

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X403

School Name:

BRONX INTERNATIONAL HIGH SCHOOL

Principal:

JOAQUIN VEGA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Bronx International HS School Number (DBN): 09X403
Grades Served: 9-12
School Address: 1110 Boston Rd, Bronx NY 10456
Phone Number: 718-620-1053 Fax: 718-620-1056
School Contact Person: Joaquin Vega Email Address: Jvega4@schools.nyc.gov
Principal: Joaquin Vega
UFT Chapter Leader: Brendan Kolbay
Parents' Association President: Sandra Borges
SLT Chairperson: Megan Williams
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Thierno Barry
Student Representative(s): Claralisa Almonte
Isatta Diallo

District Information

District: 09 Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street, Brooklyn NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

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

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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)
Joaquin Vega	*Principal or Designee	
Brendan Kolbay	*UFT Chapter Leader or Designee	
Sandra Borges	*PA/PTA President or Designated Co-President	
Kris Harrys	DC 37 Representative (staff), if applicable	
Thierno Barry	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Claralisa Almonte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Isatta Diallo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pedro Almonte	Member/ Student	
	Member/	

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.

- Bronx International High School is a progressive, team-based and community-based school. We are dedicated to serving the academic and social needs of recently immigrated young people and their families. Our mission is to enhance our students' cultural awareness, English and native language proficiencies, and intellectual and collaborative abilities. These skills will empower them to become active participants in today's interdependent and diverse world. By critically analyzing and responding to complex world issues, students will achieve academic, personal, and professional success, as they become advocates for themselves and their communities.

- Our school's instructional approach in educating English language learners has always been rooted in the INPS tenets of heterogeneity, experiential learning, language and content integration and collaboration. Incorporating these tenets not only allows us to facilitate the development of language skills but also support critical thinking, communication skills, and college/career readiness goals. Teachers have worked in discipline teams to reassess the scope and sequence for each discipline to refine, align, and incorporate elements of CCLS as well as the Danielson Framework.

- Teachers utilize an online mastery based assessment system to provide students with ongoing feedback. Through this system students, teachers, and parents are able provide clear expectations and can identify areas where the student may require extra help or tutoring. In addition, teachers also use formative assessment to measure students' progress in the obtainment of a goal to inform instruction and respond to student needs. We are looking to extend these systems through the Haiku platform and with 1-1 access to computers provided by the Apple grant.

- Being the recipients of the Apple grant as part of the ConnectED Program we will be shifting our instructional practices and collaborative efforts to a web based system of communication and feedback. This grant provides student with 1-1 computers, vastly altering how teachers design instruction and assessment. This will further enable teachers to provide more individualized supports and extensions for all students. Students will be able to work at their own pace, giving advanced students the opportunity to extend their learning independently and providing struggling students with extra support from their teachers. Students can collaborate on projects online and manage their own time-lines for completion.

Bronx International HS excels in the **Collaborative Teachers element of the framework** : 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.

Across the school, teacher teams methodically analyze and use student and teacher work and data, to inform key decisions that affect student learning across grades and content areas. The strategic work of teacher teams guides instructional decisions that ensure student mastery of goals and strengthen the school's instructional practice. Leadership structures are rooted in building teacher capacity essential to leveraging instructional changes across the school. Teacher teams meet twice per week to examine student work, refine academic tasks to fully align them to Performance-Based Academic Tasks (P BATS) that ensures students understand expectations for rigor in thesis statements, deeper analysis of complex text, and insightful connections. The work of teacher teams informs the school's partnership with the Consortium and Internationals Network for Public Schools and in creating standard-based graduation portfolio units and aligning the common core student work to that of the Consortium.

Area of focus

School leaders consistently communicate high expectations to the school community, encourage ongoing feedback, and hold a system of accountability. There is a focus on working together with families and their understanding of the school's expectations, their roles and support. School leaders and staff promote high expectations and offer its constituents support toward meeting those expectations. However, the school is in the process of extending its responsibility to its families to ensure that in partnership families and students fully understand the school's expectations linked to college and career preparation.

09X403 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	416	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	5	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	14	# Drama	N/A
# Foreign Language	5	# Dance	8	# CTE	14
School Composition (2013-14)					
% Title I Population	92.5%	% Attendance Rate			82.4%
% Free Lunch	93.5%	% Reduced Lunch			1.2%
% Limited English Proficient	90.6%	% Students with Disabilities			5.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			23.7%
% Hispanic or Latino	72.0%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	15.6%	% Teaching Out of Certification (2013-14)			50.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4.22
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	41.2%	Mathematics Performance at levels 3 & 4			56.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.0%	% of 2nd year students who earned 10+ credits			80.7%
% of 3rd year students who earned 10+ credits	77.8%	4 Year Graduation Rate			68.2%
6 Year Graduation Rate	82.1%				
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	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			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	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			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.

As a new consortium school we have to develop PBATs for all of our core subjects as a graduation path for all our students. The task must be aligned to the PBATs rubrics standard. In order to achieve this we must continue working on following:

All curricula are aligned to Common Core and content Standards and integrate key instructional shifts in tasks, regularly using student work to make curricular refinements. The school has made purposeful decisions to ensure coherence of units of study across content areas, and student work analysis informs curricular enhancements, so that a diversity of learners has curricular access.

Content area teachers align scope and sequence to the Common Core Learning Standards and integrate key instructional shifts in cycles of learning. Teachers have done a crosswalk between the All subjects for grades 9-12 scope and sequence and the Common Core Learning Standards, aligning them in every band for each grade level. Common core related skills align in the same manner as the scope and sequence moves up through the grade levels. •

Content area teacher teams work together to reassess the scope and sequence for each subject and to refine, align, and integrate key instructional shifts. Teachers memorialize their yearly curriculum maps on Google docs to share across grades and content areas.

Curriculum maps include a column highlighting common core alignment to indicate where the unit and lesson plans appropriately bridge to standards. Teachers also post their units, and daily lesson plans illustrating common core alignment.

Teachers refine curriculum and instruction to develop a common language, build conceptual understanding, and literacy practices incorporated into lessons, so staff and students are be able to use and understand the work in spite of the student’s linguistic abilities.

All lesson plans include common core standards, a language objective, flexible groupings, differentiation and skills that will be learned or explored. Also included are assessments, a procedure, aim, a “prepare and model”, a group practice, a share and a wrap-up or summary. Built into unit study and lesson plans are scaffolds, annotation techniques, multiple graphic organizers, writing prompts, and transition words

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, all Teachers will create at least one PBAT aligned to the Consortium rubric which would allow all students graduate with 4 academic PBATs and the ELA Regents .

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) <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>Discipline teams will create vertical aligned scope and sequence of the PBAT rubric (standard)</p>	<p>Teachers</p>	<p>Sept 15</p>	<p>Discipline team leaders, Administration</p>
<p>Teacher will attend Professional development on PBATS and peer teacher intervisitations.</p>	<p>Teachers</p>	<p>Sept 15 Nov 15 Feb 16</p>	<p>Administration, Consortium and INPS</p>
<p>Interdisciplinary team will work on vertical and horizontal alignment of skills and content aligned to the CCLS</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Team leader, Administration</p>
<p>Create a schedule that prioritizes planning, mentoring, interdisciplinary work, sharing of work, PD, Teacher intervisitations within the school and other schools.</p>	<p>Teachers and admin</p>	<p>June September</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher will attend Professional development and work sessions a week before the official starting date of school. Teachers will attend up to 4 session of 6hrs of per session pay per day.</p>										
<p>Create a schedule that prioritizes planning, mentoring, interdisciplinary work, sharing of work, PD.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By October 2015 discipline teams will have created a calendar of benchmarks for the year.</p> <p>By February 2016, 50% of teachers will have implemented a PBAT in their subject class.</p> <p>By May 2016, 75% of teachers will have implemented a PBAT in their subject class</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

As a new consortium school we are continuing the work on the following.

Authentic experiential (hands on) learning with authentic audiences that are:

Collaborative (students and teachers)

Interdisciplinary work

Career and College Ready

21st Century Skills

Integration of technology

How to scaffold the research process?

Across the school, teacher teams methodically analyze and use student and teacher work and data, to inform key decisions that affect student learning across grades and content areas. The strategic work of teacher teams guides instructional decisions that ensure student mastery of goals and strengthen the school’s instructional practice. Leadership structures are rooted in building teacher capacity essential to leveraging instructional changes across the school. Teacher teams meet twice per week to examine student work, refine academic tasks to fully align them to Performance-Based Academic Tasks (P BATS) that ensures students understand expectations for rigor in thesis statements, deeper analysis of complex text, and insightful connections. The work of teacher teams informs the school’s partnership with the Consortium and Internationals Network for Public Schools and in creating standard-based graduation portfolio units and aligning the common core student work to that of the Consortium.

