2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: \(i.e. \ 01M001\):

17K524

School Name:

INTERNATIONAL HIGH SCHOOL AT PROSPECT HEIGHTS

Principal:

NEDDA DE CASTRO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: International HS at Prospect Heights
School Number (DBN): 17K524
BEDS Code: 33170011524
Grades Served: 9-12
School Address: 883 Classon Avenue, 4th floor, Brooklyn, NY 11225
Phone Number: (718) 230-6333, ext. 4282
Fax: n/a
Email Address: MRippet@schools.nyc.gov
School Contact Person: Maison Rippeteteau
Principal: Nedda de Castro
UFT Chapter Leader: Rosemarie Frascella
Parents’ Association President: Berny Mayellus
SLT Chairperson: BernyMayellus
Title I Parent Representative (or Parent Advisory Council Chairperson): Max Lynch
Student Representative(s): Paola Arroyo, President of Student Government
Scarlet Gonzalez, Vice President of Student Government
CBO Representative: We have no CBO representative.

District Information

Geographical District: 17
Superintendent: Kathy Pelles-Rehfield
Superintendent’s Office Address: 335 Adams St, Brooklyn, NY 11201
Superintendent’s Email Address: KRehfield@schools.nyc.gov
Phone Number: (718) 968-4100
Fax: (718) 241-9223

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Affinity</th>
<th>Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td></td>
</tr>
<tr>
<td>Executive Director:</td>
<td></td>
</tr>
<tr>
<td>131 Livingston Street, Brooklyn, NY, 11201</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:AAnorma@schools.nyc.gov">AAnorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>(718) 935-5618 718 935-2246</td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
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</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nedda de Castro</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Rosemarie Frascella</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Berny Mayellus</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Max Lynch</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Paola Arroyo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Scarlet Gonzalez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Khadijah Aljahmi</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>Nirvana Ramirez</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>Annmarie Oliver-Collins</td>
<td>Member/Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>Robert Stephen Watson, Ph.D.</td>
<td>Member/Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>MaisongRippeteau</td>
<td>Member/Faculty</td>
<td></td>
</tr>
<tr>
<td>NinoskaRodriguez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jeremy Feliz</td>
<td>Member/Student</td>
<td></td>
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<tr>
<td>Ramona Nunez</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Johan Veloz</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The International High School @ Prospect Heights empowers recent immigrant students by teaching them fluency in reading, writing, speaking, and understanding English through a rigorous curriculum that is language rich, interdisciplinary, and project based. Students learn to think critically, navigate societal constructs, and prepare for college and other education after high school. Students, staff and families create a caring school environment that</td>
</tr>
</tbody>
</table>

2018-19 CEP
promotes collaboration, cross-cultural interaction, and appreciation of diversity. Above all, International High School students become successful contributing members of society and conscientious global citizens of the future.

A member of the Internationals Network for Public Schools, our school implements the International Approach to English Language Development. There are five core principles that form the basis for this approach:

1. **Heterogeneity and collaboration**: Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community optimize learning.
2. **Experiential learning**: Expansion of the school beyond its four walls motivates adolescents and enhances their capacity to successfully participate in modern society.
3. **Language and content integration**: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study.
4. **Localized autonomy and responsibility**: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
5. **One learning model for all**: Exposing all learners—faculty and students—to the same learning model maximizes their ability to support each other.

The International High School at Prospect Heights, 17K524, is a part of the Internationals Network for Public Schools. We serve recently arrived immigrant students who have been in the United States for less than four years and are new learners of English. Internationals schools adhere to five core principles: heterogeneous groupings that foster collaboration among peers; experiential, project-based learning; language and content integration to facilitate academic language acquisition; localized autonomy and responsibility for teachers to create and develop their own curriculum; and the idea that all learners (faculty and students) experience the same learning model to maximize their ability to support each other.

Our students are required to pass the Common Core Algebra and Comprehensive English Regents exams. In addition, as a result of a waiver from the New York State Education Department, our students produce a commencement portfolio consisting of: 1) performance based assessment tasks (PBATs) in Social Studies, Science, English, and Mathematics; 2) a Native Language Project; and 3) a personal statement. Each PBAT includes a written component plus an oral presentation, during which students explain and defend their written work and subject-matter knowledge before an evaluative panel. PBATs serve as summative assessments of students’ learning in core subjects and demonstrate college readiness.

Students at the International HS at Prospect Heights come to us with a wide range of academic and linguistic needs. We believe that language development is achieved when students receive interdisciplinary content area instruction while working in heterogeneous groups. We believe that learning and language are social constructs, and that students need a sense of purpose, a forum for negotiating meaning with each other, and opportunities to demonstrate tangible results of their learning in order to develop both academic and linguistic proficiencies. Project-based instruction provides scaffolds to students at different levels of proficiency and allows access to the content. At the same time, it helps students develop the social and academic language and literacy skills necessary to complete the project successfully. All curricula at our school aim to achieve both academic and linguistic goals.
Teachers work in small instructional teams to develop challenging, engaging, interdisciplinary project-based curricula. To facilitate curriculum development within and across teams, our teachers’ schedules provide time for teachers to meet in their interdisciplinary and disciplinary planning teams. Teachers work in these forums to develop curriculum that aligns with state and Common Core standards while maintaining our school’s model and mission. The interdisciplinary team is the most important structure in our school. Teachers are organized into four interdisciplinary teams representing five or more subjects (English/ENL, social studies, science, math, and electives), and each team is responsible for the academic and social emotional needs of approximately 100 students. Two of the teams work with 9th and 10th grade students in mixed grade classes (the Lower School) and two of the teams work with single grade classes, one with the 11th graders, and one with the 12th graders (the Upper School). All teams group students heterogeneously in classes of approximately 26 students based on: 1) native languages spoken; 2) English language proficiency; 3) educational achievement; 4) etc. Students travel with their classes all day, and students stay with their teachers for two years. Consequently, teachers and students come to know each other well.

Our advisory program ensures that each student is known and supported by a teacher of their classes. One advisor follows 12 to 18 students, typically for a minimum of two years. Our advisory program curriculum is structured by grade to support students through their various stages of development at our school. The 9th grade advisories focus on community building and integration into our school and our approach to learning. The 10th grade advisories focus on health and sexuality issues. The 11th grade advisories focus on college exploration. The 12th grade advisories focus on transitioning out via college applications and outside internships. The College Advisor works closely with our 11th and 12th grade advisors to support them in this work. Advisors maintain close contact with their colleagues to facilitate awareness and understanding of their advisees’ social and academic progress. A referral process allows all staff to alert an advisor to potential concerns. Advisors connect with students’ families during parent teacher conferences and at other times as needed to facilitate parental awareness and involvement. Advisors support each other in planning advisory lessons during twice monthly planning periods.

Collaborative teamwork is central to our teaching practices. In addition to weekly team meetings and twice monthly staff sessions (different from advisory planning), teachers visit one another's classrooms to learn from one another and reflect on their practice. These targeted intervisitations optimize growth and development among staff members and provide opportunities for teachers to provide and receive feedback on effective teaching practices.

