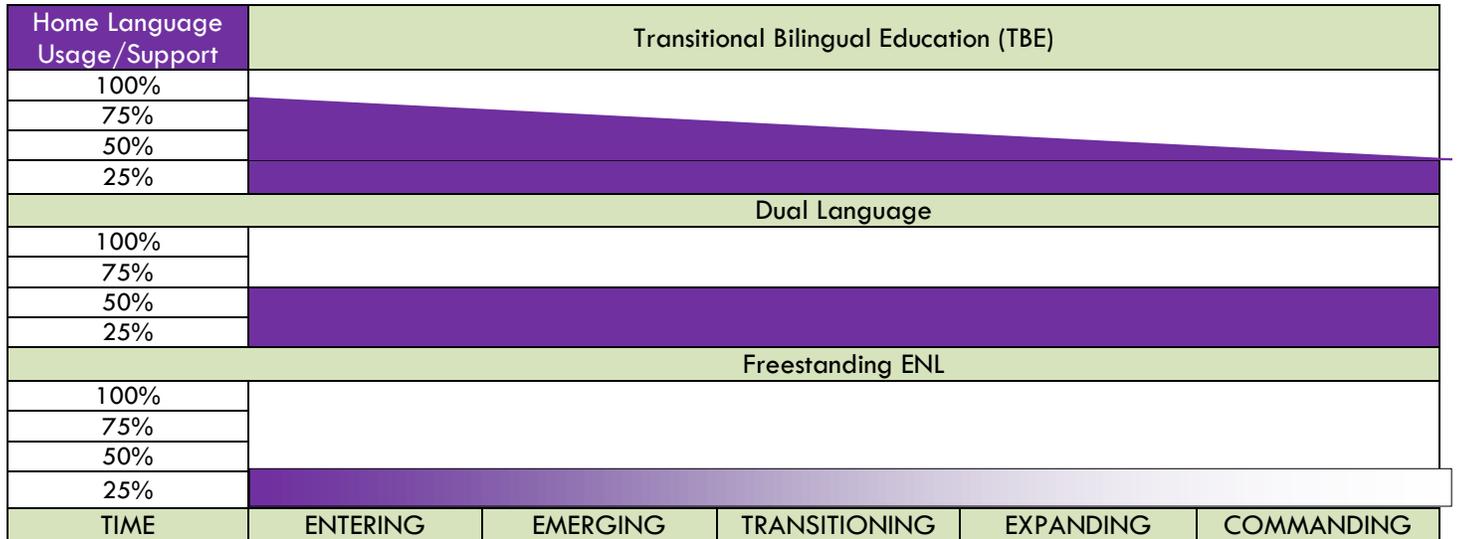


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ICHS offers the following targeted intervention programs for all students including ELLs. The programs run daily for 60 min each:
- Level 1 English literacy (Target ELL Beginner level - Newcomers)
 - Level 2 English literacy (Target ELL Intermediate Level -Newcomers)
 - Level 3 English literacy (Target ELL Advanced level + Long term ELLs)
 - ESL: Oral skills development through Rosetta Stone (Target Beginner and Intermediate level)
 - Social Studies (Target Intermediate and Advanced Level ELLs+ Long term ELLs)
 - Exploring Computer Science (Target Beginner and Intermediate level - Newcomer)
 - Algebra (Math regents prep) (Target Intermediate and Advanced level + Long term ELLs)
 - Living Environment (Labs Prep) (Target Intermediate and Advanced level + Long term ELLs)
 - Advanced Art (Target Advanced level - ELLs receiving 4 to 6 years)
 - Pre-Calculus (Advanced Math)(Target Advanced level – ELLs receiving 3 to 6 years)
 - SETTS (IEP mandated instruction) (Target ELL-SWDs)
 - SIFE Bridges (Target SIFE, ELL Beginner)
 - Life Skills (Enhance behavioral and living skills)(Target SIFE, ELL beginner and intermediate -Newcomer)

All interventions are offered in English with native language supports. Interventions also include small group instruction to address social-emotional issues (such as aggression and retention issues) and in-class supports as designed by the students' teaching teams such as additional native language materials.