Part 2 – Annual Goal

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

By June 2016, 75% of students will have presented at least one PBAT project according to their grade level.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Teacher will attend PD and continue to work on creating meaningful driving questions.	Teachers	Sept 15 Nov 15 Feb 16	Teachers Administration
Teacher will work to master the Knowledge of 8 PBL design steps in order to facilitate Project lesson planning.	Teachers	Sept 15 On going	Teachers Administration
Outside Partner will collaborate with teachers and student in creating an authentic experiential learning projects.	Partners Teachers Students	July 15 Sept 15 Ongoing	Teacher Students Administration
Team of teacher will develop PBTA task aligned to Consortium rubric and CCLS.	Teachers	Ongoing Ongoing	Teachers Administration

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.											
Buck Institute of Education will provide a three day session for all staff during the year at 10000 cost.											
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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 50% of teachers will implement one PBL task that is aligned with PBATS rubrics.

By February 2016, 75% of ninth and tenth graders will present one PBL task in one of the four core subjects

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.

Teacher teams meet twice per week to examine student work, refine academic tasks to fully align them to Performance-Based Academic Tasks (PBATS) that ensures students understand expectations for rigor in thesis statements, deeper analysis of complex text, and insightful connections. The work of teacher teams informs the school’s partnership with Internationals Network for Public Schools and Consortium in creating standard-based graduation portfolio units and aligning the common core student work to that of the Internationals Network.

Grade teams use a, “Looking at Student Work Collaborative Analysis Protocol”, to analyze student strengths and needs, such as what the work shows that students are able to do and what is missing in the work in relation to the outcome. Teams measure how their assessment opportunities show student thinking, knowledge, skills acquired, and mastery of goals. An example of student mastery for grade expectations and expected graduation dates is data from the school’s most recent Quality Snapshot citing 84% of students in grade 9 and 81% of students in grade 10 earned enough credits to be on track for high school graduation.

- Teacher teams use outcome reflections, a process to discuss the percentage of passing rates, to plan and implement changes, and design next steps. For instance, during a teacher team meeting, teachers discussed providing multiple opportunities for students to share their understanding and engage in productive struggle via writing an explanation of their work, showing their work, or in mathematics by computational work products.
- During a teacher team meeting a mathematics teacher presented a brief background of student work. The teacher submitted a mathematics vignette to show three students’ understanding of a problem presented requiring them to examine an accompanying box and whisker plot indicating the cost of 12 CD’s in dollars. Students were asked to decide if the statements made were true. The team then engaged in an analysis of what the students were able to do and what was missing. The student data showed that the first student was able to articulate an explanation of his work. The second student was able to identify what was right and what was wrong, but lacked justification and the third student was able to identify the maximum and the minimum range with justification. The team reflections include vocabulary expansion and instructional adjustments on justification.

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 subject discipline will implement at least one inquiry cycle throughout the year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Discipline team will meet once a week to look at student work and strategies to meet the needs of the students.	Teachers	Sept through May	Discipline leaders Admin
Analyze student work to determine skills gaps and adjust curriculum accordingly and provide each other feedback on proposed Outcomes and assessments	Teachers	Sept through June	Discipline Leader Admin
Discipline members will attend relevant PD for their inquiry project	Teachers	Sept through April	Admin/ Discipline leaders
Disciplines will present their inquiry finding to the staff at least twice a year.	Teachers	November	Admin/Discipline members

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.											
Participaton with Digital Ready , which partially funds additional partnerships with Beam Center, Camp Intercative , Dream Yard, Apple ConnectEd grant funding 1:1 technology											
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		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 discipline will have implemented one inquiry cycle of interventions.
By June 2016 disciplines created intervention as a result of the inquiry work that move students in need.

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

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

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

Part 1 – Needs Assessment

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

School leaders consistently communicate high expectations to the school community, encourage ongoing feedback, and hold a system of accountability. There is a focus on working together with families and their understanding of the school’s expectations, their roles and support.

School leaders and staff promote high expectations and offer its constituents support toward meeting those expectations. However, the school is in the process of extending its responsibility to its families to ensure that in partnership families and students fully understand the school’s expectations linked to college and career preparation.

Part 2 – Annual Goal

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

By June 2016, school leaders will participate in differentiated professional development targeted to improve their capacity to give actionable feedback after observing teachers, in order to build teacher capacity and improve student performance. Measurable by an additional increase of 10% of teachers that are Effective and Highly Effective in Danielson MOTP .

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?
School leaders including model teachers will participate in separate monthly meetings for Principals and Assistant Principals with the Internationals Network for Public Schools (INPS), which address teaching practices, standards, problems of practice and best practices for ELL's.	Principal, Assistant Principal, Model/ Master teachers	October through May once a month	School leaders
Principal, Assistant Principal will participate in a Critical Friends Consortium triads which will continue to support our new membership into the consortium.	Principal, Assistant Principals	Sept 15 through May 16	School leaders

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.											
NYC leadership Academy coach will work with principal and assistant principal in achieving school goals. School leaders attend one full day meeting per month, agenda and minutes shared with Coordinating Council. Participate in Consultancy protocol to present problem of practice and explore solutions with Colleagues and Coach											
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		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 16, School leaders will attend one full day meeting per month, participating in Consultancy protocol to present problem of practice and explore solutions with Colleagues and Coach.

APs and Principals will have attended one CFG meeting and begin a partnership with another Consortium school which will allow for across school visits for further professional input for our 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 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	School wide assessment, Credits accumulation, teachers input , outcomes progress reports and ongoing assessment of the subject teachers.	Repeated reading Use of high interest texts Pre-writing activities 3 additional weekly Language / Literacy. Regents prep after school and during Saturday Academy.	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Mathematics	School wide assessment, Credits accumulation, teachers input , outcomes progress reports and ongoing assessment of the subject teachers.	Modified assignments Supplemental materials Use of manipulative .	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Science	School wide assessment, Credits accumulation, teachers input , outcomes progress reports and ongoing assessment of the subject teachers.	Pull-out vocab Supplemental materials	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
Social Studies	School wide assessment, Credits accumulation, teachers input , outcomes progress reports and ongoing assessment of the subject teachers.	Repeated reading Essay scaffolding Pull-out vocab Sequencing Regents prep	Tutoring Small group instruction One-on-one instruction Peer Tutoring	During school After school Before school Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance meeting with teacher team, students socio-emotional observation protocols.	Daily Check-ins Parent Conferences Academic team conferences Referrals to external services Advocacy with collateral contacts	One to one and small group (3-4 students) Parent alone or parent with child With grade level team (student often	During school After school Before school

			included but not always)	
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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.
All teachers are highly qualified. Teachers work in interdisciplinary teams and are responsible for a cohort of 80 to 90 students. Teachers are provided with common meeting and planning time. The Internationals Network for Public Schools, in conjunction with Long Island University (LIU) and the NYC DOE Teaching Fellows Program, and the Bard Consortium, have apprentice programs for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher for one year while completing required graduate level coursework at LIU or Bard. Apprentices may work as a certified teacher during the second year of the program.

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).
Focus school funds and/or Title I PD funds will be used to train teachers on the Danielson rubric, CCSS and provide opportunities for peer observations and feedback using the rubric

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.).
NA

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.
A committee is selected to review and select the State and Local Assessments that would be used for evaluation and improvement of instruction purposes. The committee comprised of both teachers and administrators (selected by the principal and UFT representative) met twice during the summer and once at the start of the school year to discuss which measures were to be used. Our teachers are involved with all important decision making, including those around assessment. Our school governance has several important components: We have a Coordinating Council with representatives from each grade (we call them Clusters) team. This team meets weekly with both school administrators, goes back to their teams for input and then we make final decisions. The creation of assessments happens in Discipline teams, where teachers bring interim assessments and final assessments to colleagues for feedback. Throughout the year the INPS, consortium and the Superintendent’s office will provide professional development in the process of looking at student work and revising teacher instruction and assessment to guide teachers through the inquiry process.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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	330,599.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	42,520.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,670,582.00		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Bronx International HS 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. **Bronx International HS**, 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. Bronx International HS 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.

Bronx International HS School-Parent Compact (SPC)

Bronx International HS, 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 (NC LB) 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>Bronx International HS</u>	DBN: <u>09X403</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>150</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>16</u>
of certified ESL/Bilingual teachers: <u>10</u>
of content area teachers: <u>6</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: _

At Bronx International High School we recognize that new to English students advance in content, skills and English language development more rapidly when they are in an environment in which they can interact with students possessing a diversity of English language and skill levels. To target our highest needs students, we have 10 supplemental Title III classes serving 150 (including 15 SIFE) ELLs at the beginner and intermediate levels, 5 classes on Saturdays and 5 meeting after school on Wednesdays and Thursdays. Within each class, teachers will use a strategy of flexible groupings in which students understand and expect that groupings will change frequently based on the learning objectives of the lesson. Teachers take into account students' native language, English language proficiency, literacy levels, student interests, content skills and knowledge interests when developing and organizing these groups.

