

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X564

School Name:

CLAREMONT INTERNATIONAL HS

Principal:

ELIZABETH DEMCHAK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Claremont International HS School Number (DBN): 09x564
Grades Served: 9-12
School Address: 240 East 172nd Street Bronx, NY 10457
Phone Number: 718-410-4001 Fax: 718-410-4038
School Contact Person: Elizabeth Demchak Email Address: Edemchak@schools.nyc.gov
Principal: Elizabeth Demchak
UFT Chapter Leader: Devan Hibbard
Parents' Association President: Jose Garcia
SLT Chairperson: Albert Dianou
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Cambel Iridissu
Krimili Infante

District Information

District: _____ Superintendent: Kathy Pelles
333 7th Ave
Superintendent's Office Address: NY, NY 10001
Superintendent's Email Address: Kpelles@schools.nyc.gov
Phone Number: (718)9235102 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 7189355618 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)
Elizabeth Demchak	*Principal or Designee	
Devan Hibbard	*UFT Chapter Leader or Designee	
Jose Garcia	*PA/PTA President or Designated Co-President	
Crystal Norman	DC 37 Representative (staff), if applicable	
Albert Dianou	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Cambel Iridissu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Krimili Infante	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judilcia Perez	Member/ Social Worker	
Linnette Aviles	Member/ Teacher	
Margarita Alfonso	Member/Parent	
Ivonne Lacaye	Member/ Parent	
	Member/	
	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.

Claremont International High School (CLIHS) opened its doors in the Fall of 2012 to meet the academic and social emotional needs of English Language Learners (ELLs) in the South Bronx. CLIHS currently enrolls 280 students, who originate from 25 different home countries. The mission of Claremont IHS is to build upon the diverse linguistic and cultural backgrounds of ELLs in New York City to create a stimulating, academically rigorous and nurturing learning community that prepares students for success in college and beyond. Our students cultivate intellectual curiosity, advance critical thinking skills and develop empathy as global citizens through the integration of language in all classes.

To successfully serve our students, CLIHS follows the approach of the **Internationals Network for Public Schools**, which employs interdisciplinary, collaborative, and experiential learning along with key organizational features to foster language acquisition and academic growth. The key components of the Internationals Approach to serve our ELLs including newcomers, SIFE, Long Term ELLs and ELLs with IEPs include:

- **Heterogeneity and Collaboration** : Students work in small cooperative learning groups that build on the diverse linguistic, academic and social strengths of every individual in the school community.
- **Experiential Learning** : Students are motivated to pursue an area of interest and continue to develop language and content area knowledge through real world applications. In reflecting on the experiences gained through internship and service learning, students enhance their capacity to successfully participate in their community and build strong applications for college.
- **Language and Content Integration** : Language skills are best fostered through language rich interdisciplinary study. When language skills are embedded in context, content area knowledge is reinforced through students' need to use language to explain content.
- **Localized Autonomy and Responsibility**: At every level of a learning community, faculty, students, and community partners are encouraged to make informed decisions about their work. This raises the level of individual and group accountability and therefore the entire community is motivated to contribute to their fullest potential.
- **One Learning Model for All**: The model and structures for faculty development that maximize an environment of peer learning and support mirror the model for student learning.

In addition to our partnership with the Internationals Network, CLIHS engages in strategic collaborations with the following community based organizations to support student achievement and family engagement:

- CARA-College Access Research and Action
- College Now-Hostos Community College
- New York City Writing Project
- ScriptEd
- French Heritage Program

- Wingspan

New Settlement

Strengths: Our defined learning approach, which is rooted in the Internationals Approach, supports a culture where both student and faculty collaboration is valued. In addition to our interdisciplinary teams, we have established other teacher teams to support distributive leadership including a steering committee composed of team leaders and a professional development committee that is open to all faculty. Finally, the integration of English language and content across disciplines has contributed to students' progress as measured on the NYSESLAT exam, most notably amongst our Long Term ELL population.

Challenges: As a third year school we are in the process of building systems and structures to support students' positive transition to post-secondary success. We are in the process of transitioning to a portfolio- based assessment system and the instructional shift that requires. Moreover, with over 40% of our students identified as having interrupted or lack of formal education (SIFE) , we constantly are refining curriculum to insure that we best meet the diverse needs of our students. As we aim to launch our internship program, we are building and expanding community partners. Finally, given our students' diverse immigration narratives, we are developing a wide range of social emotional supports to aid in their positive transition process.

Finally, as a school community while we recognize our students' English language growth as a strength, we also acknowledge that to insure students are college ready and that students meet graduation requirements, we are focused on building teacher capacity to plan and effectively execute inquiry based units of study. Our instructional focus for the year is , "If teachers provide consistent structures and design purposeful scaffolds based on varied formative assessment data, then student will be able to engage in meaningfully in academic tasks, demonstrate resourcefulness and increased responsibility for learning."

09X564 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11	Total Enrollment	255	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	N/A	# Drama	4
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	132.4%	% Attendance Rate			91.4%
% Free Lunch	97.1%	% Reduced Lunch			N/A
% Limited English Proficient	95.9%	% Students with Disabilities			2.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			16.4%
% Hispanic or Latino	77.8%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# 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)	8.3%	% Teaching Out of Certification (2013-14)			26.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.83
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	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.6%	% of 2nd year students who earned 10+ credits			88.9%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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				
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			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Strengths:

- Teachers plan collaboratively to develop curriculum that includes multiple access and exit points for all student to demonstrate language and content acquisition at various levels. (1.2 Peer Quality Review)*
- Teachers integrate literacy (English language) into all content areas and include opportunities for students to develop writing skills across classrooms. In all content areas teachers set language objectives for lesson/unit plans.

Needs:

- Continue to develop effective formative assessments practice with focus on teacher collection of real time student data gathered from student conferencing and small group conferencing. (2.2: Assessment 2015 Quality Review Area for Growth)
- Across classrooms to provide more differentiated scaffolds to meet the diverse needs of our heterogeneous ELL population, so student engagement can increase(June 4, 2015 Staff Professional Development Feedback and review of school wide observation trends)

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 90% of teachers will participate in a series of professional development meetings/workshops that will focus on the creation and use of formative assessment strategies that will inform teachers planning for scaffolding and providing multiple entry points for all students in complex tasks.