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

As ICHS has grown and developed as a school we have noticed that our newly enrolled students share a similar pattern. Around 80% of our newcomer populations are entering with an academic gap of at least one grade level and at least 40% have an academic gap of 4 or more grade levels. Due to this fact, historically our students have required additional time in school, either five or six years versus four. While we have seen significant gains in achievement amongst our student population we need to provide intensive literacy and numeracy instruction in the 9th/10th grade in order to give students with the biggest academic gaps the biggest chance of academic success while reducing the risk of dropping out.

Our current program is effective in that our six year graduation rate is currently 68.7% which is much higher than the projected graduation rate for New York City ELL students. We created a successful academic environment where students feel motivated to keep studying even if it requires more time to graduate.

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

Through ongoing professional development we will continue to refine the programs that are currently in place. Each department and team will track student data and instructional practices in order to evaluate the effectiveness of programs offered. In conjunction with the students use of instructional internet based programs, we will be examining the ability of students in the school to access increasingly complex texts across the school, enhance their english language and increase their math content knowledge, through department lenses. It is the goal of this inquiry work to better understand how to prepare students for the demands of college level curriculum.

Now that our SIFE Bridge program is in the consolidation phase, through extensive data analysis we will look to further improving the Bridges Program, extend the bridges into the summer program and have our Bridges teachers coach the rest of the 9th & 10th grade staff on specific intervention techniques in the regular classroom research.

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

None of our ESL programs will be discontinued.

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

The model of our school enables all ELLs equal access to programming either for the intervention programs, the electives and afterschool activities. All students participate in a survey where they are asked for their two main options for intervention programs and electives. The students are programmed based on student input and where the team teachers believe it's convenient for the student, but changes could be made in case the student wants to participate in another intervention period.

At the beginning of the year students are placed in specific gym electives according to student choice. On October, the assistant principal announces the afterschool programs list and posts it in different parts of the school. All students have the choice to attend any of these programs. They are only requested to speak to the teacher who will run the program and request a permission slip to participate in it.

The Intervention programs are:

- i. Level 1 English literacy (Target ELL Beginner level - Newcomers)
- ii. Level 2 English literacy (Target ELL Intermediate Level -Newcomers)
- iii. Level 3 English literacy (Target ELL Advanced level + Long term ELLs)
- iv. ESL: Oral skills development through Rosetta Stone (Target Beginner and Intermediate level)
- v. Social Studies (Target Intermediate and Advanced Level ELLs+ Long term ELLs)
- vi. Exploring Computer Science (Target Beginner and Intermediate level - Newcomer)
- vii. Algebra (Math regents prep) (Target Intermediate and Advanced level + Long term ELLs)
- viii. Living Environment (Labs Prep) (Target Intermediate and Advanced level + Long term ELLs)
- ix. Advanced Art (Target Advanced level - ELLs receiving 4 to 6 years)
- x. Pre-Calculus (Advanced Math)(Target Advanced level – ELLs receiving 3 to 6 years)
- xi. SETTS (IEP mandated instruction) (Target ELL-SWDs)
- xii. SIFE Bridges (Target SIFE, ELL Beginner)
- xiii. Life Skills (Enhance behavioral and living skills)(Target SIFE, ELL beginner and intermediate -Newcomer)

The Gym electives are:

- Capoeira
- Tae Kwon Do
- Ballroom Dance
- Hip Hop
- Gym
- Yoga

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.

All students have equal access to bilingual texts, level-appropriate high interest texts, active boards and computers in all classes, manipulatives and in some classes, additional bilingual adults as resources. Technology (active boards and computers) are used to improve technology literacy, convey complex concepts through visuals and interactive activities and appeal to multiple learning modalities. All ELA classes have books from different reading levels and also have books in different languages to promote the reading skills of the ELLs. Math, science and social studies teachers, have reference texts that are also available in different language versions.