In accordance with INPS (International Network for Public Schools) principles, classes and curricula are designed to enable students to engage in English language development through in-depth study of content. Our Title III classes reflect our regular academic program in their approach to student engagement and learning by employing a student-centered approach through project-based learning in a collaborative setting. Our Title III supplemental classes offer students extended time to apply new learning, engage in further academic discourse and partake in experiences that extend and enhance learning with the aim to accelerate English language acquisition and development. The language of instruction for all the Title III supplemental classes is English, following the same model as regular classes.

The understanding that students may need extended time to gain and demonstrate mastery of specific skills and content is integrated into our approach to teaching, learning and assessment. We recognize that students entering our school are coming from a variety of educational systems and experiences that have not prepared them in the same ways. We have identified 150 students who would benefit from additional learning opportunities and the additional time offered in our Title III supplemental classes. Our Title III supplemental classes are vital for providing these extended learning opportunities to our highest needs English Language Learners. Teachers of the Title III supplemental classes coordinate closely with their team members and guidance counselor to analyze student data around outcomes mastery, English level and reading level to identify and recommend candidates for our Title III supplemental classes.

- Saturday Enrichment Academy to Support Literacy and Content Mastery for ELLs

20 sessions 9:00am-1:00pm (20 days X 4 hrs X 10 teachers = 800 per session hours)

November 1, 8, 15, 22, December 6, 13, January 10, 24, February 7, 28, March 7, 14, 21, 28, 25, May 9, 16, 30, June 6, 13

- 1) ESL and Social Studies Enrichment: Debate and Public Speaking

Subgroups and grade levels: ELLs in the 11th and 12th grades who score at the beginning and intermediate level on the NYSESLAT read below a 7th grade level and are identified by their teachers as having trouble accessing social studies content.

Rationale: In the content area of social studies ELLs struggle with specific content related academic vocabulary and concepts. Debating and public speaking and the research and preparation that goes into these activities open up multiple avenues to introduce and use this vocabulary and concepts, enabling them to gain understanding within the context of projects connected to and supporting their Government, Economics or U.S. History classes. Instruction will focus on developing skills in oral and

Part B: Direct Instruction Supplemental Program Information

written English as well as creating arguments supported by evidence. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups within the class, researching, writing and practicing for debates and oral presentations.

This class is co-taught by a licensed ESL teacher and a licensed social studies teacher. All instruction is in English.

Materials: 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads pages aloud to students who cannot read); language and literacy development through reading, news, and literacy apps; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages; apps to create websites, video, photo stories (i.e. Weebly app, imovie, voice record pro); easy uploading capacity to school's google drive and haiku system (photos and videos); Voice Record, to record interviews and practice presentations and debates. We use this technology to support ELLs with language and literacy development. These resources are especially invaluable for our highest need students--SIFE, pre-K-3 readers, and low incidence languages (Arabic, Bengali).

Access Newcomers, Building Literacy through Learning series from Great Source for ELLs, including the workbooks Access American History.

•2) ESL and Living Environment: Science in Action to Support Literacy and Content Mastery for ELLs Subgroups and grade levels: ELLs in the 9th and 10th grade who have been in this country 18 months or less, are at the beginning level on the NYSESLAT and are identified by their teachers as struggling to access science specific academic language, content and concepts.

Rationale: Students engage in hands-on science projects and experiments to support literacy in the area of science and mastery of the learning and performance objectives in the living environment classes.

Lack of exposure to science specific academic vocabulary and concepts is prevalent among our newest arrivals who are targeted for this class. Attention is focused on the language of science to familiarize students with the particular way questions are posed and answered in science. Through hands-on science exploration students will develop literacy skills in English and science utilizing oral practice, keeping journals of observations and writing lab reports.

Materials: Experiment kits

This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English.

•3) ESL and Geometry: Asynchronous Learning to Support Literacy and Content Mastery for ELLs Subgroups and grade levels: ELLs in the 12th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: Students engage in hands-on geometry activities and online adaptive instructional technology to support both literacy and mastery of the concepts in geometry. Students learn the materials at their own pace and may only move to another module or unit of study once they master the pre-requisite knowledge and skills. The online component aims for students to develop basic skills, with emphasis on academic language, through daily individualized online instruction, thereby enabling the teacher to focus on critical-thinking, building rich classroom experiences, and providing extra help to other students who need one-on-one instruction.

Materials: 5 iPads, which students use to access online resources and the adaptive platform; DreamBox subscription; Math manipulatives (e.g. geoboards, blocks, prisms, algebra tiles).

This class is co-taught by a licensed ESL teacher and a licensed math teacher. All instruction is in English.

•4) ESL and Algebra II: Sheltered Instruction to Support Literacy and Content Mastery for ELLs Subgroups and grade levels: ELLs in the 11th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: A web-based curriculum that adopts a Sheltered Instruction pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to

Part B: Direct Instruction Supplemental Program Information

make learning engaging for English language learners, and students struggling to learn algebra.

Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription

This class is co-taught by a licensed ESL teacher and a licensed math teacher. All instruction is in English.

•5) Bridges ESL and Math: Numeracy and Literacy Support for ELLs

Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students with little or no literacy in their native languages and students identified by their teachers as lacking basic numeracy or reading at or below 2nd grade level.

Rationale: Students who have grown up with little or no education experience have much more to learn than just the mathematics in order to be fully functional at school. First and foremost, they must learn the English Language: how to read, write and speak. Thus, the need for a numeracy and literacy support program that provides intensive small-group instruction using hands-on activities and adaptive instructional platform.

Materials: 5 iPads, which students can use to access online resources and the adaptive platform; DreamBox subscription; Math manipulatives (e.g. prisms, algebra tiles); Probability kit

This class is co-taught by a licensed ESL teacher and a licensed math teacher. Instruction is in English.

After School Small Group Instruction Support for ELLs

5 classes will meet twice weekly from 3:20 to 4:20 for a total of 42 sessions beginning November 5, 2014 and ending June 11, 2015. These 5 one hour classes, meeting Wednesdays and Thursdays will each be co-taught by 2 teachers (one licensed ESL and 1 licensed content area) or 1 dual-licensed ESL/English teacher. Total 38 days X 1 hour X 9 teachers = 342 per session hours

1. ESL and Social Studies-Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th graders, in this country for 18 months or less, classified as beginning level on the NYSESLAT or reading at or below 4th grade level and who have been identified by their teachers as struggling to access social studies specific academic vocabulary or content.

Rationale: In the content area of social studies ELLs new to the country, reading below 4th Grade level struggle with specific content related academic vocabulary and content. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

-
This class is co-taught by a licensed ESL teacher and a licensed social studies teacher. All instruction is in English, following the INPS model.

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Materials: 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads pages aloud to students who cannot read); language and literacy development through reading, news, and literacy apps; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages; apps to create websites, video, photo stories.

2. ESL and Living Environment-Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th graders, here for 18 months or less, at beginning or intermediate level on the NYSESLAT and have been identified by their teachers as struggling to access science specific academic vocabulary or content.

Rationale: In the content area of biology ELLs new to the country and English, struggle with specific content related academic vocabulary and science concepts. Academic vocabulary acquisition in the content area of biology and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

-
This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English, following the INPS model.

Part B: Direct Instruction Supplemental Program Information

-
Materials: Access Newcomers, Building Literacy through Learning series from Great Source for ELLs, including the workbooks Access Science.

3) ESL and Integrated Algebra 9/10- Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students scoring at the beginning level on the NYSESLAT and students identified by their teachers as struggling with basic math skills and to gain mastery of content.

Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription, Math manipulatives (e.g. prisms, algebra tiles); Probability kit

This class is co-taught by a licensed ESL teacher and a licensed math teacher. Instruction is in English.

4) ESL and Integrated Algebra 11- Targeted Enrichment for ELLs

Subgroups and grade levels: 11th grade students, whose native language is Spanish, scoring at the beginning level on the NYSESLAT and identified by their teachers as struggling with basic math and literacy skills and algebra content.

Rationale: A web-based curriculum that uses a “Sheltered Instruction” pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

Materials: 5 iPads, which students use to access the web-based curriculum; Digital Directions International (DDI) subscription, Math manipulatives (e.g. prisms, algebra tiles); Probability kit

This class is co-taught by a licensed bilingual Special Education teacher and a licensed math teacher.

Instruction is in English and Spanish.