The International HS at Prospect Heights also has a comprehensive career internship program. Every student must complete a career internship. Students become aware of future career possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, non-profits, and in private enterprise. The internship program takes place during the spring semester of the students’ senior year. These internships provide networking for our student and can lead to post graduation employment.

A wide array of extracurricular activities facilitate our school's linguistic, academic, and social goals. These are coordinated by the Coordinator for Special Programs and include various ethnic clubs, drama, journalism, dance, science, strength training, music ensemble, etc. Teachers and partner organizations also facilitate after school activities and provide students additional resources and opportunities to extend their school experience and facilitate their social, linguistic, and academic growth.

3. Describe any special student populations and what their specific needs are.
All students in our school are admitted as English language learners (ELLs), but many graduate our school having achieved full English language proficiency. Within our student population, there are sub-groups to which we give special focus. These include: 1) students with limited or interrupted formal education (SIFE/SLIFE); 2) students with individual education plans (IEPs); and 3) students with social/emotional crises. Our instructional focus is aligned with the unique needs of ELLs. Content teachers are supported by special education staff and para support personnel in addressing the needs of students with IEPs. And our guidance staff, consisting of social workers and a college counselor, assist advisors and teachers to focus on the needs of students with social/emotional needs. The many needs of all students are reviewed and addressed each week during collaborative team meetings, which include teachers and guidance personnel, and focus on grade specific administrative, curriculum, and guidance needs.

4. Identify 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.

Rigorous instruction: the 2017-2018 academic year began with the implementation of a new team structure and a new bell schedule, which allowed adding a fifth-core content at each grade level. The fifth-core at each grade level provided opportunities for new subjects to be taught, thus increasing college preparedness. We have increased the number of students taking AP classes, college classes, and college indexed courses through our College Access for All program. In addition, as participants of the CS for All initiative, all 12 graders and 30% of juniors received instruction in Computer Science. We plan on continuing our progress in these areas for 2018-2019.
### School Demographics and Accountability Snapshot for 17K524

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>417</td>
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#### English Language Learner Programs (2018-19)

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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
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</tbody>
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#### Special Education Programs/Number of Students (2015-16)

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<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>26</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

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<thead>
<tr>
<th># Special Classes</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
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#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
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<tbody>
<tr>
<td>75.0%</td>
<td>77.2%</td>
<td>79.6%</td>
<td>4.3%</td>
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</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
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<tbody>
<tr>
<td>1.7%</td>
<td>23.3%</td>
<td>17.3%</td>
<td>1.7%</td>
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#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>% Black or African American</th>
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</thead>
<tbody>
<tr>
<td>7.0%</td>
<td>32%</td>
<td>N/A</td>
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#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
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#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

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<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
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<tbody>
<tr>
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##### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
<tr>
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##### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
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<tbody>
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<td>N/A</td>
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</table>

##### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>N/A</td>
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</table>

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Recent school quality metrics, including our 2016-17 School Quality Guide, indicate an overall strong performance (4.7 of 5.0 overall) with particularly strong NYC School Survey Measures in Literacy, Course Clarity, and quality of student discussion. The most recent Quality Review ratings in this area were “well developed.” Upper school teams and administration continuously monitor and react to key performance metrics relating to the passing of Regents examinations, student achievement on Performance Based Assessment Tasks, and credit accumulations.

Per our NYSED performance reports, secondary-level English language arts proficiency after four years of instruction dropped from 67% in 2015 and 68% in 2016 to 53% in 2017. Similarly, secondary-level mathematics proficiency dropped from 80% in 2015 and 85% in 2016 to 65% in 2017. NYSED proficiency level data in social studies and science are not meaningful for schools with Regents waivers since Regents scores are not available for year-to-year comparisons.

Per NYSED performance reports, the graduation rates for all students in 2017 was 85% and 90% in 2018. These graduation rates are significantly higher than the state-wide graduation rates for ELLs.

Our instructional focus during 2018-2019 will continue to be on generating and delivering high quality rigorous instruction with both language and content area objectives for every lesson. The adequacy of supports necessary to attain proficiency levels in English language arts and mathematics will be closely monitored and addressed.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

We will achieve a graduation rate of at least 67% by supporting students in achieving the key graduation requirements: core course credits, performance-based assessment tasks (PBATs); CC ELA and CC Algebra regents.
### 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:

- Evidence-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, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental English literacy classes will be provided for students with interrupted formal education.</td>
<td>Students identified as SIFE Two periods weekly within the school day, September to June</td>
<td>AP of ENL Instruction Licensed reading teacher</td>
</tr>
<tr>
<td>We will continue to offer a 5th core content class, in addition to the traditional English, social studies, math, and science core classes, to each grade level.</td>
<td>All students Entire school year</td>
<td>5th core content teachers in STEM and Humanities</td>
</tr>
<tr>
<td>Teacher teams will engage in inquiry meetings and PD to refine and further implement structured talk and writing strategies across all content areas.</td>
<td>All ELL students One period of teacher team-based inquiry per week facilitated by the Professional Development Committee team member</td>
<td>Administration All teachers</td>
</tr>
<tr>
<td>We will continue to partner with ScriptEd to offer a coding elective course</td>
<td>11th graders Entire school year</td>
<td>ScriptEd program managers and volunteers AP Admin</td>
</tr>
<tr>
<td>We will provide extra support to 11th and 12th graders completing their PBATs, in the form of small group (3-4 students per teacher) mentoring, taking place once per week throughout the year.</td>
<td>All 11th and 12th graders Weekly on Tuesday afternoons from September 18th, 2018 until June 11th 2019.</td>
<td>All teachers Administration</td>
</tr>
</tbody>
</table>
We will operate before and after-school academic support programs to support PBATs, course work, and Regents:

- Peer tutoring and homework help center
- Writing center
- Saturday Academy
- Before and After School Regents preparation classes

<table>
<thead>
<tr>
<th>All students</th>
<th>Starting October 1, 2018 through June 18th, 2019.</th>
<th>All ESL-certified teachers</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Both our School Leadership Team and our Parent Association reserve time during meetings for reports on our academic program, including opportunities for students to receive support and parents to understand the content their children are engaging in and the key dates and deliverables expected of them.

These two bodies meet monthly throughout the school year. Between meetings, our committee leaders compile the necessary information in planning for the next opportunity to inform and involve parents.

Additionally, our Parent Coordinator and Community Coordinator send semi-regular mailings and robo calls to families to communicate important academic information.

Key personnel in this effort:

- Parent Coordinator
- Community Coordinator
- AP Admin
- Principal

Further efforts to involve and inform parents are outlined in our goal for Framework element “Strong Family and Community Ties.”