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 Rigorous Instruction and the Common Core 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?
1. A. Internationals Network for Public Schools facilitated PD and participation in INPS network wide professional development committees B. New York City Writing Project	All teachers	August 2015- June 2016	Principal and Assistant Principal
1. As an ELL school all of our strategies and PD are tailored towards meeting the varied needs of ELLs including newcomers, SIFE, ELLs with Special Needs, Overage and LTEs.	All teachers	August 2015- June 2016	Principal and Assistant Principal
1. A. Interdisciplinary teams support peer review of unit plans/project design B. Interdisciplinary team intervisitations to support peer feedback around the effective use of scaffolding	All teachers; Team leaders to review during steering committee	Weekly Meetings for steering from 3:00-4:30pm	Principal and Assistant Principal; Team Facilitators (Team 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.

• INPS Great Minds Think Differently: Leveraging the Benefits and Addressing the Challenges of a Heterogeneous ELL Classroom”

- Per Session for teachers to develop projects and formative assessments
- 1 Faculty Member to serve on the INPS Portfolio design committee and per session for his/her participation
- Contractual Time dedicated towards PD (3-4:20pm on Tuesdays)
- Literacy Coach-NYC Writing Project
- Substitute Teachers to attend off site PD including PBL Workshops; content specific formative assessment workshops (for example Metamorphosis-math) and All-ED

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

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

Part 5 – Progress Monitoring

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

- At the conclusion of each PD session, teachers complete survey/feedback forms. Administration will review the weekly feedback forms to create a survey that 75% of staff will complete during the February 1, 2016 Chancellor's PD Day. The survey will ask teachers to reflect on the impact of the scaffolding related PD on their practice.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Strengths

- All 9th and 10th grade students participate in a college and career driven advisory
- The school’s belief in educating the whole child along with the power of the school community has built a safe and inclusive culture resulting in effective academic and personal behaviors for students. (2014 Peer QR Feedback 1.4
- Launched 11th grade internship program with more than 90% of students participating in an internship and internship seminar
- Launched partnership with Hostos College Now; 17 students enrolled and over 95% earned a B or higher.

Needs

- Increase attention to SIFE students’ academic and social readiness skills
- Increase in school’s capacity to provide 1:1 college counseling and advising
- Identify enrichment programs throughout the school year and summer for students, who are not yet eligible for College Now Program
- Increase opportunities for structured Peer Mediation-through the development of student fairness committee

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 90% of 12th grade students will participate in senior meeting to prepare for graduation portfolios 1 time per week for 75 minutes

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Participation in INPS network wide PD that focuses on portfolio project design; participation in INPS interschool visitations to learn from other schools their senior mentoring process</p>	<p>All Teachers</p>	<p>August 2015-June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Smaller small group mentoring 1:2 (1 teacher to 2 students) for the lowest SIFE population; 1:1 academic counseling provided by the college counselor</p>	<p>All teachers; Guidance and College Counselor</p>	<p>September 2015-June 2016</p>	<p>Interdisciplinary Team’s Advisory Liaison and College Counselor</p>
<p>Bi-monthly parent workshops that specifically target the families of 12th grade students to understand the college application and financial aid process</p>	<p>Parent Coordinator and College Counselor</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator and College Counselor</p>
<p>Close collaboration between the interdisciplinary teacher teams and the social emotional team, including the college counselor, to insure that the SEL needs of students are being met</p>	<p>SEL Team Liaisons and College Counselor</p>	<p>September 2015-2016</p>	<p>Social Emotional Team Liaisons and College Counselor</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>Weekly team meeting that is facilitated by the College Counselor; per session for teachers to support extended and targeted senior mentoring; cost share of salary for the college counselor with New Settlement; Funds to cover transportation and visit costs for college trips/tours</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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2. Following January 2016 Graduation Portfolio Presentations in Math and Government (Research Paper) mentors and mentees will reflect on the impact of mentoring supports on students' performance. During the first February 2016 Tuesday mentoring session 75% of 12th grade students, who presented a math and/or research paper portfolio will complete a mentor satisfaction survey.

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.

Strengths:

- Teacher to Teacher Trust is above 90% (2015 School Survey)
- Teacher Teams and Leadership Development (4.2) is recognized as the school’s Area of Celebration (2015 Quality Review)
- All teachers are members of an interdisciplinary team and content team that meet a total of 3x a week
- Participated in New Teacher Center Mentoring Project

Needs:

- Continue to expand opportunities for distributive leadership and provide professional development for team facilitators (team leaders)
- Expand training for mentor teachers as the school has over 70% of teachers with 3 or less years of teaching experience

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 80% of 1st and 2nd year teachers will participate in a biweekly new teacher support meeting with their mentors.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • 3 Teachers will participate in the New Teacher Center Mentoring Project : Year 1 Professional Learning Series for Mentor and Year 2 Professional Learning Series for Mentors: Reaching All Learners • Bi Weekly New Teacher Meeting 	Selected Mentor Teachers Mentees, Mentor Teachers and INPS Leadership Coach	September 2015-June 2016	Principal and AP
The Agendas of the New teacher meetings are focused on developing the capacity of the teachers to meet the needs of their students, which in our school are all ELLs.	New Teachers and Mentor	September 2015-June 2016	Principal and AP
Parent participation during school wide conferences and events to engage with all teachers	Parent Coordinator	September 2015-June 2016	Parent Coordinator
Each team has a team facilitator who is responsible for supporting staff development and assists in turnkeying any project ideas or team challenges to administration	Team Facilitators	September 2015-June 2016	Principal and AP

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.											
New Teacher Center Training; INPS Leadership Coach; Titles for select book study will be staff selected in the fall											
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.

1. In February 2016 the administration with the Internationals Coach will facilitate mid-year meetings with 100% of 1st/2nd year teachers to assess the impact of the mentoring on their instructional practice.

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.

Strengths

- Principal and AP participate in norming rounds to align actionable teacher feedback
- Development of Danielson and INPS aligned curriculum feedback templates
- The school leader requires teacher goal setting tied to Danielson, which inform a cycle of observations and actionable feedback, resulting in clear expectations and targeted professional development for all teachers. (2014 Peer QR 4.1)

Needs : Improve systems for communication (School Survey 2015)

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 100% of school leaders (principal, 2 APS) will participate in weekly professional coaching sessions to improve their communication systems with staff as measured on the school survey report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • School leaders 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. • School leaders will continue to develop our crosswalk between the INPS rubric and the Danielson framework to integrate our approach to educating ELL's with our use of the Danielson framework; • Principal will attend series of workshops on instructional mentoring for administrators facilitated by New Teacher Center. 	<p>School Leaders</p>	<p>Monthly Principal and AP Meetings through INPS b/t September 2015 and June 2016 facilitated by INPS</p>	<p>Principal, AP, INPS Coach</p>
<ul style="list-style-type: none"> • Principal and AP will receive weekly mentoring from a former INPS founding principal to address teacher support, curriculum planning and systems for school wide improvement with focus on systems for communication • Monthly visits from a NYCLA coach further support administrative capacity to develop and effectively monitor systems for school wide communication. 	<p>School Leaders</p>	<p>Weekly from September 2015-June 2016</p>	<p>INPS Principal Mentor and NYCLA Coach</p>
<ul style="list-style-type: none"> • Systematically receive feedback from parents via SLT or parent meetings that can be reviewed during leadership coaching sessions 	<p>School Leaders</p>	<p>September 2015-June 2016</p>	<p>SLT Chair</p>
<p>More active presence and participation at interdisciplinary team instructional meetings</p>	<p>School Leaders</p>	<p>September 2015-June 2016</p>	<p>Principal and AP</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.