5) ESL and English: Literature Circles-Targeted Enrichment for ELLs

Subgroups and grade levels: 11th and 12th grade students, scoring at the beginning or intermediate level on the NYSESLAT, who have not passed the ELA Regents and are identified by their teachers as struggling readers.

Rationale: To advance as readers and writers, ELLs need practice reading independently from leveled books with high interest level. The Literature Circle class gives them structured opportunities to read, discuss and write about literature. Academic vocabulary and supporting an argument with evidence is emphasized as students discuss and write in the literature circles.

Materials: 24 5-packet sets of books that students keep. 5 iPads, which provide technological support for our highest need students (text-to-voice technology reads aloud; vocabulary development (interactive dictionaries, visual dictionaries and native language support), especially helpful for low incidence languages and non-written languages. We use this technology to support ELLs with language and literacy development.

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: _

6 full day trainings by Elisa Zonana, Teachers College Reading and Writing Project - "Adapting the

Part C: Professional Development

Teachers College Reading and Writing Workshop to English Language Learners." : Elisa Zonana has been working in New York City schools and schools across the country for the past 20 years. She was a teacher for ten years in New York City public schools before becoming a literacy coach and staff developer for the Teachers College Reading and Writing Project (TCRWP). She now works part-time for TCRWP and individually with schools to provide literacy support. She is co-author of the book Catching Up on Conventions, published by Heinemann in 2009.

1. December 18, 2014: Session 1-Reading Workshop/Independent Reading in the ELL

Classroom: Creating and sustaining independent reading and the instruction that goes alongside it can greatly impact ELL students. We will discuss bottom lines for getting this work in place and particular strategies and structures for supporting ELL students. Participants: 9 ESL teachers, 1 bilingual Sp Ed and 1 social studies.

2. January 8, 2015: Session 2-Nonfiction Reading Across Content Areas: So much of learning involves reading, especially nonfiction reading. In order for ELLs to have access to content of any kind, becoming proficient in nonfiction reading is essential. This workshop will support all content-area teachers in incorporating instruction around nonfiction reading and strategies for accessing dense academic text. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 2 math, 2 science, 2 social studies.

3. January 29, 2015: Session 3-Fluency Workshop: As the acquire vocabulary in English, ELLs need strategic work and practice around fluency in reading. This workshop will offer a variety of approaches for incorporating this kind of instruction and practice into the English classroom and as part of academic interventions in small groups. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 reading specialist, 1 social studies.

4. April 16, 2015: Session 4-Using Debate to Support Argument Writing and Oral Academic English: Debate can be one of the most effective ways to understand and develop argument writing - a key component of the CCSS. In addition, it affords ELLs with multiple opportunities to practice speaking and presentation skills. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 social studies.

5. May 7, 2015: Session 5-Conferring in the Reading Workshop: Once students are all reading books appropriate to their levels and interests, teachers can help students make great strides in their reading through one on one or small group instruction. This workshop will explore methods and content to support this important work, with particular focus on your lowest level readers, beginner level ELLs and SIFE students. Participants: 9 ESL teachers, 1 reading specialist and 1 bilingual Sp Ed.

6. June 25, 2015: Session 6-Next steps and planning for next year. Participants: All teachers that participated in the Title III Supplemental Classes-9 ESL, 1 bilingual Sp Ed, 6 content area teachers.

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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: _

The Title III program will provide ELL families with the opportunity to attend a variety of workshops so they can better assist in and understand their children's education and learning. Teacher facilitators and translators will be paid per session rate and instructional materials will be purchased to support activities.

Workshops- A series of workshops will be held on different topics of interest to our ELL families. The

Part D: Parental Engagement Activities

workshops are organized and coordinated by the Parent Coordinator, Janet Dweh, and will be facilitated by teachers and the guidance staff. All parents and guardians of ELLs will be targeted for these workshops. The workshops are conducted in English with staff and students providing translation in Spanish, French, Arabic, Bengali and various West African languages as needed.

Translation Services: Parents are notified of all meetings, workshops and school events in several ways, including backpacked and mailed letters, school messenger and the school website. All communications, including school messenger phone calls are translated into French, Spanish, Arabic or Bengali. Staff is available at all meetings and workshops to translate French, Spanish, Arabic, Mandingo, Bambara and Mandinki. We also have a team of paid student translators for languages our staff does not speak and provide translation services from the DOE Translation Unit where necessary. Besides letters and school messenger calls, the parent coordinator, along with our Spanish speaking office staff attempts to call all families directly for notification of important events, workshops and meetings.

In addition to the workshops, the PA meets monthly and above translation services are available for all parents who do not speak English. Translation is also available at Parent Teacher Conferences, held in October, February and April.

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

1) October 1, 2014 7:00-8:00 Curriculum Night Workshop for Families of ELLs-New Arrivals: This workshop is given as part of Curriculum Night and is specifically designed for parents and guardians of our most recent arrivals--those who have been in this country for under 6 months. This group will include the families of most of our incoming 9th grade (about 100) ELLs and approximately 35 ELLs placed in 10th or 11th grade. Numbers are approximate because we have a high volume of new admits throughout September and October. For this workshop, parents are divided by language group, each group provided by staff and/or student translators. The workshop is designed to explain and familiarize families with necessary vocabulary they need to understand and take an active role in their children's education. We will discuss and answer questions on the differences in curricula and the educational systems here as opposed to their countries of origin and how ESL is taught at Bronx International, including the INPS principles of English language learning. 10 teacher facilitators and translators will be paid per session.

2. December 10th, 2014 5:30 to 7:00 College Night for Families of 11th and 12th Grade ELLs. This workshop is designed to introduce and familiarize non English speaking parents and guardians with the language of the college application process and the steps necessary to begin this process. The workshop will be conducted in Spanish by the College Advisor and, in a separate room in English, with translation to French, Arabic and Bengali as needed. The guidance staff and teacher translators will be paid per session.

3. January 23, 2015 5:00-7:00 Navigating Financial Aid for ELL Families (12th Grade): This workshop is specifically for ELL families to explain and give one-to-one help with financial aid forms, applications, loans, grants and scholarships. Volunteers from the NYU College Advising Corps, along with our teachers and staff who speak French, Spanish, Arabic and various Western African languages work in the computer lab to begin FAFSA applications and go over necessary documentation needed to complete this process. The workshop also includes information on scholarships available to undocumented students and resources on financing college without government financial aid. Teachers and guidance staff are paid per session. Materials are provided in English and Spanish at no cost by the US Department of Education.

4. March 25, 2015 6:00-7:30 The English Language Learner's Progress toward Graduation: This workshop informs families of the extra help opportunities, enrichment activities and extra curriculums available to support our ELLs and accelerate English acquisition. The focus will be on how parents, guardians and other family members, like older siblings, can help their Beginner and Intermediate students pass the English Regents and progress in their classes toward graduation and college readiness. This workshop will be facilitated by a dual licensed ESL/English teacher, Wesley Hoffman and a science licensed teacher Luincys Fernandez, who will be paid per session. Translation will be provided by teachers, staff and students.

Part E: Budget

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 403
School Name Bronx International HS		

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 Joaquin Vega	Assistant Principal Elaine Angueira/Megan Williams
Coach CUNY Graduate Center	Coach type here
ENL (English as a New Language)/Bilingual Teacher Vergell Bastein	School Counselor Elaine Angueira
Teacher/Subject Area Evie Copeland	Parent type here
Teacher/Subject Area type here	Parent Coordinator Janet Dewh
Related-Service Provider type here	Borough Field Support Center Staff Member Affinity
Superintendent Kathy Rehfield-Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	394	Total number of ELLs	366	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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	366	Newcomers (ELLs receiving service 0-3 years)	199	ELL Students with Disabilities	12
SIFE	75	Developing ELLs (ELLs receiving service 4-6 years)	142	Long-Term (ELLs receiving service 7 or more years)	25