Part 4 – Budget and Resource Alignment

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

Human resources:

- The school will partner with ScriptEd to implement their curriculum.
* The school will allocate per session to fund semi-regular planning meetings and staff retreats to provide teacher teams (disciplinary and interdisciplinary) time and PD to review PBATs and student work products.
Schedule adjustment:

- The school schedule has been developed to allow for flexible programming of student groups to receive targeted instruction.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

During February, all students’ literacy will be assessed in the following ways:

- 11th and 12th graders progress toward completing commencement level assessments, including Regents and PBATs.
- 9th and 10th graders: formative and summative portfolio assessment tasks in ELA, Math, Social Studies, Science, and Native Language

This array of assessments, ranging from teacher-generated performance-based tasks and New York State Regents exams, will yield important data at the mid-point of the instructional year.

1. 70% of the 2019 graduating cohort who had yet to pass the Common Core English Language Arts Regents exam will receive a passing score on the exam by January; the remaining 30% will post measurable gains over their August 2018 scores.
2. 70% of the 2019 graduating cohort who had not yet passed the Common Core Algebra I Regents exam will receive a passing score on the Common Core Algebra I exam in January; the remaining 30% will post measurable gains over their August 2018 scores.
3. 70% of the 2018 graduating cohort will earn a Competent or better on their commencement PBATs (both the written and oral components); the remaining 30% will earn a Competent or better by June.

Much of our mid-point monitoring activities will occur during our staff retreat at the close of semester 1, when our instructional staff will analyze the following data to plan for instruction in the spring semester:

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The measure that is used to assess progress will be our English Common Core Regents, our Common Core Algebra I Regents, and Performance-based Assessment Task (PBAT) outcomes.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

From a variety of sources, our school leadership team has identified a need for increased focus on social/emotional learning for our students. The sources of data that informed this needs assessment are the following:

- school survey results from students
- anecdotal evidence from our guidance counselor and social workers indicating an uptick in social/emotional crises our students and their families are experiencing
- anecdotal evidence associated with the increasing number of anti-immigrant and refugee narratives in public discourse.
- data from our school administration indicating a need to better equip students with conflict resolution and community-building skills
- feedback from our advisors regarding students’ need for conflict resolution and other interpersonal skills

Among our existing strengths that will serve this need are:

- progress made in implementing circles and restorative justice during the 2017-18 academic year;
- a strong tradition of advisory, where teachers meet regularly with a small cohort of students to build community and engage in social/emotional learning;
- a robust guidance team that includes a parent coordinator, two social workers, a guidance counselor, a SAPIs counselor, and our Principal, who has a background in social work.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, our school survey will indicate “yes” answer rates higher than the average of our cohort schools on student responses to key questions regarding their feelings of safety and support while in school.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| **Professional development:** participating in restorative circles as community-building (please see the definition of restorative circles above). | All school staff | September 2018 | Principal  
Social Workers  
Guidance Counselor |
| **Advisory planning meetings to plan for continuing implementation and use of restorative circles during advisory periods.** | Teachers who have advisories  
Guidance staff  
Administration | First advisory planning meeting: Wednesday, September 5, 2018 | Teachers who have advisories  
Guidance staff  
Administration |
| **Restorative circles during disciplinary conferences with students.** | Administration  
Guidance staff | Ongoing, September 2018 to June 2019 | Administration  
Guidance staff |
| **Continuation of advisory steering committee.** | Teachers who have advisories  
Guidance staff  
Administration | First advisory planning meeting: Wednesday, September 6, 2018 | Teachers who have advisories  
Guidance staff  
Administration |
We will expand our use of restorative practices, including:

- Restorative circles
- Restorative conferences

| All students | Ongoing throughout the school year | AP Admin |

We will continue to target 90%+ attendance as an indicator of a supportive environment for students.

| Students in chronically absent subgroup | Ongoing throughout the school year | AP Admin |

Attendance team: community coordinator, AP Admin, Principal, Parent Coordinator

We will develop student and parent handbooks that clearly define school policies, behavioral expectations, and available support services to assist in problem avoidance, problem identification, and problem solving, such as advisors, guidance staff, and restorative practices.

| All students | All parents | Starting Fall 2018 | Administration |

Guidance Staff
Faculty
Student Govt.
Parents Association

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Using the school survey as a framework, we will communicate with families the action steps outlined above during regular parent meetings and school events, including SLT meetings, Parent Association meetings, parent-teacher conferences, curriculum share nights, fundraisers, and other school events. Our Parent Coordinator will lead these efforts to communicate with families.

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.

The resources we will leverage are human: meeting time and strategic planning involving the following individuals and groups of people:

- administration
- guidance team
- guidance team meetings
- grade-level advisory planning meetings

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

The Principal, Guidance team and the Restorative Justice Coordinators team meet weekly. The restorative circles pilot will be monitored and planned for during these meetings. The benchmark for implementation will be demonstrated use of circles in at 75% of our advisories and 25% of content classrooms by the end of the first semester.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use information from reflection discussions with the staff, students, and other stakeholders who participate in restorative circles to determine the levels of buy-in and effectiveness of the pilot. Specifically, we will use exit tickets at the close of staff PDs and teacher team meetings to get information regarding how often advisors are implementing circles during advisory and classrooms. Data on implementation and impact of circles will be collected via logs, teacher and student surveys and observations.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our strengths relative to this Framework element are evidenced in our most recent School Quality Snapshot (2017-18), which assigns a total rating of 4.99 out of 5.0 in this category. Supporting evidence from the School Survey indicates that 100% of our teachers agreed that the principal, teachers, and staff collaborate to make our school run effectively. 100% of teachers agreed that teachers talk with one another about instruction and make a conscious effort to coordinate their teaching with instruction at other grade levels.

Teachers’ schedules are structured to ensure that teachers have at least three hours each week for collaborative planning activities with other teachers, guidance staff, and administration in the pursuit of instructional rigor and coherence and the social/emotional support of students.

Our school structures were created based on the belief that professional development occurs through the interactions between teachers and other teachers, teachers and administrators, and teachers and guidance staff and our schedule is designed to ensure that these interactions occur in structured ways every week. Understanding the centrality of our core structures to professional development is key to understanding the high sense of collaboration expressed by our teachers in the school quality snapshot.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of teachers will perceive PD as sustained and coherent. Success will be measured by teacher responses in the school survey and staff feedback.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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., average/under-credited, SIFE, STH). |
| 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? |

| PD Committee will develop sustained and coherent protocols for teams to use during inter-visitations, and will facilitate staff PD sessions to orient teachers to their use. | Teachers | November 2018  
March 2019 | PD Committee members  
Instructional AP  
Principal |
| --- | --- | --- | --- |
| PD Committee will plan for discipline days | Teachers within each core content discipline | October 2018  
February 2019 | PD Committee members  
Instructional AP  
Principal |
| PD Committee will facilitate protocols for the staff in preparation for the intervisitations | All teachers | November 2018 | PD Committee  
Instructional AP |
| Curriculum share meetings among interdisciplinary teams | All teachers, organized by grade level interdisciplinary teams | Once per week, ongoing throughout the school year in the school day | All Teachers  
PD committee |
| Norming sessions to PBAT projects, rubrics, and mentoring | Whole staff | September 2018
| | | October 2018
| | | February 2019
| Advisory planning meetings | All teachers | Once monthly, ongoing throughout the school year

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

We will pilot School CNXT as our vehicle for maintaining communication and involvement of families in the instructional inquiry of our faculty. School CNXT is a platform that enables teachers to share their curriculum with families.