- Funding for New Teacher Center PD, INPS and NYCLA Coaching.

- Weekly newsletters to staff and monthly newsletters to families

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.

1. In January 2016 100% of administration will complete and review a mid-semester survey with the INPS leadership coach.

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.

Strengths

- 92% of surveyed parents said they would recommend this school to other families (2014 Learning Environment Survey)
- Parent Coordinator who facilitates monthly meetings and has advanced community outreach to include on site applications for social service benefits

Needs

- To increase overall level of parent participation;
- To develop support groups for parents, who share common challenge of family reunification-extend SEL support to parents and families

Part 2 – Annual Goal

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

By June 2016 35% of parents will have attended at least one school based parent/family engagement event.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • PD for newly hired parent coordinator to support the needs of immigrant families; • Identify more local CEC 4 community partners to support parents/families accessing social services • Develop Family handbook that is translated into the families home language. 	<p>Parent Coordinator and Social Emotional Team (SW and Guidance Counselor</p>	<p>August 2015-June 2016</p>	<p>Principal</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>Translation and Interpretation Line; Family Handbook and monthly newsletters; PD for staff on how to use the Translation and Interpretation line and how to facilitate parent conferences. The PC will attend Affinity Group and Superintendent provided trainings.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, the parent coordinator will provide attendance rates from the fall semester to review progress towards the annual goal of 35%.</p>

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>All students participate in AIS classes meeting either two or three times per week tailored to their particular needs. Teacher-created diagnostics are used to group students and for planning purposes, as well as data from Regents exams and portfolios.</p> <p>***Literacy Support across all content areas</p>	<p>Native language development for Spanish-speaking SIFE</p> <p>Small guided reading groups leveled by English proficiency</p> <p>Language development through theater and performing Arts</p> <p>Additionally, all students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students)</p> <p>Senior Mentoring for 12 th grade students to support completion of portfolio projects, which is a graduation requirement</p>	<p>Small Group and 1:1 based on need</p> <p>Every teacher will mentor 2-3 students</p>	<p>2-3 times/ week for 45 minute sessions</p> <p>After school (3:20 - 4:30) Monday-Friday* Except Tuesdays</p> <p>Saturday Learning Series (Every Saturday, 9:30 - 12:00)</p> <p>Tuesdays from 2:00-3:00pm</p>
Mathematics	<p>All students participate in AIS classes meeting either two or three times per week tailored to their particular needs. Teacher-created diagnostics are used to group students and for planning purposes, as well as</p>	<p>Native language math support class for Spanish-speaking SIFE</p> <p>Numeracy skill development class</p> <p>Math literacy class</p>	<p>Small group and 1:1 based on need</p>	<p>2-3 times/ week for 45 minute sessions</p> <p>After school (3:20 - 4:30) Monday-Friday* Except Tuesdays</p> <p>Saturday Learning Series (Every</p>

	data from Regents exams and portfolios.	<p>Extended day Math Help</p> <p>Math Team</p> <p>Additionally, all students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students)</p>		Saturday, 9:30 - 12:00)
Science	All students participate in AIS classes meeting either two or three times per week tailored to their particular needs. Teacher-created diagnostics are used to group students and for planning purposes, as well as data from Regents exams and portfolios	<p>Content area literacy in English and native language</p> <p>Academic vocabulary (tier II) building activities</p> <p>Additionally, all students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students)</p>	Small group and 1:1 based on need	<p>After school (3:20 - 4:30) Monday-Friday* Except Tuesdays</p> <p>Saturday Learning Series (Every Saturday, 9:30 - 12:00)</p> <p>*Seniors will have senior mentoring for their Science portfolio in the Spring semester on Tuesdays from 2-3pm</p>
Social Studies	All students participate in AIS classes meeting either two or three times per week tailored to their particular needs. Teacher-created diagnostics are used to group students and for planning purposes, as well as data from Regents exams and portfolios.	<p>Content area literacy in English and native language</p> <p>Academic vocabulary (tier II) building activities</p> <p>Additionally, all students receive extra academic assistance through individualized attention as a result of small class sizes in all core subjects (21-23 students)</p>	Small group and 1:1 based on need	<p>After school (3:20 - 4:30) Monday-Friday* Except Tuesdays</p> <p>Saturday Learning Series (Every Saturday, 9:30 - 12:00)</p>

				<p>Seniors will have senior mentoring for their Social Studies portfolio in the Fall semester on Tuesdays from 2-3pm</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher referral, Parent/family referral, student request, mandated counseling</p>	<p>Counseling to address issues including, but not limited to:</p> <p>reunification issues, healthy relationships, grief, loss, and bereavement, separation from family and home country</p>	<p>1:1 and group counseling, peer mediation led by Social Worker and/or Guidance Counselor, family counseling</p> <p>Restorative Justice Circles facilitated by Social Worker</p>	<p>Social Worker and guidance counselor see both mandated and other at-risk students during the school day, after school, and on Saturdays.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All Teachers are highly qualified.</p> <ul style="list-style-type: none"> • Teachers work on interdisciplinary teams and are responsible for a cohort of 86 students. Teachers are provided with common meeting and planning time. • The international Network for Public Schools, in conjunction with Long Island University (LIU) and the New York City Department of Education (NYC DOE) Teaching Fellows Program, has a 2- year apprentice program for potential International Network for Public Schools (INPS) teachers. <p>Apprentices serve in the classroom of an experienced INPS teacher one year, while completing required graduate level coursework at LIU. Apprentices may work as a certified teacher during the second year of the program.</p> <ul style="list-style-type: none"> • Our teacher led hiring committee invites potentially interested candidates to our student portfolio presentations to act as guest evaluators. Interested candidates are also encouraged to sit in on classrooms to better understand the International approach and our student population. • In school mentors are assigned to all new teachers. • Teachers participate in a variety of staff development to support the learning and implementation of language learning strategies including workshops facilitated by the International Network for Public Schools PD, Quality Teaching for English Language Learners(QTEL) offered by West Ed, , The New York Performance Standards Consortium, The New Teacher Center and All-Ed