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	199	33		142	28		25	12		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										69	81	65	61	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	3	1	2	0
Haitian														0
French										15	14	21	17	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	7	6	1	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)										55	65	21	16	0
Emerging (Low Intermediate)										13	19	27	13	0
Transitioning (High Intermediate)										5	13	8	6	0
Expanding (Advanced)										4	7	13	7	0
Commanding (Proficient)										3	1	7	15	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	1	3		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										2	1	4	15	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	81		53	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool we use to assess the early literacy skills of our ELLs is EdPerformance for 10th, 11th and 12th graders, which we administer twice a year to measure baseline and progress. All 9th Graders and any new students are given the LENS assessment. Students who score above grade 5 will be assessed in Ed. Performance at end of year. Students who score on or below grade 3 will be considered for Bridges class and be administered the LENS assessment along with teacher-created assessments to establish grade level in reading comprehension, writing, speaking and literacy skills. Results offer a breakdown of strengths and weaknesses and are shared with content area teachers across each instructional team (4 content area teachers and 1 academic interventions/ESL specialist responsible for 75-100 students). With this information we are able to tailor interventions toward areas of need and provide extra help geared toward the particular needs of each student. The information we gather from these initial assessments, as well as the ongoing ones, informs our instructional plan, the design of curriculum, interventions and helps us ensure that we are addressing the specific needs of all students. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The following is based on results before the 2015 NYSESLAT results are available. (This section will be updated when we receive the new 2015 NYSESLAT results.)
 The NYSESLAT data indicates that 69% of our incoming 9th grade ENLs have tested as Beginners, 22% have tested as Intermediate and 9% have tested as Advanced or tested out (proficient/commanding). The data patterns reveal that as students move through the grades their literacy level improves and most students move up to the Intermediate and Advanced level and many test out. For example, in 10th grade 62% tested as Beginner, 40% of the ENL students tested as Intermediate and 8% tested as Advanced or tested out. In 11th grade 27% tested as Beginner, 47% tested as Intermediate and 26% tested as Advanced or tested out. Finally, by Senior year 28% tested as Beginners, 34% of the ENL students tested as Intermediate and 38% tested as Advanced or tested out. It seems clear that over the course of their 4 years most of our students improve in their literary skills.

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

- a) Our population is incredibly heterogeneous in terms of language ability.
- b) Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
- c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- d) Our NYSITELL data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.

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

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

- As we identify specific subgroups and the areas in which they need support (i.e., Asian subgroup needing support on ELA Regents), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.

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

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

4. For each program, answer the following:

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

a) The pattern across proficiencies and grades is one of growth and improvement. This bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the NY State Performance Standards Consortium, which is a network of schools who have been granted a variance that allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams. In reviewing the results of the New York State ELA Regents Exam, out of 81 ELLs who have taken the Comprehensive English exam 53 have passed.

Most of our Advanced ENL students are able to pass the ELA Regents exam by June of the 11th Grade. In general, they do well on all sections of the exam. We feel that this is a direct result of our efforts to teach literacy across the curriculum and throughout all disciplines. The implications for the LAP and instruction are that we need to continue to support them in further developing their reading, speaking, writing and speaking skills across all disciplines. We need to continue to reinforce cognitive skills while enhancing and building upon and utilizing inquiry based/problem solving skills for our students. We also need to encourage our students to further explore their potential in hypothesizing, evaluating, inferring, generalizing, and predicting.

Our Intermediate ENL students do not move as easily through mastery of the ELA Regents material, but generally do so by January of their senior year. The listening portion of the exam and the multiple choice questions for the listening section tend to be difficult for many of our Intermediate students. They also struggle with the multiple choice questions when the reading section is extremely technical. In general, the implications for the LAP and instruction are that we need to continue our efforts to focus on developing basic cognitive listening and reading skills across the disciplines in order to further enhance our students reading and language abilities. In addition, we need to continue to work on helping students to increase their academic vocabulary, conceptual skills and higher order thinking skills. We need to increase opportunities for students to practice their speaking and listening skills both in and out of the classroom.

Our beginner ENL students have the most difficulty in mastering the listening section of the English ELA Regents exam. They also tend to have problems with the reading sections if they are too technical. They tend to be weakest in usage of grammar and tenses in the written portion of the ELA exam. Most of our Beginner ENL students find the multiple sections to be extremely difficult. The implications for the

LAP and instruction are that we need to continue focus on developing basic cognitive reading skills across the disciplines in order to further enhance our students reading abilities and familiarity with academic and content specific vocabulary. We also need to focus on using language glossaries to enhance their understanding of key terms and vocabulary. We need to begin the process of encouraging students to develop higher order thinking skills in English and to work to improve to their spoken language skills.

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

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

b) Bronx International 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).

Indicators of interim progress and accomplishment:

- 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 11th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 10th grade interim portfolio will be held during four different dates this year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c) Using Periodic Assessment to learn about ELLs:

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

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

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

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

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

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

- Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us as to the child's academic history and background, assisting us in developing an individual academic support plan for a student.

-Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.

-Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.

-All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.

- The principal and principal's cabinet direct instructionally-based, teacher-led committees such as the "Teaching and Learning Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ENL students.

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

NA

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

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

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

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

Part IV: ELL Identification Process

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

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

Students admitted to Bronx International from a NYC junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. When students and parents arrive with referral letter from the Borough Enrollment Center, they go to a licensed pedagogue for screening of students to be admitted in the school. For new admits to the NYC DOE, the HLIS is given in the parent's preferred language (every section must be completed). Student's home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. The informal interview is conducted by a licensed and trained pedagogue (Maria Fleyshgakker)

Lab-R (in English) is administered based on the HLIS and RLAT (from ATS) for new incoming students in the NYC school system. Lab-R is conducted by a licensed and trained pedagogue (Maria Fleyshgakker) within ten days of admission. The Lab-R Spanish is given when students qualify (when they score below proficiency on the LAB-R). The cut-score matrix in the Lab-R Memo is used to determine the student's ELL entitlement status. The student's LAB-R/Spanish LAB answer grids are submitted to the Borough Assessment Office. All ELLs, as identified by the RLER and RLAT reports in ATS, take the NYSESLAT during the spring testing period.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS, LAB R and, if necessary, the Spanish LAB are: For the administration of the HLIS: the principal Joaquin Vega works in conjunction with licensed and trained pedagogue ElaineAngueira.

For the administration of the LAB R: licensed pedagogue Maria Fleyshgakker is responsible.

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

All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an ESL licensed pedagogue, Evie Copeland. During the first week of school in September, the SIFE Leadership team reviews all SIFE questionnaires and writing sample to determine which students should meet with a member of the SIFE Committee to be further evaluated. Any new student who misses the new student summer orientation is provided with the SIFE questionnaire and asked to complete a writing sample at the time of their first intake session with an ESL licensed pedagogue. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and than make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. The SIFE Committee consists of Evie Copeland and Vergell Bastien, both ESL licensed

pedagogues, Sarah Parrish, a Special Education with bi-lingual extension licensed pedagogue, Principal Joaquin Vega, Assistant Principal Elaine Angueira and Social Worker and Special Coordinator Julie Jacobowitz.. Once the SIFE determination has been made by the SIFE Committee, Julie Jacobowitz, 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 meets 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 modifications are entered on the BNDC screen in ATS. In addition, if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

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

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Principal, Joaquin Vega; Vergell Bastien, a certified ESL pedagogue; Sarah Parrish, a certified Special Education teacher with bi-lingual extension; Julie Jacobowitz, Social Worker and Special Ed Coordinator; 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 then 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.

Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our families have all requested an ESL instructional program on the program choice selection form which describes three options: TBE, DL and ESL. The ELPC screen is updated in ATS within 20 days of selection. If student is entitled to services based on the LAB-R, the HLIS and parent survey are reviewed by Elaine Angueira (AP) to ensure that parent choices are honored. A placement letter is then sent. Continued Entitlement letters are sent by mail in September. We communicate with our parents in their preferred language. Our school attempts to hire personnel who speak our students' native languages. In addition, we use the DOE translation services to communicate with our families in their preferred languages.

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

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

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

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

- Within 10 days of admission all parents are invited to attend any of a series of orientation meetings to view the video describing the parent's three program options available to all NYC students: 1) Transitional Bilingual Education Program; 2) Dual

Language Program and 3) Freestanding ENL Program. Invitation letters are sent out to the parents of students who are entitled to ELL services. Whenever possible, the invitation letters are sent out in the parent's preferred language. The school attempts to schedule parent orientation sessions at times convenient for the parents in order to maximize attendance. Parents are asked to sign and date a copy of the parent orientation meeting agenda and a copy of the agenda and attendance sheets for the parent orientation meeting are kept on file.

The parent orientation meeting is facilitated by a certified pedagogue. The licensed pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bengali, French, Spanish. In addition, we utilize the Translation Unit for support. During this meeting, parents are provided with data indicating the strengths of each of the three program models based on research and they are afforded the opportunity to ask questions about each of the options. An administrator attends the meetings.

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

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

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls. If contact cannot be made by phone, registered letters are sent home in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. They are then documented and maintained in a central file by Assistant Principal, Elaine Anguiera.

9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Elaine Anguira and Maria Fleyshgakker (Testing coordinator- Chemistry license) of all ENL students who should be exited from ELL status. Then, over the summer but no later than September 15th of the new school year in which the student is no longer entitled, the school sends Non-Entitlement/Transition letters to the parents of the students who have exited the program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the main office.