Additionally, we will continue to use Skedula, our online gradebook and progress tracker for students, as a way to communicate with families regarding their children’s progress.

### 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.

The resources we will leverage are human: meeting time and strategic planning involving the following individuals and groups of people:

- PD Committee
- Instructional AP
- Principal

#### 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 |
**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.

PD Committee will conduct reflections following the November and March inter-visitation days to debrief and assess our work.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The instrument of measure we will use is a qualitative framework, developed by the PD Committee, of questions that will reveal the impact of the intervisitation days on instruction and alignment.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our strengths relative to this Framework element are evidenced in our most recent School Quality Snapshot (2017-18), which assigns a total rating of 4.30 out of 5.0 in this category. Our Quality Review data indicate a culture of growth and support, and qualitative data in the form of feedback from teachers and other staff indicate a high degree of support for a collaborative leadership culture. Staff members consistently express the desire for a balance of professional autonomy, effective leadership, and collaboration in school decision making.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Using results of our school survey, by June 2019 school leadership will strive to increase to over 90% our rates of teachers answering “agree” and “strongly agree” to all school survey questions regarding inclusive leadership, instructional leadership, program coherence, and teacher influence.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher teams</td>
<td>Ongoing throughout the school year</td>
<td>Principal AP Admin AP ESL Instruction</td>
</tr>
</tbody>
</table>

To encourage distributive leadership in the school community, school leadership will increase opportunities for stakeholders to establish priorities collaboratively.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will have direct access to school leadership on an ongoing basis throughout the school year. Our Principal is a highly-involved communicator with families, both on individual student issues/incidents and school-wide messages. School leadership is present at every school-family event/function/meeting throughout the school year and summer.

### 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.

The resources we will leverage are human: meeting time and strategic planning involving the administration.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<tr>
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### 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.

Administration will conduct a mid-year accounting and reflection to determine if we are on pace to meet our goal of greater understanding of the perceptions and feelings among faculty and staff.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
School Survey completed by teachers.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our strengths relative to this Framework element are evidenced in our most recent School Quality Snapshot (2017-18), which assigns a total rating of 3.66 out of 5.0 in this category. Over 80% of the parents responding to our School Environment Survey agreed that they: 1) communicated with teachers (97%); 2) saw their children’s school work (90%); 3) attend school events (83%); and 4) are likely to go to parent-teacher conferences (89%). Our last School Quality Review resulted in a proficient rating in the area of partnering with families to support student success. Although our School Quality Snapshot metrics are above citywide averages in the areas of trust and community-building between parents and the school, our predominantly immigrant and refugee student population requires a much more holistic and ambitious effort on the part of the school to truly build community.

Our students and their families rely on our school for information and resources related to basic needs, including housing, access to city, state, and federal services, social/emotional support and counseling, legal services, and a variety of other resources. During the fourteen years of our school’s existence, we have worked hard to meet the needs of students and families who come from more than three dozen countries and speak more than two dozen languages. In our highly diverse linguistic environment, the ability to overcome language based obstacles to communications is central to creating strong family and community ties in our school population.

Our priority needs relative to strong family and community ties in the 2018-19 academic year involve sustaining and building the structures and skills necessary to communicate with and meet the needs of a highly diverse immigrant and refugee school community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase by 10% the presence of parents in school activities and school events.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-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). | All parents of students participating in school trips | August 2018, ongoing | Parent Coordinator  
Teacher teams  
Administration |
| At least one parent chaperone will be invited to participate in every school trip. | All parents | | |
| We will develop a parents handbook in multiple languages to acquaint parents with the expectations and services associated with our school community. | Parents  
Faculty  
Students | September 2018, ongoing | AP Admin |
| We will revamp our school’s website. | Parents  
Faculty  
Students | September 2018, ongoing | AP Admin |
| We will conduct an annual Family Festival to celebrate our school, its cultural diversity, and our oneness as a school community. | All students  
All parents | May 2019 | Parent Coordinator  
SLT members |
| We will continue to implement our Language Volunteer Corps of student translators for school events and encourage every parent to opt-in to receiving school communications through language specific messaging services (email and telephone trees) supported by our parents association and student government. | All parents  
All students | During parent-teacher conferences and other school events:  
--September 2018  
--November 2018  
--March 2019  
--May 2019 | Student Government  
SLT members  
Parent coordinator |
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

School CNXT

Part 4 – Budget and Resource Alignment

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

Human resources:

- Our parent coordinator coordinates the parent association, and is tasked with coordinating our various committees’ efforts to meet this goal.
- Our AP Admin coordinates the school leadership team and collaborates with the parent coordinator

We also spend roughly $10,000 per parent-teacher conference night to pay for interpreters in roughly 8 home languages of our families.

Additional resources include funds for food, refreshments, and consumable materials (handouts, copies, etc.)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>X</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

During our regular check-ins with administration and our parent coordinator and special programs coordinator, we will review attendance rates of parents and the strategies we have had success with in engaging them to participate in school events.

By the mid-point of the year, or after the 4th school leadership team and parent association meetings, we expect to have recorded gains of 5% in our parent attendance.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will use attendance sign-in sheets from our School Leadership Team meetings, our Parent Association meetings, and our periodic evening events involving students and families, to determine changes to our rates of parent participation.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>All students&lt;br&gt;Teacher assessment&lt;br&gt;Teacher assessment&lt;br&gt;All students&lt;br&gt;All students&lt;br&gt;All 11th and 12th grade students&lt;br&gt;Teacher recommendation and self-referral</td>
<td>Extended class periods&lt;br&gt;Additional literacy class&lt;br&gt;5th core content course&lt;br&gt;Test preparation&lt;br&gt;PBAT preparation&lt;br&gt;PBAT mentoring</td>
<td>Whole class&lt;br&gt;Small group&lt;br&gt;Target groups&lt;br&gt;Whole class&lt;br&gt;Small group&lt;br&gt;One-to-one&lt;br&gt;Small group</td>
<td>During the school day&lt;br&gt;During the school day&lt;br&gt;During the school day&lt;br&gt;During the day and after school/on weekends&lt;br&gt;During the school day&lt;br&gt;After school&lt;br&gt;After school</td>
</tr>
<tr>
<td>Subject</td>
<td>Target Group</td>
<td>Services Provided</td>
<td>Target Group</td>
<td>When Offered</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td><strong>Academic Writing</strong></td>
<td>All students</td>
<td>Extended class periods</td>
<td>Whole class</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Teacher assessment</td>
<td>5th core content course</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Teacher assessment</td>
<td>Test preparation</td>
<td>Target groups</td>
<td>During the day and after school/on weekends</td>
</tr>
<tr>
<td></td>
<td>All students</td>
<td>PBAT preparation</td>
<td>Whole class</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>All 11th and 12th grade students</td>
<td>PBAT mentoring</td>
<td>Small group</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td>Teacher recommendation and self-referral</td>
<td>Peer Tutoring</td>
<td>One-to-one</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Writing</td>
<td></td>
<td>After school</td>
</tr>
</tbody>
</table>