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).
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- Pre-Service Training for all staff (August 2015)

Focus on Curriculum Design and appropriate use of scaffolds based on formative assessment data

- Interdisciplinary Team (5 teachers from each of the content area)

The interdisciplinary team meets every day for 1 period (47 minutes-55 minutes) for common planning or team meetings to focus on curriculum design including CCS alignment and SEL needs of students

- Tuesday Staff Development

5-6 week cycles of staff led Tuesday Professional Development (80 minutes. Topics include

outcomes grading based systems; portfolio CCS aligned units-design; inquiry work to determine CCS alignment

Quality Teaching for ELLs

- Teachers participate in literacy QTEL series to support curriculum design for ELLs; 1 teacher will participate in SIFE working group and 1 teacher will participate in OELL math/stem PDs, ALL Ed, New Teacher Center

SPED teacher will participate in Network wide PD to support SPED access and engagement to CCSS units of study

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- As a school participating in a shift to portfolio assessments for ELLs, teachers develop projects aligned to INPS developed ELL rubrics.
- Teachers participating on the school’s MOSL committee and select relevant assessment
- Teacher representative on the INPS Portfolio Committee;
- Teachers work within their content area to design common assessments and rubrics across teams;

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	314,020.00	X	Sections 5A-E Section 7-AIS;
Title II, Part A	Federal	0		
Title III, Part A	Federal	29,760.00	x	Sections 5E Section 7-AIS;
Title III, Immigrant	Federal	0		Sections 5E Section 7-AIS;
Tax Levy (FSF)	Local	2,580,718.00	X	Sections 5A-E Section 7-AIS;

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Claremont International HS</u>	DBN: <u>09x564</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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 type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Claremont International High School implements a content-based ESL program for our heterogeneous population of ELL students. Teams of teachers (five per team) design and implement standards-based, interdisciplinary, project-based curricula for their students. All classes are taught in English, following the Internationals Network model of content and language integration. Teachers in all content areas are trained to incorporate ESL methodologies and strategies for language acquisition and development. All ESL teachers are fully licensed and content teachers receive more than 10 hours of ESL training annually. Through the direct instruction supplemental program, ELL students have the opportunity to enhance their English through participation in language-rich extra-curricular programs designed to meet their unique linguistic needs, while allowing students to explore their interests and talents. The direct instruction supplemental program began the first week in October and ends on June 12. Program offerings include Academic English Oracy, Student Government, Words as Art, and Academic Enrichment. All programs place particular emphasis on the development of ELLs' speaking skills and in targeted skill development in literacy and numeracy. These programs are held before and after school to maximize opportunities for student participation. The supplemental instructional program serves ELLs in 9-11th grade who score at the beginner, intermediate, and advanced levels of the NYSESLAT. Subgroups of students to be served include our SIFE population, long-term ELLs and ELLs with special needs. All supplemental programs are taught in English by ESL-certified teachers or are co-taught by content and ESL-certified instructors. Six teachers participate in the direct instructional supplemental program.

After School Student Government: 15-20 student government participants work afterschool on student-developed and student-led committees. The after school student government program improves students' language and literacy through dialogue facilitation. Drawing upon their learning from US and Global History classes, students engage in problem-solving and presentation. The program is taught by an instructor dual-certified in Social Studies and ESL. The class meets weekly on Wednesdays from 3:00 - 4:30 for a total of 30 sessions. The group targets intermediate-advanced level ELLs. The language of instruction is English. Materials include primary source documents, primarily newspapers and magazines.

Words as Art: 15-20 students participate in the Words as Art program that combines both visual arts and creative writing. The program meets on Wednesdays from 3:00 - 4:30 for a total of 30 sessions. It is co-taught by an ESL-certified teacher and a teacher certified in art. The teachers utilize a team-teaching model. The class allows a heterogeneous population of ELLs to engage in art as a means to further develop their English writing skills. The language of instruction is English. Art supplies will complement art history texts and artist biographies. Students will also take field trips to NYC art museums as part of this course. As an outcome of the course, the students will produce an exhibition of writing and artwork.

Academic Enrichment through Math and ESL: A math-certified and ESL-certified teacher co-plan and co-teach this program that focuses on targeted literacy and numeracy development for beginner level ELL students as well as SIFE. The teachers utilize a team-teaching model during instruction. The class provides supplemental small group instruction for 10-15 ELL students. It meets Thursdays from 3:00 - 4:30 for a total of 30 sessions. The language of instruction is English. Materials include teacher-created materials as well as BrainPop online subscription program.

Academic Enrichment in Science and Social Studies : All ELLs are invited to participate in the Academic Supplemental program. Approximately 50 ELL students/week participate, from grades 9-11. The Academic Enrichment Science class is co-taught by a Science-certified teacher, a Social Studies certified-

Part B: Direct Instruction Supplemental Program Information

teacher and ESL-certified teachers. The program offers ELLs the opportunity to receive additional instruction in each of the core classes offered at Claremont to ensure that these students have increased interaction with course material to deepen their learning. The program is available on Monday, Wednesday, and Thursday from 3:00 - 4:30 for a total of 90 sessions. The language of instruction is English. Materials: leveled informational trade books, BrainPop online program, and other Internet resources.

-
Academic English Oracy:

15-20 beginner-intermediate ELLs in grades 9-11 participate in the Academic English Oracy class taught by an ESL-certified teacher. This class offers additional structured opportunities for students to develop academic language in English. As a portfolio-based school, students are required to present their portfolios to a panel as part of their graduation requirement. Their presentations also include a question and answer session where panelists question students about their projects. The Academic English Oracy program targets the language skills necessary for students to engage in academic discussions in English. The program meets on Mondays from 3:00 - 4:30 for a total of 30 sessions. The focus is on ELA and Social Studies. The language of instruction is English. Materials include informational trade books, newspapers, and magazines.

Part C: Professional Development

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

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

Begin description here: _

-
-
Professional development is critical to our efforts to improve instruction for ELLs. Our teachers seek out PD opportunities on many levels including school based PD, network level PD and PD from outside provider s. Staff engages in a variety of other PD opportunities offered by the NYC DOE department of ELLs and INPS.

-
-
Two content teachers from the Title II program are participating in 3 ALL-Ed sessions focusing specifically on making content more accessible to ELLs. (All-Ed is lead by Laurie Gaughran, PhD - Achievement Coach and Literacy Specialist for CFN 106) The dates are 10/10, 11/13, and 12/2.