This year ICHS is innovating on the widely use of instructional online software. Those educational platforms are:

Reading Plus: Throughout the history of the school we have consistently seen students make significant gains in student literacy through grades 9 and 10. The leap from 10th to 11th grade curriculum, lesson structures and class formats is routinely the point at which students begin to suffer from failing grades and disengagement, as a direct result from an inability to access increasingly complex texts at the same level as their peers. Most newcomers and SIFE students regularly encounter instructional text that is too difficult for their current reading ability. The students with the lowest levels of literacy are consistently those who drop out of school or result in delayed graduation. For this reason and based on a past year successful pilot program, ICHS expanded the use of this internet based reading program to the whole school meaning that all students have an account in the program to use at school and at home. Reading Plus classes run at three different levels. We have a pull out class for 11-12th graders who has a significant delay in their reading skills; this class is led by a specialized teacher trained for this specific literacy development tool. Teachers are encouraged to incorporate this tool in their curriculum as a differentiation instrument for those students who seem disengaged for classroom activities. As an intervention tool, the suite is used in a third period intervention class (CTT) who uses primarily this software with students from 9th-10th grade that need to develop reading skills.

Rosetta Stone: Each year ICHS faces a large number of students who enters the school without the necessary and basic knowledge of the English language. Rosetta Stone allows a wide range of students at different grade levels and proficiency skills to attain and complement their language skills at their own individual pace. Rosetta Stone is able to all 9th to 11th grade students and for those 12th grade students who require/need it. This year we will also expand this program to parents of students as a tool to learn English in their own environment at their own pace.

ALEKS: Is an internet based program that allows ICHS to provide individually targeted math instruction correlated to the Common Core and NYS standards. Implemented as a supplement to math instructional classes, ALEKS let the students complement and

validate their classroom learning using the program as a personal tutor in their home or classroom environment. ICHS math teachers use the program in two main forms. As a supplement, to teach background topics that students need to know in order to access the math classroom content and also as a tool to complement class instruction thought personalized homework activities and tutorials. ALEKS is available for all ICHS students.

ST Math: ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. With ST Math, learning continues outside of school too, as teachers can assign specific math objectives in the software program for homework. Implemented as a supplement to math instructional classes, ST MATHlet the students complement and validate their classroom learning using the program as a personal tutor in their home or classroom environment

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ICHS only offers an English as Second Language (ESL) program. Native language support is built into the INPS model. Heterogeneous classes (mixed grade, skill level and languages) allow students to access content with native language support from their peers. This practice is especially important in 9th and 10th grade and teachers not only allow this practice but also encourage it, in order for students to access the material. Through this, students are encouraged to process content concepts through native language and in English. In addition to this, all content classes have native language materials available, at levels that correlate to NL literacy levels some math science and social studies text s are in different language versions. Classroom paraprofessionals and some teachers are also bilingual. Each team has at least one bilingual staff member who can also provide language support when needed.
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. Core curriculum delivered corresponds to grade and age levels, appropriately moving towards Consortium expectations and college readiness. Daily intervention periods (totaling 240 minutes per week) afford the chance for students receive content-specific intervention services that speak to the individual needs of students, and are not dependent on grade level.
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).
The majority of our incoming 9th grade students are over-the-counter enrollments and thus not necessarily on the school roster before the beginning on the school year. Students enrolled during the spring (those transitioning from a US middle school) are encouraged to attend orientation programs offered monthly between February and June. Students enrolled prior to the beginning of the school year are also encouraged to enroll in the CUNY Summer Intensive English Program or ICHS summer literacy programs.
19. What language electives are offered to ELLs?
A beginner's French language afterschool program is being offered to native and non-native French speakers. This program is sponsored by the French Heritage Program funded by the French Embassy. The program also includes several trips and media projects. As always, native language support is provided in every elective, afterschool activity as in the regular courses.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

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. To enable teachers to constantly monitor student progress and adjust their instruction accordingly professional development happens in a variety of ways, encouraging vertical and horizontal alignment and continuing development of second language acquisition, literacy and numeracy instructional skills amongst all teachers. This continued refinement of professional skills is creating a strong professional team who are able to provide a variety of in-class supports for SIFE. With this focus in mind, professional development occurs at the following levels during the school year: team, department, department heads, interdisciplinary, staff-wide, and administrative.