| Mathematics      | All students                          | Extended class periods                                 | Whole class                           | During the school day                        |
|                  | Teacher assessment                    | 5th core content course                                | Small group                           | During the school day                        |
|                  | Teacher recommendation                | Test preparation                                       | Target groups                         | During the day and after school/on weekends |
|                  | All students                          | PBAT preparation                                       | Whole class                           | During the school day                        |
|                  | All 11th and 12th grade students      | PBAT mentoring                                          | Small group                           | After school                                 |
|                  | Teacher recommendation and self-referral | Peer Tutoring                                           | One-to-one                            | After school                                 |
|                  |                                       | Academic Writing                                       |                                       | After school                                 |

| Science          | All students                          | Extended class periods                                 | Whole class                           | During the school day                        |
|                  | Teacher assessment                    | 5th core content course                                | 5th core content course              | During the school day                        |
|                  | Teacher recommendation                | Peer tutoring                                          | One-to-one                            | After school                                 |
|                  | All students                          | PBAT preparation                                       | Whole class                           | After school                                 |
|                  | All 11th and 12th graders            | PBAT mentoring                                          | Small group                           | After school                                 |
|                  | Teacher recommendation and self-referral | Peer Tutoring                                           |                                       | After school                                 |
|                  |                                       | Academic Writing                                       |                                       | After school                                 |

| Social Studies   | All students                          | Extended class periods                                 | Whole class                           | During the school day                        |
|                  | Teacher assessment                    | 5th core content course                                | 5th core content course              | During the school day                        |
|                  | Teacher recommendation                | Peer tutoring                                          | One-to-one                            | After school                                 |
|                  | All students                          | PBAT preparation                                       | Whole class                           | After school                                 |
|                  | All 11th and 12th graders            | PBAT mentoring                                          | Small group                           | After school                                 |
|                  | Teacher recommendation and self-referral | Peer Tutoring                                           |                                       | After school                                 |
|                  |                                       | Academic Writing                                       |                                       | After school                                 |

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Advisor and administration referral</th>
<th>On-going, one-to-one Counseling</th>
<th>One-to-one</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Group Counseling</td>
<td>Small group</td>
<td>After school</td>
</tr>
</tbody>
</table>

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.):**
- Advisor and administration referral
- On-going, one-to-one Counseling
- Group Counseling
- One-to-one
- Small group

**When Offered:**
- During the school day
- During the day
- After school
<table>
<thead>
<tr>
<th>Crisis Counseling</th>
<th>Case Management</th>
<th>One –to-one and family</th>
<th>During the day and after school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One-to-one and family</td>
<td>During the day and after school as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We currently have 16 students designated as living in temporary housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We review our RESI report quarterly to ensure that all codes have been appropriately entered in ATS. Families complete the residency form upon enrollment. Via our advisory program, when advisors become aware of any changes in a student’s residence, it is communicated to the parent coordinator and the social worker assigned to that advisor's teacher team. These changes are then process in ATS and elsewhere as needed by our support staff.

Our school will continue to utilize the following strategies to support and engage our families in temporary housing:

--Visual aids (signs, McKinney-Vento posters) throughout the school in all languages

Parent Coordinator has attended all available trainings regarding engaging and supporting students and families in temporary housing.

Parent Association meetings focus on supporting families in temporary housing.

Guidance staff, including 2 social workers, a guidance counselor, and a coordinator of special programs, provide triage support to families in need throughout the year.
### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   We are a Title I School.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   We are a Title I School.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

   We are a Title I school.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

As a school that serves a 100% ELL or former ELL population, it is a priority to hire teachers who are dually-certified in ENL and their content area. In addition, we encourage all highly qualified content teachers to obtain a secondary certificate in ENL. We also endeavor to provide information and referrals for our staff to explore PD and certification options.

We use a collaborative process in our recruitment, retention, assignments, and support of teachers. Specifically:
--for recruitment, we use a hiring committee to search for, vet, interview, and select teacher candidates

--for retention, we use our various teacher teams and school committees to facilitate discussions among professionals that establish trust and provide professional collegial support

--for assignments, our Personnel Committee convenes throughout the spring to consider teacher assignment preferences and make thoughtful groupings of teacher teams and assignments

--for support, our Professional Development Committee coordinates a variety of opportunities for formative support of teachers, including intervisitations, success shares, curriculum shares, etc.

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).

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

Weekly professional development meetings will be conducted with all staff on Mondays, and will include the following activities:
- Analysis of student work in order to improve instruction/design interventions
- Analysis of student assessments (project-based learning)
- Social-emotional progress of a teaching team’s shared students
- Formation and refinement of discipline specific benchmarks at each grade level
- Peer critiques of teacher-generated curricula

Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school 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 include scaffolding instruction, differentiation of instruction, ENL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

International High Schools intervisitation – in order to promote more intra-network dialogue, and sharing of best practices and curriculum.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

#### 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).

<table>
<thead>
<tr>
<th>Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

### 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.).

<table>
<thead>
<tr>
<th>Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

● Commencement PBATs are developed collaboratively by discipline-based teacher teams.

● Commencement PBAT rubrics are developed, revised, and moderated by teacher representatives from schools across the Internationals Network for Public Schools.

● All teachers participate in moderation studies twice annually across the Internationals Network for Public Schools.

● All teachers provide feedback and input on student work products and commencement PBAT design.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>324,357.00</td>
<td>X</td>
<td>5A</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>39,040.00</td>
<td>X</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,776,733.00</td>
<td>X</td>
<td>5A Part 2</td>
<td></td>
</tr>
</tbody>
</table>

Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP)</strong></td>
</tr>
</tbody>
</table>

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. 17K524, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
</table>

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

- 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;

### Parental Involvement and School Quality

Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:
● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

● 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 our school community;

---

**Encouraging School-Level Parental Involvement**

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent 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;

● hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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)**

17K524, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards, if available, and to New York State Performance Indicators when not available;
- 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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 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;

● provide my child with a space in the home to complete homework assignments; and

● provide my child, to the extent financially possible, with technology resources necessary to do homework, including a computer with appropriate software, access to the internet, and a scientific calculator.

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
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<tbody>
<tr>
<td>● attend school regularly and arrive on time;</td>
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<tr>
<td>● complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>● follow the school rules and be responsible for my actions;</td>
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<tr>
<td>● show respect for myself, other people and property;</td>
</tr>
<tr>
<td>● try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>● always try my best to learn.</td>
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</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒conceptually consolidated (skip part E below)</td>
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</table>

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- ☐K
- ☐1
- ☐2
- ☐3
- ☐4
- ☐5
- ☒6
- ☐7
- ☐8
- ☒9
- ☒10
- ☒11
- ☒12

200
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
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</tbody>
</table>

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

All of our ESL teachers participating in the Title III supplemental instructional program are fully licensed. And all of our content area teachers receive more than 10 hours of ESL training annually.