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

All ELLs, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of

make up sessions. The school's goal is always to test every ELL in the school.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal, Elaine Anguiera, of all ENL students who should continue with their ELL status. Then, over the summer but no later than September 15th of the new school year in which the student continues to be entitled the school sends a Continuation Entitlement letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language whenever possible.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that 100% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 100% of our parents choose the ENL model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75 to 100 students.
 - b. Our school uses all of these program models, although in alignment with the INPS model heterogenous groupings predominate. 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, while 11th and 12th grade students form separate teams of about 100 students. The blocks are heterogeneous but occasionally teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project.
 - c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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 integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

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

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

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

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

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

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

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

At Bronx International High School, our ENL program is taught through content area courses. All of our class periods are 55 minutes in length with at least one double period of 110 minutes weekly per core subject. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

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

our practice.

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

Heterogeneity is one of the Five Core Principles of the International Approach espoused by all International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender or membership in an ELL subgroup. Students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum-students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials-students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings-readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally, then collectively answer questions about the material presented through all of the texts.
- Collaborative Group Work on Projects-students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

All of the students at Bronx International High School are in mixed grades and are divided into two groupings. The 9th and 10th grades comprise the Junior Institute and the 11th and 12th grades comprise the Senior Institute. The school is organized into five interdisciplinary teams of 75-100 students. There are three lower institute interdisciplinary teams (9th and 10th grades mixed groups) and two upper institute interdisciplinary teams (11th and 12th grades). The interdisciplinary curricula in all teams are structured to provide for a balance of exposure to humanities and mathematics/science/technology. Different disciplines are viewed as interacting, reinforcing and broadening a student's perspective. Reading and writing are infused throughout the entire instructional program to ensure language acquisition and support content area instruction. All classes in each institute are heterogeneous and non-graded, i.e., students are not grouped according to language level in English, literacy in native language, achievement level, or age.

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

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

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

progress reports, educational history and student work, student parent interviews and teacher referrals. Once students are identified to enter the SIFE program, our challenge is to find ways to teach students to read and write in English and acquire content knowledge when they have limited, if any, literacy skills in any language and may also have serious affective issues as well.

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

Our SIFE model has three important features:

- An intensive Language Arts period is held during the regular core daily program to accelerate learning taught by a specially trained literacy ESL licensed teacher in small group settings of five to ten students in which instruction is guided by individual students' needs. This class is focused on reading comprehension, reading fluency and vocabulary development based on high interest topics drawn from the social studies curriculum with the support of the CUNY Graduate Center Bridges Program.
- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the SIFE teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings. SIFE English classes are co-taught by an ESL teacher and a reading specialist and extra planning time is built into the schedules of the SIFE team teachers.
- All SIFE students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Academy, which serves to enhance their literacy skills through enrichment and academic support.
- Our SIFE Leadership team has completed a SIFE toolkit which will be shared with other SIFE schools throughout the city.
- Our SIFE Leadership team has also hosted a series of Open Houses over the past four years for SIFE Teachers from throughout the city in order to share best practices among educators of SIFE as well as all ELL students.

b) Instructional Plan for Newcomer ELL Students:

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

c) Instructional Plan for Developing ELLs:

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

d) Instructional Plan for Long Term ELLs:

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

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

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

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

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

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

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

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

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

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

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

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in

our weekly Saturday Academy Literacy Program which serves to enhance their literacy skills through enrichment and academic support.

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?

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

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.)	
EFFICIENCY Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

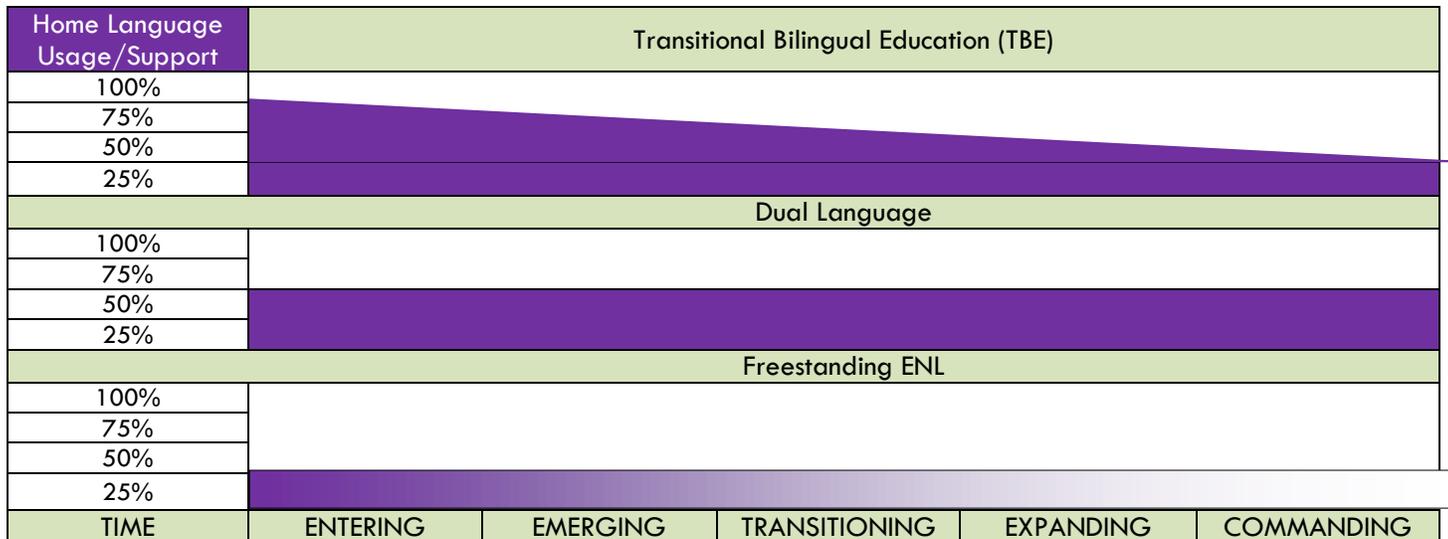


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All of our targeted intervention program are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them. At Bronx International High School we recognize that new to English students advance in content, skills and English language development more rapidly when they are in an environment in which they can interact with students possessing a diversity of English language and skill levels. To target our highest needs students, we have 10 supplemental Title III classes serving 150 (including 15 SIFE) ELLs at the beginner and intermediate levels, 5 classes on Saturdays and 5 meeting after school on Wednesdays and Thursdays. Within each class, teachers will use a strategy of flexible groupings in which students understand and expect that groupings will change frequently based on the learning objectives of the lesson. Teachers take into account students' native language, English language proficiency, literacy levels, student interests, content skills and knowledge interests when developing and organizing these groups.

In accordance with INPS (International Network for Public Schools) principles, classes and curricula are designed to enable students to engage in English language development through in-depth study of content. Our Title III classes reflect our regular academic program in their approach to student engagement and learning by employing a student-centered approach through project-based learning in a collaborative setting. Our Title III supplemental classes offer students extended time to apply new learning, engage in further academic discourse and partake in experiences that extend and enhance learning with the aim to accelerate English language acquisition and development. The language of instruction for all the Title III supplemental classes is English, following the same model as regular classes.

The understanding that students may need extended time to gain and demonstrate mastery of specific skills and content is integrated into our approach to teaching, learning and assessment. We recognize that students entering our school are coming from a variety of educational systems and experiences that have not prepared them in the same ways. We have identified 150 students who would benefit from additional learning opportunities and the additional time offered in our Title III supplemental classes. Our Title III supplemental classes are vital for providing these extended learning opportunities to our highest needs English Language Learners. Teachers of the Title III supplemental classes coordinate closely with their team members and guidance counselor to analyze student data around outcomes mastery, English level and reading level to identify and recommend candidates for our Title III supplemental classes.

Saturday Enrichment Academy to Support Literacy and Content Mastery for ELLs-20 sessions 9:00am-1:00pm

- 1) ESL and Social Studies Enrichment: Debate and Public Speaking

Subgroups and grade levels: ELLs in the 11th and 12th grades who score at the beginning and intermediate level on the NYSESLAT read below a 7th grade level and are identified by their teachers as having trouble accessing social studies content.

Rationale: In the content area of social studies ELLs struggle with specific content related academic vocabulary and concepts.

Debating and public speaking and the research and preparation that goes into these activities open up multiple avenues to introduce and use this vocabulary and concepts, enabling them to gain understanding within the context of projects connected to and supporting their Government, Economics or U.S. History classes. Instruction will focus on developing skills in oral and written English as well as creating arguments supported by evidence. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups within the class, researching, writing and practicing for debates and oral presentations.

- 2) ESL and Living Environment: Science in Action to Support Literacy and Content Mastery for ELLs

Subgroups and grade levels: ELLs in the 9th and 10th grade who have been in this country 18 months or less, are at the beginning level on the NYSESLAT and are identified by their teachers as struggling to access science specific academic language, content and concepts.