-
-
This year the school has partnered with the New York City Writing Project to provide professional development to support teachers in the shift to portfolio-based assessments for ELLs. Our NYCWP consultant, Susannah Thompson, conducts workshops with teacher teams on Tuesdays and Thursdays from September through June (60 sessions total, various times to be decided) with ESL and content teachers and holds consultations with individuals and teacher teams specifically focusing on strategies to meet the needs of ELLs. Susannah has extensive experience working with ELLs and partners with the Union Square International High School.

-
-
Title III professional development will be included in the Tuesday PDs from 3:00 - 4:20 for the school staff since all of our staff works with ELLs. Our professional development is focused on improving the

Part C: Professional Development

academic achievement of all ELLs and providing expanded learning opportunities for them including the following topics:

- Project based learning for ELLs (11/18, 11/25, 12/2, 12/9, 12/16) (Rachael Horowitz, INPS trainer, Susannah Thompson lead)
- Supporting ELLs in Reading Complex texts (led by Susannah Thompson 10/28)
- Language development for ELLs (1/6) (INPS trainer)
- Analysis of student work in order to improve instruction/design interventions for ELLs (Monthly, 10 sessions total)
- Analysis of student assessments (formative assessment, progress reports, report cards, etc.) for ELLs (quarterly, 4 sessions total) (Rachael Horowitz (AP) and Liz Demchak (Principal))
- Alignment of curriculum for ELLs with the Common Core Standards (9/30) (Rachael Horowitz (AP))

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: Our Student Support Team is responsive to the needs of our parents, who are all parents of ELLs. The Community Coordinator/Social Workers conduct a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings pertaining to ELLs. All information sent to parents regarding said meetings is translated and translators (staff members and paid translation services) are made available during the meetings. School Messenger automatically telephones parents in their native language to remind and inform parents of meetings. Parent meetings are specifically designated for ELL parents, as all students in the school are ELLs. The dates for PA meetings are as follows:

11/20, 12/18, 1/22, 2/26, 3/19, 4/23, 5/21, 6/11

Some parent meetings/workshops are also held in the morning to meet the scheduling needs of as many families as possible.

The meetings are facilitated by the School Social Work team (Judilcia Perez, LMSW and Hannah Kim, LCSW), Parent Coordinator Carmen Houston, and Principal or Assistant Principal. Outside providers including the IRC and other local CBOs may present. Topics at meetings include:

- college application process specific to immigrant and ELL issues, (5/21 5-6 PM)
- credit accumulation and Regents supporting ELLs, (11/20 5-6PM)
- resources to support ELL students in the portfolio process (4/23 5-6PM)

Translation for our ELL families is provided by staff. CBOs include the International Rescue Committee and New Settlement,

- ESL classes are provided from January through June on Saturdays from 10-12 on site by trained ESL instructors participating in the Title III Program.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 564
School Name Claremont 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 Elizabeth Demchak	Assistant Principal Rachael Horowitz Robert Michelin
Coach Susanna Thompson	Coach type here
ENL (English as a New Language)/Bilingual Teacher Wandaly Rentas	School Counselor
Teacher/Subject Area Leah Pascarella/ELA	Parent Mr. Jose Garcia
Teacher/Subject Area type here	Parent Coordinator Carmen Houston
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Kathy Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	352	Total number of ELLs	322	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	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	352	Newcomers (ELLs receiving service 0-3 years)	328	ELL Students with Disabilities	6
SIFE	109	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	4

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			0			0			0
DL	0			0			0			0
ENL	328	97	2	16	7	3	4	1	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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										
SELECT ONE										
SELECT ONE										
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										50	60	71	44	0
Chinese														0
Russian														0
Bengali										4	4	6	4	0
Urdu														0
Arabic										10	8	3	1	0
Haitian										1				0
French										10	22	9	19	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										9	5	5	3	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										38	29	19	2	0
Emerging (Low Intermediate)										10	34	14	12	0
Transitioning (High Intermediate)										3	16	18	23	0
Expanding (Advanced)										3	15	25	21	0
Commanding (Proficient)										2	4	15	21	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													6	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	4	15	18	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	77		26	
Integrated Algebra/CC Algebra	162		57	
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.
 NYSITELL and NYSESLAT data indicate that _____% of our incoming 9th grade ELLs are testing as Beginners. This data is used to inform our curriculum, instructional approaches and interventions. We also use teacher-created assessments to provide us with each student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers, who also focus on developing students' reading and writing skills across the content areas. Through this consistent reinforcement of reading and writing in their classes and in our after school and Saturday programming, students will see an improvement in their scores over time. Additionally, our ESL team is currently preparing to administer Rigby Benchmark assessment which will provide Fountas and Pinnell equivalents. While we will have identified student literacy levels, students will continue to be grouped heterogenously; however, more targeted interventions can occur.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As a third year school while we have administered the NYSESLAT three times we are still awaiting our 2014-15 scores that are aligned to the newest ELL designations. With only two years of data established patterns from 9th -12th grade have yet to be established; however, given that nearly 2/3 of the school population are entering as beginners we project that students will advance in proficiency level with the consistent application of the INPS principles. Other initial observations include:
 - Our student population is heterogeneous in terms of English language ability;
 - Students showed improvement in at least 2 of the NYSESLAT modalities between 9th and 10th grade*(only current data available)
 - Our students, who entered our school as LTEs have progressed at least one whole performance level with more than 1/2 of the LTEs earning proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Disparities between reading/writing and listening/speaking on the NYSESLAT modalities will help to inform content teachers to develop reading and writing skills to help our ELLs make greater progress in literacy. We will continue to expand our after school program attendance and extended learning opportunities to support the continued improvement of student literacy. Teachers work in interdisciplinary teams to develop and plan interdisciplinary projects that incorporate reading, writing, listening, and speaking skills. 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, 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 scaffolds, additional extended day learning opportunities previously supported through the SIFE grant and ongoing parent/family communication around student progress
- 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." We have also partnered with the New York City Writing Project to support literacy development across all content areas.

4. For each program, answer the following:

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

a. Current available data is only for grades 9 and 10. Students demonstrated performance level growth between the grades; however, with a SIFE population of over 42% the reading comprehension section posed challenging for a majority of students. We administered the ELA Regents for the first time in 2015 and without this year's NYSESLAT scores released we cannot post comparisons between the NYSESLAT and ELA Regents.

b. Our school participates in the ELL waiver, which includes portfolio based assessments as graduation requirements. Students in grades 9-11 participate in semester roundtable presentations, where they have an opportunity to reflect on projects/tasks that are aligned to the skills in the graduation rubrics. The formative assessment is critical in informing curriculum development and providing wholistic opportunities to monitor students' content and linguistic growth.

c. *Pending 2015 NYSESLAT data we will be able to observe any correlation between ELA Regents performance and assessed proficiency levels. This data will further our efforts at providing targeted instructional supports for students.