All of our supplemental Title III classes are made up of students grouped by heterogenous language groups, with students working in small, collaborative teams to support one another’s English and native language development and content area mastery. As students move from beginning to advanced levels of English language acquisition, assignments and material become increasingly more challenging while remaining linguistically and cognitively appropriate. As an ELL Waiver school, the focus of our Supplemental Program will be on courses that teach literacy across all core content areas to improve ELL outcomes on graduation worthy performance assessment tasks.

The Direct Instruction component will consist of two parts in the Fall and in the Spring.

1. Academic Writing Class - 2 ESL licensed teachers will provide instruction in student writing for 9th through 12th grade ELLs, 3 afternoons per week for 2.5 hours each afternoon. Students will receive instruction in all writing related to college essays, personal statements, and graduation worthy performance assessments. Performance assessments genres include persuasive essays, the research paper, the lab report and the literary essay. The class will have two sections, each taught by an ESL teacher three days per week on Mondays, Thursdays and Fridays from 3-5:30pm. Group size will be no more than 20 per class. Classes begin on October 1, 2018 and continue for 30 weeks through June 2019. Language of Instruction: English

2. Saturday Academy Writing Class - The Persuasive Essay
Open to 11th and 12th grade ELLs. This class will consist of 10, 3 hour sessions on the Saturdays - prior to the January Regents Administration and the June Regents Administration. The focus of the course will be on the Persuasive Essay. A group of no more than 24 students will receive direct instruction on the writing, the structure and form of the college persuasive essay. In this course, students will draft, refine, and revise a persuasive essay with direct instruction from 2 ELA/ESL teachers. In addition, students will learn and implement strategies for on-demand essay writing. Language of Instruction: English.

Materials for Direct Instructional Programs:
Teacher Selected fiction and non-fiction texts at varied reading levels to allow for differentiated reading instruction, Google Classroom, Reading Plus, and Castle Learning.
**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: 

Title III professional development program will focus on providing teachers with various instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Some Professional Development Sessions will occur during 80 minute mandated PDs and other in sessions beyond teachers contractual day. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by the ESL/ELA coach and fellow faculty members.

In addition to our regular monthly professional development meetings held during the school day, teachers working in the supplementary instructional program will receive 5 sessions of professional development afterschool and on Saturdays. In addition, they have the opportunity to attend outside professional development workshops offered throughout the year by: International Network for Public Schools (INPS), and New York Performance Standards Consortium, Affinity Group and the Affinity Superintendent, and outside partners such as the Beam Center, and QTEL.

Planned Timeline:

**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: 

Agendas, notices, and attendance sheets will be maintained by the Linda Ponciano, Bilingual Guidance Counselor.

Agendas, notices, and attendance sheets will be maintained by the Mariano Munoz, Parent Coordinator.

Parent Workshops- A series of 2-hour workshops will be held on different topics of interest to our parents. Each year our PTA assembles list of suggested topics and the school does its utmost to accommodate these workshop requests. The parent workshops will be facilitated by teachers and guidance counselors from our school and CBOs such as The Immigration Rights Coalition. All parents are targeted for these workshops. The workshops are facilitated in
**Part D: Parental Engagement Activities**

English with assistance from staff and student translators in Spanish, Chinese, Bengali, Polish, Tibetan and other languages as needed. This year’s topics will include: What is the Graduation Portfolio? and Immigration and Housing rights. Agendas, notices, and attendance sheets will be maintained by the Mariano Munoz, Parent Coordinator.

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

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

- Two 2.5-hour sessions to help parents of ELL students to understand their rights relating to immigration and housing. This workshop will help teach parents of ELL’s needed vocabulary for dealing with government agencies and with their landlords. a) Issues facing immigrant families; b) Protecting you against job and housing discrimination and your rights presented by our CBO, NYC Immigration Coalition. This year’s topics will include: What is the Graduation Portfolio? and Immigration and Housing rights. Agendas, notices, and attendance sheets will be maintained by the Mariano Munoz, Parent Coordinator.

- One 2-hour session on the College Application process and how to deal with financial aid forms and college financial aid bureaucracy. This workshop is geared to help the parents of our ELL’s navigate the college application system and to learn necessary vocabulary needed to apply for financial aid to colleges. Facilitated by Linda Ponciano, Licensed Bilingual Guidance Counselor. Agendas, notices, and attendance sheets will be maintained by the Mariano Munoz, Parent Coordinator.

- One 2-hour session on ELL student progress towards graduation and the extra help opportunities and extra curricular activities available to support our ELL students. The focus will be on how parents of ELL’s can help their Beginner and Intermediate students pass the ELA exam and do as well as their classes. Facilitated by Linda Ponciano, Licensed Bilingual Guidance Counselor). Agendas, notices, and attendance sheets will be maintained by Linda Ponciano, Bilingual Guidance Counselor.

- One 2-hour session Educating parents on summer learning, working, and community service opportunities available to their ELL children. Facilitated by Linda Ponciano, Bilingual Guidance Counselor and Kirsti Pantin, Community Coordinator College and Career Readiness Mentoring. Agendas, notices, and attendance sheets will be maintained by Linda Ponciano, Bilingual Guidance Counselor.

- Parents will be provided in person interpretations services from The Big Word during parent teacher conferences for all languages - including low incident languages - for one-on-one meeting with teacher/advisors to discuss and share student academic and social emotional progress.
## Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
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<td></td>
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<tr>
<td>4. Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>17</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>524</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>International HS at Prospect Heights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 | Nedda de Castro | Assistant Principal | Maison Rippeteau |
| Coach | Suzannah Taylor | School Counselor | Linda Ponciano |
| ENL (English as a New Language)/Bilingual Teacher | Nisa Nuonsy | |
| Teacher/Subject Area | Katherine Mahoney/Reading | Parent | Teresa Edwards |
| Teacher/Subject Area | AnnMarie Oliver-Collins/Special Ed. | Parent Coordinator | Mariano Munoz |
| Related-Service Provider | Grecia Mathews/ Bil. SW | Field Support Center Staff Member | type here |
| Superintendent | Kathy Rehfield-Pelles | Other (Name and Title) | type here |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 11 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 | 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) | 407 |
| Total number of ELLs | 388 |
| ELLs as share of total student population (%) | 95.33% |

### Part II: ELL Demographics

#### A. ELL Programs

**This school serves the following grades (includes ELLs and non-ELLs)**

Check all that apply:

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**This school offers (check all that apply):**

<table>
<thead>
<tr>
<th>Program</th>
<th>TBE</th>
<th>DL</th>
<th>Freestanding ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td></td>
</tr>
</tbody>
</table>

If yes, indicate language(s):