Rationale: Students engage in hands-on science projects and experiments to support literacy in the area of science and mastery of the learning and performance objectives in the living environment classes. Lack of exposure to science specific academic vocabulary and concepts is prevalent among our newest arrivals who are targeted for this class. Attention is focused on the language of science to familiarize students with the particular way questions are posed and answered in science. Through hands-on science exploration students will develop literacy skills in English and science utilizing oral practice, keeping journals of observations and writing lab reports.

- 3) ESL and Geometry: Asynchronous Learning to Support Literacy and Content Mastery for ELLs

Subgroups and grade levels: ELLs in the 12th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: Students engage in hands-on geometry activities and online adaptive instructional technology to support both literacy and mastery of the concepts in geometry. Students learn the materials at their own pace and may only move to another module or unit of study once they master the pre-requisite knowledge and skills. The online component aims for students to develop basic skills, with emphasis on academic language, through daily individualized online instruction, thereby enabling the teacher to focus on critical-thinking, building rich classroom experiences, and providing extra help to other students who need one-on-one instruction.

- 4) ESL and Algebra II: Sheltered Instruction to Support Literacy and Content Mastery for ELLs

Subgroups and grade levels: ELLs in the 11th grade who are at the beginning or intermediate level on the NYSESLAT and are identified by their teachers as struggling to access math specific academic language and concepts.

Rationale: A web-based curriculum that adopts a Sheltered Instruction pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

•5) Bridges ESL and Math: Numeracy and Literacy Support for ELLs

Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students with little or no literacy in their native languages and students identified by their teachers as lacking basic numeracy or reading at or below 2nd grade level.

Rationale: Students who have grown up with little or no education experience have much more to learn than just the mathematics in order to be fully functional at school. First and foremost, they must learn the English Language: how to read, write and speak. Thus, the need for a numeracy and literacy support program that provides intensive small-group instruction using hands-on activities and adaptive instructional platform.

After School Small Group Instruction Support for ELLs

5 classes will meet twice weekly from 3:28 to 4:28 for a total of 42 sessions beginning November 4, 2015 and ending June 16, 2016. These 5 one hour classes, meeting Wednesdays and Thursdays will each be co-taught by 2 teachers (one licensed ESL and 1 licensed content area).

1. ESL and Social Studies-Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th graders, in this country for 18 months or less, classified as beginning level on the NYSESLAT or reading at or below 4th grade level and who have been identified by their teachers as struggling to access social studies specific academic vocabulary or content.

Rationale: In the content area of social studies ELLs new to the country, reading below 4th Grade level struggle with specific content related academic vocabulary and content. Academic vocabulary acquisition in the content area of social studies and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition.

2. ESL and Living Environment-Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th graders, here for 18 months or less, at beginning or intermediate level on the NYSESLAT and have been identified by their teachers as struggling to access science specific academic vocabulary or content.

Rationale: In the content area of biology ELLs new to the country and English, struggle with specific content related academic vocabulary and science concepts. Academic vocabulary acquisition in the content area of biology and strategies for accessing dense text will be heavily emphasized as students work in small groups on projects that support content mastery and English acquisition. This class is co-taught by a licensed ESL teacher and a licensed biology teacher. All instruction is in English, following the INPS model.

3) ESL and Integrated Algebra 9/10- Targeted Enrichment for ELLs

Subgroups and grade levels: 9th and 10th grade SIFE, 9th and 10th grade students scoring at the beginning level on the NYSESLAT and students identified by their teachers as struggling with basic math skills and to gain mastery of content.

Rationale: A web-based curriculum that uses a "Sheltered Instruction" pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra.

4) ESL and Integrated Algebra 11- Targeted Enrichment for ELLs

Subgroups and grade levels: 11th grade students, whose native language is Spanish, scoring at the beginning level on the NYSESLAT and identified by their teachers as struggling with basic math and literacy skills and algebra content.

Rationale: A web-based curriculum that uses a "Sheltered Instruction" pedagogy and that embeds academic language support throughout the lessons will be used to support the students identified for this class. The curriculum is designed intentionally and specifically to raise academic achievement and to make learning engaging for English language learners, and students struggling to learn algebra. This class is co-taught by a licensed bilingual Special Education teacher and a licensed math teacher. Instruction is in English and Spanish.

5) ESL and English: Literature Circles-Targeted Enrichment for ELLs

Subgroups and grade levels: 11th and 12th grade students, scoring at the beginning or intermediate level on the NYSESLAT, who have not passed the ELA Regents and are identified by their teachers as struggling readers.

Rationale: To advance as readers and writers, ELLs need practice reading independently from leveled books with high interest level. The Literature Circle class gives them structured opportunities to read, discuss and write about literature. Academic

vocabulary and supporting an argument with evidence is emphasized as students discuss and write in the literature circles

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

Evidence of effectiveness in our model is displayed through data such as 79% four year grad rate and a 89+% six year grad rate for our students for the 2014/2015 school year. The effectiveness of our language and content integration program is monitored by our alignment to the NYS Performance Standards Consortium rubrics and the Internationals Network Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

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

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

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

Paste response to question here:

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

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

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

Since almost 100% of our students are ELLs or former ELLs, all school programs are "equal access." In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be "academic" in theme, all of them are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing of English:

- Student Government
 - Band Club
 - Art Club
 - Digital Design
 - Dance Club
- Soccer, basketball and volley ball teams

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

Funding sources for after school and supplemental services offered to ELLs in our school:

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

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

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

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

The Teaching and Learning Committee has amassed a compendium of booklists, articles on literacy, and reading programs for reference by the instructional teams.

All students including ELL students in all sub-groups, have access to a variety of technologies including a technology lab, wireless laptop computers. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts and all students including all ELL sub-groups have access to our rather extensive native literature collection.

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

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

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

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

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

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

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

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

19. What language electives are offered to ELLs?

Currently we offer Advanced French and AP French and are hoping to offer the same in Spanish by the Spring Term of 2016.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

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

Professional Development Plan:

To achieve our instructional goals and implement our core beliefs an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure. The principal repository of professional development has been the instructional teams in the school. Our entire school is divided into five team learning communities. The three Junior Institute 9th and 10th grade teams are each comprised of five teachers and approximately 75 students on each team. The two Senior Institute teams of 11th and 12th graders are comprised of 7-8 teachers each with about 100 on each of these two teams. The teachers meet twice weekly to plan, develop and implement their curriculum and instruction. Teams typically interview and hire their team members, and meet at the beginning of the year to help each other develop goals. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the ELA Regents exams and the PBATs.

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

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

All of our content area teachers, ESL teachers and intervention specialists will participate in 12 full day trainings over a two year period by Elisa Zonana, Teachers College Reading and Writing Project - "Adapting the Teachers College Reading and Writing Workshop to English Language Learners." : Elisa Zonana has been working in New York City schools and schools across the country for the past 20 years. She was a teacher for ten years in New York City public schools before becoming a literacy coach and staff developer for the Teachers College Reading and Writing Project (TCRWP). She now works part-time for TCRWP and individually with schools to provide literacy support. She is co-author of the book *Catching Up on Conventions*, published by Heinemann in 2009. See below last year's sessions. This year's session will focus on reading in the content areas.

Session 1-Reading Workshop/Independent Reading in the ELL Classroom: Creating and sustaining independent reading and the instruction that goes alongside it can greatly impact ELL students. We will discuss bottom lines for getting this work in place and particular strategies and structures for supporting ELL students. Participants: 9 ESL teachers, 1 bilingual Sp Ed and 1 social studies.

Session 2-Nonfiction Reading Across Content Areas: So much of learning involves reading, especially nonfiction reading. In order for ELLs to have access to content of any kind, becoming proficient in nonfiction reading is essential. This workshop will support all content-area teachers in incorporating instruction around nonfiction reading and strategies for accessing dense academic text.

Session 3-Fluency Workshop: As the acquire vocabulary in English, ELLs need strategic work and practice around fluency in reading. This workshop will offer a variety of approaches for incorporating this kind of instruction and practice into the English classroom and as part of academic interventions in small groups.

Session 4-Using Debate to Support Argument Writing and Oral Academic English: Debate can be one of the most effective ways to understand and develop argument writing - a key component of the CCSS. In addition, it affords ELLs with multiple opportunities to practice speaking and presentation skills. Participants: 9 ESL teachers, 1 bilingual Sp Ed, 1 social studies.