A native language assessment is part of our 10th grade June Roundtable/portfolio presentation cycle. We facilitated our first NLA portfolio in June of 2015. Students completed an NLA project that was aligned to a poetry unit in the 9/10 ELA/ESL curriculum.

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*](#).]

Paste response to question here:

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

Based on the Internationals Approach, students' backgrounds are viewed as assets in the classroom. NYSESLAT and NYSITELL information is shared with the students' teachers. Teachers take this data into account while planning instruction. Noteworthy information from parent interviews, the Home Language Survey and information on the child's education history are shared with the child's teachers. Teachers take this information into account while planning instruction. When possible we partner with community organizations to provide native language support as is the case with the French Consulate (French Heritage Language Program) which provides in-house native language courses for our students. All teachers are cognizant of the importance of strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may

include giving students the opportunity to research or present projects or activities in their native languages. Through our in-house PD, teachers share best practices on how to incorporate native languages into curriculum. During the 2014015 school year we added an AP French class with 7/8 students earning at least a 3 on the exam. We have hired a full time Spanish NLA teacher for the upcoming school year and are programming two AP Spanish Language and Culture classes. Finally, we have created 3 targeted small group instructional classes to support native language literacy development and numeracy skills. The classes are taught by Claremont teaching faculty and include Spanish numeracy, Spanish literacy and Arabic.

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

Paste response to questions here:

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

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

- Graduation rate
- Course pass rate
- Regents pass rate: ELA and Math (Part of the ELL Waiver variance)
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College Now Participation and applicable course passage rates
- Portfolio passing rate

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Part IV: ELL Identification Process

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

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

All students admitted to Claremont International HS from a junior high school are ELLs, who have scored below the cut off rate on the NYSESLAT.

The Home Language Identification Survey is administered in order to determine the students home language to: all NYC first-time admits, students who have been out of NYS schools for 2 or more continuous years and students from a NYS school whom have not obtained previous ENL status. This includes an informal oral interview in English and in the native language of both the student and his/her parent/guardian conducted by a qualified ESL licensed pedagogue or by a teacher trained in cultural competency, language development and the needs of ENL students, licensed and trained pedagogue. Also the licensed pedagogue will be proficient in the home language of student or parent or else we will use a qualified interpreter/translator to ensure that the student or parent/guardian best understands. In order to assess that the parents clearly understand the questions during the ELL identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translation services are made available during the entire ELL identification process. When required, the students are administered the NYSITELL within ten days of admission. If the student's native language is Spanish, they are also administered the Spanish LAB within 10 days of initial enrollment. The cut-off score matrix in the NYSITELL Memo is used to determine the student’s ELL entitlement status. The students’s NYSITELL/Spanish LAB answer sheets are submitted to the Borough Scanning Center for assessment. The student’s home language code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. A student is considered to have a home language other than English if one question on Part I of the HLIS: questions 1-4 and two questions on Part 1 of the HLIS questions 5-8 and the interview with parent and student indicate that the a language other than English.

Newly identified ELLs will be placed into an ELL program based on parent's choice within 10 days of school enrollment. For students

entering with an IEP, the school has 20 days to place the child into the ELL program chosen by the parent.

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

- For the administration of the HLIS: Liz Demchak, school principal works in conjunction with ESL licensed pedagogue Nancy Martin and Carmen Houston, Parent Coordinator. Principal Demchak also holds NY State certification in TESOL.
- The administration of the formal initial assessment in literacy, math, English (NYSITELL) is conducted by Nancy Martin, ESL/ELA Teacher who speaks Spanish and Linnette Aviles, math, who also speaks Spanish. Our guidance counselor Magda Aboufadi is proficient in French and can assist with French translation.

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

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

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

All new students/families are given a SIFE LENS questionnaire during intake. The questionnaire and writing sample administered in our 9/10 ENL/ELA class are administered by an ESL licensed pedagogue, Wandaly Rentas and TBH. Claremont has a very high population of SIFE students with over 42% of the population formally considered as such based on available BESIS data. We also have students, who may have been born in the United States and then returned to the home country of family and did not attend school. While, we are unable to formally list those students as SIFE they are eligible to receive the same types of targeted literacy and numeracy interventions as formally listed SIFE students. Once the SIFE determination has been made by the principal and 9/10 ENL/ELA teachers, Wandaly Rentas and TBH, the principal is responsible for insuring that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students' enrollment. If the status of any student needs to be modified within one year of enrollment, the Assistant Principal, Rachael Horowitz, will make the modification on the BNDC screen in ATS. In addition, if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

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

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

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

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

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

Once the NYSITELL has been administered to a student, the testing coordinator, Rachael Horowitz, our AP, scans the documents into ATS via the attendance scanner within 10 school days of the student's enrollment. She then enters the information/results into the ELPC screen. Then within five school days after the NYSITELL is scanned and the score is determined, she sends out with the assistance of the ESL teacher and parent coordinator a letter informing the parents of the results of the NYSITELL and the ELL status of their student using one of the NYCDOE standard parent notification entitlement or non-entitlement letters. She then distributes copies of the dated and signed Entitlement or Non-entitlement letters to the secretary, who places the letters into the student's cumulative folder.

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

Parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call after their ELL status is determined. The parent coordinator, Ms. Carmen Houston, 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 who explain the three programs to our students are: Nancy Martin(certified in ESL and speaks Spanish) and Wandaly Rentas(certified in ESL and speaks Spanish), Principal Liz Demchak (certified in ESL). These pedagogues are assisted by other staff members who speak many of the other native languages spoken by our families including Bangla, French, Fulani and Arabic. 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 or bilingual school social workers 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, Rachael Horowitz, who enters the parent first program choice in the designated ELPC screen on ATS. The forms are then given to the secretary 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, Rachael Horowitz with the assistance of our parent coordinator, Carmen Houston.
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 Rachael Horowitz 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 central office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) are kept in a central file in the AP's 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 ELL's, 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 Rachael Horowitz 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 the Continuation letter to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language 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 3 years the trend clearly shows that the overwhelming majority 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.