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<tr>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Data from our extensive intake process, SIFE interview tool, and diagnostic and formative assessments that are in alignment with the performance-based assessment standards of the Consortium in every content area show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. The results of these assessments indicate that a majority of our students enter our school with below grade-level literacy levels. SIFE students show levels well below 4th grade. As a result, the school continues to place great emphasis on teaching literacy and integrating language and content areas in all grades and in all classes throughout the school.
2. What structures do you have in place to support this effort?
   Interdisciplinary Teams meet 3x per week during the school day, and 1x per week in discipline to engage in inquiry work to adjust instruction based on student data, to share curriculum and plan in order to ensure multiple access points for all students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of the ELL programs is determined by examining graduation rates (and length of time taken to matriculate), course pass rates, regents pass rates, and PBAT pass rates. These results are consistently reviewed at a team, department, committee, and school wide level to better determine the effectiveness of school programming.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   To support our effort the school has in place:

5. How does your school use 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.] n/a

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   Data patterns across all grades on the NYSELAT and Lab-R indicate that at least 85% of our students enter our school at the beginning and intermediate levels of proficiency in all areas. Data indicate students show growth in reading, writing, listening, and speaking as they progress through the grades in our school, with students advancing one or more levels by the 12th grade in all modalities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Data is shared regularly in teacher team meetings in the school day weekly. The administration team that consists of the Principal, the AP of Administration, and the AP of Instruction in ESL meet weekly.

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Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Instruction at our school is delivered collaboratively by teams of four to six teachers (ESL and content area) who work to plan instruction for groups of approximately 75 to 100 students. Class sizes are reduced to less than 30 students in any instructional group. All teachers use language development/English as a Second Language techniques to assist students in learning the English language. Our school uses all a heterogeneous, ungraded model in the 9th and 10th grade, and heterogeneous but graded model in the 11th and 12th grades. Each group of students is block programmed and those students travel together throughout the day. The blocks are heterogeneous but at various times teachers may choose to group students within the block heterogeneously if that suits the students’ and block’s needs for a specific project. We do not provide pull-out instruction. However, students who struggle with literacy receive a supplemental SIFE/literacy class for two or three 65 minute periods per week in lieu of an extra elective period.
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)?
      Mandated Instructional minutes:
      As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area). Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.). Proficient/Commanding or students who are former ELL’s will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.).
      We have a series of delivery models to ensure that each student receives these mandated ESL and ELA minutes through discrete ESL classes as well as classes taught by dual certified ESL/content area teachers. 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.

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 is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. All content area teachers use backward planning working from the NYS Performance Assessment rubrics to plan instructional units. The NYS Performance Assessment units are all Common Core aligned for all content areas.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we do not have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year.

5. 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
   SIFE, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, SIFE are offered two additional 65-minute periods of literacy instruction per week. SIFE receive
priority for all after school services such as Regents prep, tutoring, and Saturday academy. Newcomers are provided with all instructional services provided to all other students. In addition, they receive all minutes of ESL instruction a week required by NYS regulations. Our school is organized around the needs of the students in a particular team. As such, instruction is geared toward providing for students’ individual needs in and outside of the classroom. All students at our school, regardless of grade or years in the United States, take the CC Algebra Regents exam at the end of the 10th grade, and must produce their Native language Portfolio. In 11th grade, they take the CC ELA Regents and produce and present portfolios is 2 Core content areas - Math and Social Studies. In the 12th grade, students produce Portfolios in Science, English and a Personal Statement. All students are administered the NYSESLAT in the spring semester every year.

ELLs receiving service for four to six years and long-term ELLs, like all other students in our school, are grouped heterogeneously in all grades. In addition to receiving the services all of other ELL students receive, long-term ELLs are may be offered two additional 65-minute periods of literacy instruction per week. In addition, long-term ELLs receive priority for all after school services such as Regents prep, tutoring, and Saturday academy. In addition, all students receive small group Portfolio Mentoring weekly.

The years after a student tests proficient based on the NYSESLAT scores, teachers will, based on classroom assessments, continue to provide the scaffolding and supports necessary to ensure the student’s continued success. These students also are provided with mentoring and internship opportunities.

6. 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?

In addition to all services provided to all students and the additional services provided to struggling students, special needs students are provided with any and all services required by the Individual Instructional Plan. The supports and strategies include native language paraprofessional, assistive technology, and technology assisted educational programs and direct instruction. In addition, we provide literacy support in a supplemental period during the day.

7. 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?

All ELL-SWDs are provided a mulitservice model that aligns with their Individual Educational Plan.

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

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them:

- French Heritage Language Program (in collaboration with the French Embassy in NYC) — this two-hour weekly program supports native language literacy for our francophone (West African and Haitian) ELLs. This class is taught in French.
- Saturday Academy — For 10 Saturdays per semester faculty members provide a small group of students with three hours of English instruction - Argumentative and Persuasive Essay writing.
- After School Tutoring — All students can visit the tutoring center after school to get support for their content-area academic writing from either a certified teacher and/or an English proficient peer. This class is taught in English.
- Regents Prep After School— Older ELLs who have not yet passed the CC Algebra or CC ELA Regents receive weekly Regents preparation class taught in English.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

This year we will continue to expand the performance-based assessment system for all students. As a graduation requirement all students will be required to prepare a Native Language, English, Science, Social Studies and Mathematics project, as well as a Personal Statement.

In addition, in order to promote equity and access for ELL students to college level and technical education we will be offering students a College Indexed course in Argumentative Writing and we will also offer STEM courses in computer science and coding. Further, all science will be expanding its lab capacity via the use of state-of-the-art mobile STEM labs.

10. If you had a bilingual program, what was the reason you closed it?

No programs for ELLs will be discontinued.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Since more than 90% of our students are ELLs, all school programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes. While they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

• After School College and Scholarship Essay Writing
• Chess Club
• Science Club
• Global Potential
• Haitian Club
• Newcomers Conversational Class
• English Regents Preparation Class

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

Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

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

All students participate in our language development/ESL 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.

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

All of the required services for high school-aged ELLs are available to our 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Each summer the campus schools coordinate to provide a joint program in offering courses for students including all ELLs to recoup credits. In the school year. Also, sports extracurricular activities are campus-wide and ELL students participate with native speakers on all PSAL teams - Soccer (boys and girls), Basketball (boys and girls), Swimming Team (Co-Ed), Baseball, Softball, Badminton (girls), Track and Field (Coed), Cricket (boys), to name a few.

16. 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).

Every Summer new students are invited to a three day orientation program where they meet their new classmates, meet teachers, buddy up with 10th, 11th, and 12th graders and engage in team-building activities and general orientation to the school and the school community. In addition, prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, incoming students are assigned to 9th grade advisors, who have been trained to do a kinesthetic activities during the first several months in
advisory in order to help students ease into the school program. A lot of attention is paid to team building and using scaffolding to help students open up about their feelings about school and their transition to a new country and a new language. Students who enter throughout the year are assigned advisories and native language buddies and are placed in classes with native language support. Paste response to question here:

17. What language electives are offered to ELLs?
Francophone students are offered a French elective after school. We are pursuing the same opportunities for the two other major language groups represented in our school, Spanish and Chinese.