Session 5-Conferring in the Reading Workshop: Once students are all reading books appropriate to their levels and interests, teachers can help students make great strides in their reading through one on one or small group instruction. This workshop will explore methods and content to support this important work, with particular focus on your lowest level readers, beginner level ELLS and SIFE students. Participants:

6. Session 6-Next steps and planning for next year.

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

Paste response to question here: N/A

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

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

addition to the full day workshops described above, professional development opportunities include but are not limited to:

Supporting SIFE and IEP Students to Access a Rigorous Curriculum

Academic Language for ELL Students

Introduction on Language Development

Sharing Curriculum Maps across Teams and Disciplines

Language and Content Integration for ELLs:

Native Language Use in the Classroom

Let's Give 'Em Something to Talk About: Language and Content Integration

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

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

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

C. Parental Involvement

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

We hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas. At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations. Our teachers work collaboratively on five interdisciplinary teams and each team meets twice weekly to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs. In addition each interdisciplinary team has an afterschool 50 minute period on Tuesday set aside specifically for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings and contacts with parents of ELL's. Each team is assigned a paraprofessional or Community Associate in order to place phone calls to parents to schedule meetings.

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

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

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Bronx International provides ELL families with a variety of workshops so they can better assist in and understand their children's education and learning.

Workshops- This year a series of workshops will be held on different topics of interest to our ELL families. The workshops are organized and coordinated by the Parent Coordinator, Janet Dweh, and will be facilitated by teachers and the guidance staff. All parents and guardians of ELLs will be targeted for these workshops. The workshops are conducted in English with staff and students providing translation in Spanish, French, Arabic, Bengali and various West African languages as needed.

Translation Services: Parents are notified of all meetings, workshops and school events in several ways, including backpacked and mailed letters, school messenger and the school website. All communications, including school messenger phone calls are translated into French, Spanish, Arabic or Bengali. Staff is available at all meetings and workshops to translate French, Spanish, Arabic, Mandingo, Bambara and Mandinko. We also have a team of paid student translators for languages our staff does not speak and provide translation services from the DOE Translation Unit where necessary. Besides letters and school messenger calls, the parent coordinator, along with our Spanish speaking office staff attempts to call all families directly for notification of important events, workshops and meetings.

1) October 7, 2015 7:00-8:00 Curriculum Night Workshop for Families of ELLs-New Arrivals: This workshop is given as part of Curriculum Night and is specifically designed for parents and guardians of our most recent arrivals--those who have been in this country for under 6 months. This group will include the families of most of our incoming 9th grade (about 100) ELLs and approximately 35 ELLs placed in 10th or 11th grade. Numbers are approximate because we have a high volume of new admits throughout September and October. For this workshop, parents are divided by language group, each group provided with translation by staff and/or student translators. The workshop is designed to explain and familiarize families with necessary vocabulary they need to understand and take an active role in their children's education. We will discuss and answer questions on the differences in curricula and the educational systems here as opposed to their countries of origin and how ESL is taught at Bronx International, including the INPS principles of English language learning.

2. December 10th, 2015 5:30 to 7:00 College Night for Families of 11th and 12th Grade ELLs. This workshop is designed to introduce and familiarize non English speaking parents and guardians with the language of the college application process and the steps necessary to begin this process. The workshop will be conducted in Spanish by the college advisers and, in a separate room in English, with translation to French, Arabic and Bengali as needed.

3. January 21, 2016 5:00-7:00 Navigating Financial Aid for ELL Families (12th Grade): This workshop is specifically for ELL families to explain and give one-to-one help with financial aid forms, applications, loans, grants and scholarships. Volunteers from the NYU College Advising Corps, HESC, along with our teachers and staff who speak French, Spanish, Arabic and various Western African languages work in the computer lab to begin FAFSA applications and go over necessary documentation needed to complete this process. The workshop also includes information on scholarships available to undocumented students and resources on financing college without government financial aid. Materials are provided in English and Spanish at no cost by the US Department of Education.

4. March 24, 2016 6:00-7:30 The English Language Learner's Progress toward Graduation: This workshop informs families of the extra help opportunities, enrichment activities and extra curriculars available to support our ELLs and accelerate English acquisition. The focus will be on how parents, guardians and other family members, like older siblings, can help their Beginner and Intermediate students pass the English Regents and progress in their classes toward graduation and college readiness. This workshop will be facilitated by a dual licensed ESL/English teacher and a science licensed teacher. Translation will be provided by teachers, staff and students.

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

- International Rescue Committee (IRC)
- The New York Immigration Coalition (NYC)
- Assorted attorneys and tax specialists (workshops on legal and financial issues)
- Interborough Developmental and Consultation Center
- NYPD Community Affairs Bureau New Immigrant Outreach Unit

All mailings relevant to these partner organizations are sent home are sent in both English and in the family's home language. Translations are made possible through the NYCDOE translation unit or in-house by our multi-lingual staff.

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

We encourages the parent/guardian representatives on the School Leadership team to constantly help the school in evaluating the needs of our famies. In addition, the Parent Coordinator is regulary in touch with parents and guardians to keep a pulse on needs and requests. An administrator attends the monthly PA meetings to encourage parent/guardians to share their concerns and needs and these needs are also determined through surveys distributed to them and subsequently collected and analyzed. We use this feedback to determine topics for our family workshops. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PA meetings.

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

Parental involvement activities are addressed in collaboration with the PA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves. (See above Q3)

D. Additional Information

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

Paste response here:

School Name: _ **School DBN:** _

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x** School Name: **Bronx International**
Superintendent:

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.

Based on the Home Language Identification Survey, a record of adult preferred languages for written translation and oral interpretation are maintained in ATS: Spanish - 70%, Bengali - 4%, French - 12%; Fulani - 8.0%, Arabic - 2.0%, Afrikaans - 1,0%; Mandinka- 2%; Other - 1%. Copies of said information are shared with our Guidance Counselor, Parent Coordinator, Community Coordinator, and others. All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Arabic and Spanish including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, International Festival)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school .

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.

Spanish, Bengali, French, Arabic.

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.)

- a. Announcements for important meeting dates (Open School Night, SLT meetings, Parent Association meetings, etc.)
- b. Special events (Thanksgiving Feast, student performances and parent teacher conferences)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school.
- f. Open School Night,
- g. Family Association Meetings, ARIS Training,
- h. Discipline meetings with the administration
- i. Open School Night, Family Association Meetings, SLT meetings, ARIS training, Meetings with teachers about children's academic performance and other evening school events
- j. Discipline meetings with the administration
- k. Meetings with teachers about their children's academic performance
- l. Enrollment of new students in our school.

In addition, we utilize the NYC DOE Translation Unit, in-house school staff, outside translators, and parent volunteers to translate documents in a timely manner

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, French, Haitian-Creole, and Spanish. Because we have identified the need to have interpretation services for students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

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.

We hold monthly PA meetings, as well as monthly SLT meetings. We additionally hold regular Parent Workshops. Additionally, our Parent Coordinator makes daily outreach to families in regards to

communication about school events, individual student issues, etc. Our guidance counselors regularly reach out to families in regards to individual students' academic progress towards graduation. Our Dean and Social worker additionally make calls to families and meet face-to-face. Teachers are expected to maintain regular communication with families regarding students' progress. Our Community Assistant and Attendance Teacher make daily phone calls in regards to absence.

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.

Because we have identified the need to have written services for students and their families based on the Home Language identification Survey, we have hired many bilingual and trilingual staff members to assist in translating documents for parents.

Our social-emotional support team also uses the NYCDOE internal translation and interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

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

- e. Open School Night, Parent Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Our social-emotional support team also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home. All written correspondence between the school and students' families is provided in the language of their choice, based on the Home Language Identification Survey. We use the NYCDOE's Translation Unit, internal staff, parent volunteers, or outside organizations to provide translations of all school correspondence (in Bengali, Arabic, Wolof, French, Haitian-Creole, Spanish and other languages), including templates that we can adapt for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association

meetings, etc.)

- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school
- f. School Progress Reports

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.)

Our Social Emotional Learning Team, including our Parent Coordinator, will provide training for staff on the use of translation 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

Following the above mentioned parental notification requirements for translation and interpretation services.

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)

Surveys will be given and feedback solicited during monthly PA meetings regarding the quality and availability of interpretation services and of key documents translated into home languages. Bronx International High School will provide timely translation and distribution of communications by utilizing the DOE Translation and Interpretation Unit, using allocated funds for translation/interpretation, utilizing previously translated documents available on the DOE website, utilizing School Messenger, which translates and sends automated messages to parents, and using the DOE's Translation & Interpretation Unit at 718-752-7373, ext. 4 for over-the-phone translations, as necessary. Parents will be provided with

a Bill of Parent Rights and Responsibilities in their native languages so that they are aware of their rights regarding translation and interpretation services. An interpretation services sign is also posted near the entrance to the school to alert parents to how to access interpretation services. The school safety plan includes a stipulation for using our multi-lingual staff members as translators for communicating with parents.