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 75-100 students.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed, as are 11th and 12th grade students for math. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously for small group instruction or within heterogeneous classes for targeted interventions.
 - c. Integrated and Standalone ENL are implemented: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitioning will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area.
 - b. TBE program. *If applicable.*
 - b. DL program. *If applicable.*

Paste response to questions here:

Paste response to questions here:

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

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

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or 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 Studie.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ESL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ESL instruction in order to meet the number of minutes they require of ESL instruction each week.

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

All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use to communicate with the whole class 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 uni-directional from teacher to student in our school. Students work in groups to complete collaborative project-based tasks that both develop language and content knowledge. Tasks are all common core aligned (as indicated in our teachers' curriculum maps) and designed to be engaging and relevant to students' lives as well as to build students' content and language abilities and understanding. Administrative observations and New York City Writing Project coaching/feedback ensure that the ELL accommodations are effectively implemented by all classroom teachers.

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

PasNative language screeners are used when possible to evaluate ELLs in their native languages. With approximately 25+ different languages spoken by our student population, many of our ELLs speak languages for which screeners are not available, so we rely on student peers, parents and community partners to provide feedback on native language projects.

During the 10th grade year students complete a Native Language Portfolio and Presentation.

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

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

Keys to the INPS model is ensuring that ELLs are appropriately evaluated in all four modalities:

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

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.” This benefits Former ELLs and Long-term ELLs as students have the ability to select assignments appropriate to their levels. This is of particular importance to this subgroup of ELLs who crave high-interest tasks that are scaffolded to support their language development.

- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels. Having a variety of texts at different reading levels available benefits both SIFE and newcomer students as teachers are able to direct students to texts that are accessible to the student based on their levels. Over time and with the careful guidance of teachers, students can progress to reading incrementally more challenging texts.

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

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

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) Instructional plan for SIFE Students:

All students who are identified as SIFE students (Students with Interrupted/Inconsistent Formal Education) are placed in our extended day SIFE program where they receive additional support in English literacy and numeracy. They are also placed in a distinct Small Group Instruction (AIS) 3x a week for 45 minutes during the regular school day where additional literacy supports in both the NLA and English are targeted.

Over the past two years with the money's from the SIFE grant literacy program an 8th period classroom readiness and literacy program was implemented school-wide.

Our SIFE interventions also draw heavily on our school wide instructional model.

- Scaffolding students' work in regular heterogeneous classes for most of the school day by developing collaboration between the ESL teacher and content area teachers to generalize and practice newly learned skills and strategies across a variety of settings.

Finally through the SIFE grant we were able to increase specific social emotional supports for the students including an in school drumming program during lunch time facilitated by Wingspan.

b) Instructional Plan for Newcomer ELL Students:

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

c) Instructional Plan for Developing ELL's:

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

d) Instructional Plan for Long Term ELL's:

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

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

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

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

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The administration 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 school administration 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 than 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 Special Education teachers and School Implementation Team review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. If additional support is needed the student is provided with additional support services as per the IEP. The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

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

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

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Learning Series.

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?

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

Chart

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

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

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

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



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

Chart

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

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

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

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

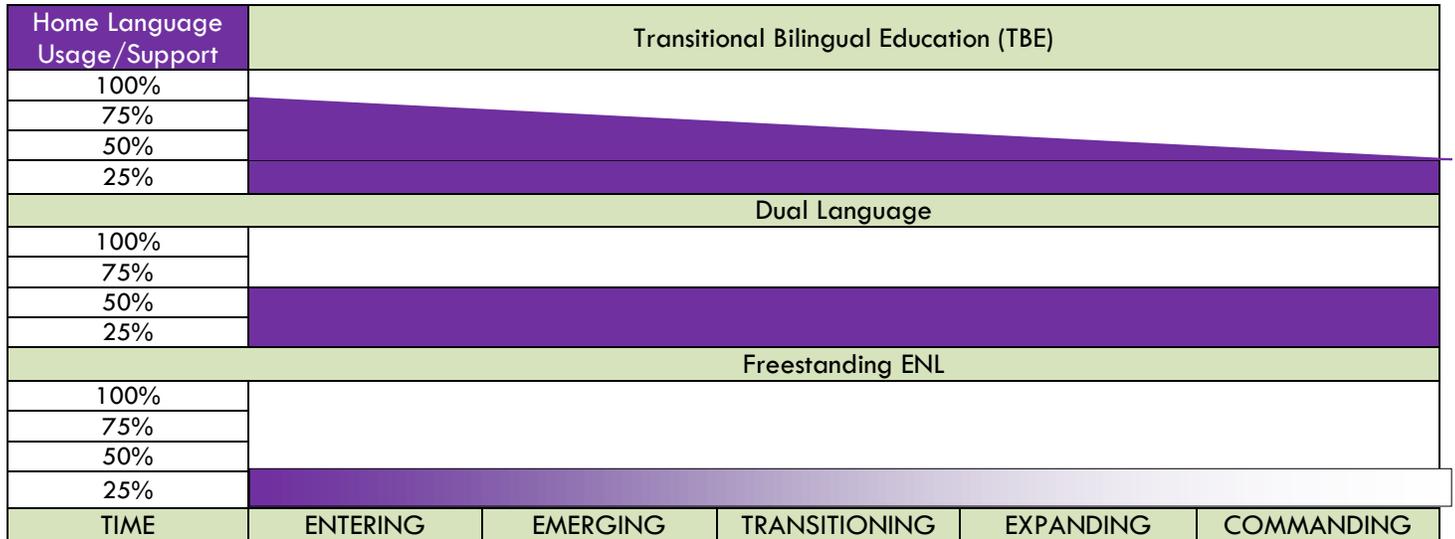


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All students participate in Small Group Instruction three times per week. These groups are determined by assessment data, and are revisited throughout the year in order to best meet students' needs. Our Small Group Instruction (SGI) focuses primarily on literacy and numeracy development for ELL subgroups including SLIFE and long-term ELLs. Additionally, we provide native language literacy instruction for Spanish-speaking SLIFE.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As part of the Internationals Network for Public Schools, our instructional model is based language and content integration. All teachers receive ongoing professional development in strategies for teaching ELLs including effective integration of language and content. An additional principle of our instructional model is heterogeneity and collaboration. This means that our students are heterogeneously grouped in terms of their language proficiency, to allow for high-leverage collaboration that advances students in their language and content development. The effectiveness of our language and content integration program is monitored by our alignment to 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.
12. What new programs or improvements will be considered for the upcoming school year?

This year we are pleased to offer AP Spanish Language and Culture, as well as a Spanish for Beginners Club.
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.