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

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 and non-pedagogic staff.) 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?
See below for 1, 2 and 3.
See below for 1, 2 and 3.

2. 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.
1. and 2 and 3. Professional development for all staff at The International High School at Prospect Heights is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

   • Weekly professional development meetings, which include the following activities:
     o Analysis of student work in order to improve instruction/design interventions
     o Analysis of student assessments (project-based learning)
     o Social-emotional progress of a teaching team’s shared students
     o Formation and refinement of discipline specific benchmarks at each grade level
     o Peer critiques of teacher-generated curricula

   • Team Intervisitations – teachers engage in a where they meet for a pre-observation conference, observe each member of their team, provide peer feedback, an debrief lessons. The feedback is grounded in the International Approach and focused by the network’s five core principles.

   • Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school 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 include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.
• International High Schools intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

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

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

- Teacher PD on Common Core instruction for ELLs is embedded in the work above. In addition, NYS Consortium provides professional development and material support in the development of Common Core aligned units and rubrics that are the standard school-wide.

4. Since all staff members participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. All professional development at our school is focused on ELL training since the majority of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of 120 hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and Election Day professional development, and a variety of inter-school project-based learning opportunities.

The International HS @ Prospect Hts was designed to meet the needs of English Language Learners. As we admit only Entering, Emerging or Transitioning ELLs, 100% of the school professional development is intended to provide training for teachers and administrators on integrating language and content instruction for English learners. All activities described in 1, 2, and 3 are intended and designed for teachers of ELLs, both school-wide and network-wide.

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**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?
   Each teacher through our advisory program, is responsible for a cohort of no more than 18 students and families. Teacher advisors do on-going outreach and meet with parents during their contractual Parent Engagement time.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**
   All activities are designed to foster involvement of ELL parents. The school-wide advisory programs provide each family with a point of contact for all school communications and providing family information on the progress of the student. Each teacher will be responsible for a cohort of no more than 18 students and families. Teachers conduct outreach and parent meeting during their parent engagement time. In addition, in order to cater to the inflexible work schedules our parents have, all parent conferences are conducted by appointment at a time that is convenient and determined by the parents. Parent teacher conference days begin as early as noon and continue until 8pm to accommodate their schedules. In addition, to assure that parents can access information, even if they speak a low-incidence language, in-person interpreters are provided at each parent conference date. In addition, there is a Translation Corps of students who assist parents with school surveys and access to technology to monitor their students progress.
   Further, each year we offer a series of workshops to address needs identified by parents and to educate parents on the high school and college process. For example, this year, parents received trainings on Know Your Rights, and resources regarding immigration.
## Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Nedda de Castro, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<td>Nedda de Castro</td>
<td>Principal</td>
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<tr>
<td>Maison Rippeteau</td>
<td>Assistant Principal</td>
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<td>Suzannah Taylor, AP</td>
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<tr>
<td>Katherine Mahoney</td>
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<td>Linda Ponciano</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 17K524 School Name: International HS at Prospect Height Superintendent: Kathy Pelles

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>(*Primary)OiYi</td>
<td>Pang</td>
<td>Business Manager</td>
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<td>Mariano</td>
<td>Munoz</td>
<td>Parent Coordinator</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Our parent/guardian community is nearly 100% new immigrants, representing at least 15 different languages. As such, our parent/guardian community is not only supporting their children, who are also new immigrants, in acquiring English and meeting high school graduation requirements; they are also carving out a new life for themselves and their families in New York City, USA. Written and oral communication from the school to families is a key resource for our parents/guardians and their children. The data and methodologies we use to assess their language preferences, therefore, are comprehensive. In order to ensure our parent/guardian community's language preferences are met, our Language Access Coordinator, in collaboration with our administration, our guidance team (comprised of two social workers and a guidance counselor), and our students' advisors, utilizes the following:

* Part 3 of the Home Language Identification Survey
* Intake interviews with families

* Student cumulative files

* ATS biographical reports

* Ongoing contact with parents/guardians regarding their children’s academic and social/emotional progress

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic, Bengali, Chinese (Mandarin), French, Slovak,</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
</tr>
<tr>
<td>Cantonese, Dutch, English, French-Haitian,</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
</tr>
<tr>
<td>Fulani, Haitian Creole, Nepalese, Russian,</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
</tr>
<tr>
<td>Spanish, Tibetan, Urdu, Uzbek, Wolof</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
<td>Parents receive both</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

There is no other population.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school-wide documents require translation to parents'/guardians' preferred languages. Following is a list of many of the school-wide communications we translate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Family orientation packet (including school schedule, rules and regulations, overview of our instructional model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Yearlong schedule of Parent Association meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Student forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing throughout the year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Announcements for parent-teacher conferences</td>
<td>September</td>
<td>Translation Unit</td>
</tr>
<tr>
<td>* Letters of concern about students' academic and social/emotional progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Cover sheets for student progress reports and report cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Any changes or updates to school policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Additional communications regarding special events</td>
<td>On-going</td>
<td>Translation Unit and In-House</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* New student family orientation sessions</td>
<td>July</td>
<td>Translation Unit</td>
</tr>
<tr>
<td>* Assessment schedules and overviews (Regents, NYSESLAT, PSAT, etc.)</td>
<td>Quarterly and dates as required by compliance deadlines.</td>
<td>Translation Unit and In-House</td>
</tr>
<tr>
<td>* Promotion-in-doubt letters</td>
<td>(February and June)</td>
<td>Translation Unit and In-House</td>
</tr>
<tr>
<td>* Attendance data</td>
<td>Monthly</td>
<td>Translation Unit and In-House</td>
</tr>
</tbody>
</table>
### September:
* Back-to-school night (Curriculum night)

### August
* Translation

### Ongoing throughout the year:
* Parent-teacher conferences
* Interventions (academic and social/emotional) for specific students

### On-going
* Translation

### * Special events:
* Presentations/performances of clubs and other student groups

### On-going
* Translation

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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In case of an emergency, translated messages will be sent via school messenger, in addition to, leveraging multilingual staff to make calls to parents and families.

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### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of **Chancellor’s Regulation A-663** and what resources are available to meet compliance.

Our school consists of 100% ENL population, therefore, the focus of all parent engagement activities school-wide as implemented by teachers, support staff and administration are designed to maximize ENL parent and family access. The goal of Chancellor’s Reg. A-663 is an explicit goal of our school in its mission and vision.

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### Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Because our school exists to serve recent immigrant students and their families, we are highly sensitive to the need to provide comprehensive access to school communications and information for a variety of language groups. Translation and interpretation are top priorities for all our school-to-family interactions. As such, our various teams, including guidance, support staff, teacher teams, advisory teams, and administration, strive to meet the standards of Chancellor's Regulation A-663 at all times.
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We utilize the following mechanisms to gather feedback from parents:

* formal NYC DOE parent surveys
* regular Parent Association meetings
* regular School Leadership Team meetings
* phone trees conducted by Parent Coordinator and Parent Association leadership
* regular contact between advisors and parents regarding their children's academic and social/emotional progress