Staff shares curriculum and resources to improve student achievement and access to content. All teachers attend a week long in-school professional development prior to the beginning of the school year. Additionally, all teachers are invited to attend a 2 day PD at the International Networks for Public Schools. During these workshops, teachers review ESL strategies, discuss curriculum, and share best practices.

All staff also have the opportunity to participate in professional development courses offered by outside organizations such as QTEL and through NYCDOE (teachers, paraprofessionals, support staff and administrative personal).
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?

All the INPS PD courses are Common Core oriented and they are mainly focused on developing techniques that help teachers to instruct and support ELL's. All new teachers have the opportunity to assist this PD days before the beginning of the school year and during the school year they are also supported by have updates and retraining on these techniques. These courses are taught by INPS mentors or by experienced teachers that work on a similar international environment.

Additionally staff are trained to assist students as they transition to high school from middle school. During the professional development prior to the start of the school year, the school Guidance Counselors review strategies and techniques to assist students with their transition. All staff are trained on using the Pre-Referral Intervention Manual, which provides strategies all staff members can use to address academic or emotional needs. Instructional methods are developed and discussed during weekly meetings lead by the guidance staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Teachers attend a 5 day, 6 hr per day professional development prior to the start of the school year. Additionally, teachers are invited and encouraged to attend a 2 day workshop held by the Internationals Network for Public School. Teachers continue to attend workshops throughout the year that are relevant to their content area or to further their pedagogy. Records of this activities (Pd attendance list or table of contents of the PD session), are held by our school secretary who is in charge of provide any per session if it applies. During the a 2 day workshop held by the Internationals Network for Public School, guidance counselors also attend specific workshops prepared for them in order to assist ELLs with their transition.
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.

Apart from the two full day PD at the International Networks for Public Schools that all teachers assist, during the school year professional development (always focused on the needs of ELLs) happens in the following ways for all teachers:

 - 120 minutes per week within teaching teams, focused on interdisciplinary instructional strategies and social and emotional supports (all teachers and paraprofessionals)
 - 60 minutes per week within departments (all teachers)
 - 60 minutes per week with various topics of focus (driven by pedagogic and administrative needs), once a month specifically pertaining to literacy development for ELLs (all content area and ESL teachers, ESL Coordinator and paraprofessionals)
 - 60 minutes per month (minimum) of inter-visitations/observations at team or department level (all teachers)
 - 60 minutes per week with team teacher leaders focusing on interdisciplinary instructional strategies (1 teacher per teaching team, assistant principal, guidance counselors and key administrative staff)
 - 45 minutes per week regarding school wide leadership strategy and logistics (Assistant Principal and key administrative staff)
 - 120 minutes per month for content specific strategy and logistics (department heads, assistant principal and key administrative staff)
 - 45 minutes per week for support staff strategy and logistics (assistant Principal and support staff)

During all these meetings attendance is taken and also there is an agenda that is filled with the information that has been discussed and

agreed during the meeting. This agenda is electronically shared with all teachers from the team/departments and is also send to be stored on a binder available at the administrative office.

C. Parental Involvement

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

Parents are involved in multiple aspects of the school. In addition to ICHS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Phone calls and fliers in multiple languages are used to notify parents of meetings. Four times per year, parent-teacher meetings are held. Student rubrics are translated into their native languages and DOE and staff translators are on site to assist with any conversations. Parental involvement in the school is high, with an average of 70 families attending the monthly workshops and around 300 family drop-ins since September 2014. Parents are also present during student portfolio presentations and make classroom visits.

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.

In addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, at the school our parent coordinator always invites parents of ELLs to individually meet with the student teachers or ESL coordinator to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. These additional meetings include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such a meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

We record the attendance and the information shared on those meetings through your internet-based system, where teachers register the attendance, grades and comments about any specific student. This system is also available to parents through the parent portal.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school student population is formed by ELL students or former ELL students. Our parents are or have been ELL parents and they are involved in multiple aspects of the school. In addition to ICHS' open-door policy, monthly Family Workshops are held on Saturdays. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. Phone calls and fliers in multiple languages are used to notify parents of meetings. Four times per year, parent-teacher meetings are held. Student rubrics are translated into their native languages and DOE and staff translators are on site to assist with any conversations. Parental involvement in the school is high. Parents are also present during student portfolio presentations and make classroom visits.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ICHS partners with the following organizations to provide support and workshops to parents: Morris Heights Health Center, Aspira, Partnerships for Children, College Summit, Sauti Yeti and Tagai mentoring. The Morris Heights Health Center provides medical services to students during the school day and is a resource for all families. Aspira provides internships for students and incorporates families into the programs. Tagai provides 1-1 mentors to the students and has met with parents to explain the goals of the program. Partnership for Children runs workshops on topics such as stress relief for caregivers and positive discipline. All these organizations provide their own translators and in case it is required our staff translators are on hand to support any translation required.

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

An interview is conducted with parents upon enrollment at the school. During this time, information is gathered about concerns and needs of the parents and families. Information about parents' needs are assessed on an ongoing basis throughout the school year using in-house developed surveys and forums at Family Workshops, SLT meetings, Parent-Teacher conferences and by evaluating the results of the Learning Environment survey. We use staff translators that are present to interpret information for families as needed. The ESL Coordinator translates the information to Spanish and the Parent Coordinator translates it to French. We have an ESL teacher who is able to translate to Bengali and a paraprofessional who is able to translate to Arabic. The parent coordinator is responsible for organizing these meetings, proposing a meeting agenda, gathering information about concerns and needs from parents during enrollment and school meetings.

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

During all meetings, translators are always available in order to ensure that all information is shared accurately and the ideas and concerns of parents are addressed. To accommodate parents with low native language literacy, all written translated literature is also orally communicated through phone calls home made by translators. Parents are able to reach school staff in person or by phone from 8am - 6pm and Saturday Family Workshops provide access fro parents not able to attend the school site during the week. In addition to school concerns, ICHS is also able to provide referrals for health and legal services to parents. :

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.

School Name: <u>International Community</u>		School DBN: <u>07X334</u>	
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)
Berena Cabarcas	Principal		10/29/15
Eva Sievert-Schiller	Assistant Principal		10/29/15
Ousseynou Ndiaye	Parent Coordinator		10/29/15
Hugo Lanchipa	ENL/Bilingual Teacher		10/29/15
Ana Mateo	Parent		10/29/15
Aristides Uy / Math	Teacher/Subject Area		10/29/15
Ernesto Tabajonda / Math	Teacher/Subject Area		10/29/15
Aika Swai	Coach		10/29/15
Renee Ehle	Coach		10/29/15
Sarah Joseph	School Counselor		10/29/15
Kathy Rehfield - Pelles	Superintendent		10/29/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 07X334 School Name: International Community High School
Superintendent: Kathy Rehfield

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. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International Community 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
Bangla
French-Haitian-Creole
French
Fulani
Haitian
Spanish
Urdu

Vietnamese
Wolof

Part B: Creating a Communications Calendar

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

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
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.
PTA meetings-Monthly
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, Bengali, Arabic, Haitian, French, and other languages as the need arises. International Community 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 languages. The languages spoken by staff members include: Spanish, Bengali, Haitian-Creole, Arabic, French and Wolof. 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 working as interns in the school.

Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. Finally, when a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

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

We 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 Community 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 languages. The languages spoken by staff members include: Spanish, Bengali, Haitian-Creole, Arabic, French and Wolof. 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.

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 Community High School 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

Include in the school schedule are two hours PD sessions for all teachers every alternate Friday. Among those PD sessions the school has schedule one related to the translation and interpretation services available within the school and through the Department of Education services.

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 Community 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 enrollment interview, new 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. 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 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 126.

- International Community 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 Community High School the only languages spoken by over 10% of the students are covered languages. (Spanish and French).

- International Community 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, he will request feedback on ways to improve communication and availability of translation services.