The school offers a robust afterschool program as well as a Saturday learning series. Our afterschool program allows opportunities for ELLs to participate in a variety of programming including, academic intervention, academic enrichment, arts, athletics and culture. After school programs are open to all students. Programming includes: English conversation, homework help, graduation portfolio support, Regents prep, Yearbook, Culture Clubs, GLOW, Visual Arts, sports teams, and Glee club. After school clubs run 4 days per week from 3:30 - 4:30. Saturday programs include Regents Prep, English Conversation, Graduation Portfolio Support, and Physical Education.
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. All students including ELL students in all sub-groups, have access to a variety of technologies including wireless laptop computers and iPads. Students use various web based programs. Other resources available to all students and ELL sub-groups include native language texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We utilize an ENL program model, with strategic home language support. We additionally offer French and Spanish after school programs as well as AP French and AP Spanish classes to enrich and support the continued development of students' home languages. How students' home language skills are being used for instructional purposes:
All our students participate in our language development/ENL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel.

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

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).
Paste response to question here:
19. What language electives are offered to ELLs?
Claremont International High School awards six high school credits in the student's native language as per Part 100 of Commissioner's Regulations NYS, Section 100.5. which is based on students previous language experience in their native country plus the completion of a native language project as a part of their graduation portfolio. We additionally offer Advanced Placement classes in Spanish and in French.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

1. Professional Development Plan:

To achieve our instructional goals and implement our core beliefs, an extensive structure of professional development has been developed. This professional development structure is on-going and fully integrated into our school structure.

Our entire school is divided into 4 interdisciplinary team learning communities. The two Junior Institute 9th and 10th grade teams are each comprised of five teachers and approximately 90 students. The Senior Institute includes an 11th grade team (5 teachers and approximately 95 students) and a 12th grade team (6 teachers and approximately 75 students) All interdisciplinary teams meet 3-4 times weekly to plan, develop and implement their curriculum and instruction. They develop and revise curriculum and model collaborative work for their students. Teachers also meet in cross-team groups to share student work and curriculum. They are also sharing strategies for maintaining project-based curriculum with meeting the demands of the Regents exams

Each Interdisciplinary Team is represented in 5 school-wide committees: Steering, Advisory, Professional Development, Mentoring, and Senior Events. The Steering, PD, and Mentoring Committees are charged with the implementation of different aspects of the school-wide instructional approach to further assist teachers with the implementation of our curriculum. The Advisory Committee and Senior Events Committee allow for open lines of communication between students and staff and empowers students to become a partner in planning their educational opportunities.

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?

In June 2015, Interdisciplinary Teams collaborated on the Instructional Focus and Social-Emotional Focus for the 2015-2016 school year. Our Professional Development plan was developed by administration and the PD committee to support faculty in effectively meeting our instructional focus: If teachers provide consistent structures and design purposeful scaffolds based on varied assessment data, then students will be able to engage in meaningful academic tasks while demonstrating resourcefulness and increased responsibility for their learning. formative assessment and purposeful scaffolding.

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

- Providing meaningful feedback to students
- Strategies for Language and Content Integration
- Response to Intervention
- 6-session Scaffolding series to take place in December and March
- Portfolio Project norming

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

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

- a. Intervisitation: teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result.
- b. Conferences: faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
- c. Q-TEL/OELL trainings: Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation.
- d. The Internationals' Network for Public Schools New Teacher Summer PD: This two day workshop introduces new International High School teachers to best practices and ESL methodologies.

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, our staff participates in the Internationals Network for Public Schools Professional Development workshops: at three different points throughout the year our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. Other members of our non-teaching staff also attend staff development training. Our school secretaries and parent coordinator take

part in many of the above mentioned staff development activities along with teachers. In addition, our secretaries attend staff development for secretaries and our Parent Coordinator attends the mandatory two day Respect for all Anti-Harassment Initiative to prevent bullying and bias related incidents.

Since all of our staff participates in the above-mentioned professional development opportunities throughout the school year, plus many more staff members avail themselves of the professional development opportunities listed in part 2 above, everyone receives many more hours than the current 50% mandated total for bi-lingual/ESL teachers. All agendas and sign-in sheets for PD (both on-site and off) are kept for record-keeping purposes.

C. Parental Involvement

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

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

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.

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

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's.

2. 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 four interdisciplinary teams as well as our Social-Emotional Learning Team work with parents' schedules to coordinate the best time for the individual parent meetings.

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.

Skedula is used to keep ongoing accurate records of all meetings with ELL families. Additionally, records of outreach are kept.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Social-Emotional Learning Team, which includes 2 Guidance Counselors, a Social Worker, and Parent Coordinator, is responsive to the needs of our ELL families. The SEL Team conducts a needs assessment to determine which CBOs to invite and which topics to cover at parent meetings pertaining to ELLs. All information sent to parents regarding said meetings is translated and translators (staff members and paid translation services) are made available during the meetings. School Messenger automatically telephones parents in their native language to remind and inform parents of meetings. Parent meetings are specifically designated for ELL families. Meetings are held during the day and in the evening to accommodate the scheduling needs of as many families as possible.

The meetings are facilitated by members of the SEL Team including guidance counselors, Social Worker, and Parent coordinator. Topics at meetings include: college application process specific to immigrant and ELL issues, credit accumulation and Regents requirements, resources to support ELL students in the portfolio process. Translation for our ELL families is provided by staff. This year, we will additionally offer ESL classes for our ELL families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. During monthly PA meetings facilitated by members of our SEL Team, parents are encouraged to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed.

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 in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves.

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)
Elizabeth Demchak	Principal		10/28/15
Rachael Horowitz	Assistant Principal		10/28/15
Carmen Houston	Parent Coordinator		10/28/15
Wandaly Rentas	ENL/Bilingual Teacher		10/28/15
Jose Garcia	Parent		7/24/15
Leah Pascarella	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		1/1/01
Susannah Thompspon	Coach		10/28/15
	Coach		1/1/01
	School Counselor		1/1/01
Kathy Pelles	Superintendent		
	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: 09x564 School Name: Claremont International High School
Superintendent: Kathy Pellis

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: (1) Spanish - 73.68%; (2) Arabic - 2.92%; (3) Bengali - 4.09%; (4) French - 10.53%; (5) Fulani - 1.17%; (6) Indonesian - .58%; (7) Soninke - 2.34%; (8) English - 4.09%; (9) Twi - .58%. Copies of said information are shared with our Secretary, School Social Worker, Community Assistant, principal 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 Spanish, French, Arabic, and Bengali.

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

Arabic
Bambara
Bengali
French
Fulani
Soninke
Haitian Creole

Indonesian
Mandingo
Niger Congo
Spanish
Twi
English

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

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.

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.