



**[INTERNATIONAL COMMUNITY HIGH SCHOOL]**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 07X334**

**ADDRESS: 345 BROOK AVE. RM 126, BRONX, NY, 10454**

**TELEPHONE: 718-665-4128**

**FAX:**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07x334      **SCHOOL NAME:** International Community High School

**DISTRICT:** 07      **SSO NAME/NETWORK #:** ESO / CFN 1

**SCHOOL ADDRESS:** 345 Brook Ave, Rm. 126, Bronx, NY 10454

**SCHOOL TELEPHONE:** 718-665-4128      **FAX:** \_\_\_\_\_

**SCHOOL CONTACT PERSON:** Berena Cabarcas      **EMAIL ADDRESS:** BCabarc@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Kevin Rodricks

**PRINCIPAL**      Berena Cabarcas

**UFT CHAPTER LEADER**      Michael Armstrong

**PARENTS' ASSOCIATION  
PRESIDENT**      Jahanara B Ahamed

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Martin Tonaj

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Francesca Pena

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Berena Cabarcas	*Principal or Designee	On file
Michael Armstrong	*UFT Chapter Chairperson or Designee	On file
Jahanara B Ahamed	*PA/PTA President or Designated Co-President	On file
Kevin Diaz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	On file
Lakesh Abreu	DC 37 Representative, if applicable	On file
Martin Tonaj	Student Representative, if applicable	On file
Annick Nzounza	Parent & PTA Member	On file
Luis Gamarra	Parent & PTA Treasurer	On file
Hawa Barry	Parent & PTA Member	On file
Gustavo Izurieta	Parent & PTA Vice President	On file
Kevin Rodricks	Teacher	On file

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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International Community High School works exclusively with recent immigrant teens. We opened in 2006, currently serve 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, and expect to serve all four grades by the 2009-2010 school year. Our population includes 260 students from 27 countries who speak 20 different languages. We are part of the Internationals Network for Public Schools with whom we share 5 basic principles:

- **Heterogeneity and Collaboration:** - Diverse, untracked groupings of students collaborate in multiple ways with their peers inside and outside the classroom. Small teams of teachers are collectively responsible for small groups of students.
- **Experiential learning:** Students use hands-on activities in the classroom and experiences outside of the classroom to build background knowledge, language skill, and concept formation.
- **Language and Content Integration:** Opportunities for language development embedded in all subject area curricula facilitate rapid, contextualized language acquisition.
- **Localized Autonomy:** Multiple stakeholders in our community are responsible for decisions about our operations, structure, and direction. Teachers collaboratively shape the curriculum
- **One Learning Model for All:** Teachers and administrators, like students, collaborate with peers in heterogeneous groupings and learn experientially through ongoing professional development based in the school and classroom. All faculty and students assemble and present portfolios to assess progress.

In addition to the state mandated graduation requirements, our school requires students to participate in an internship program and produce and present a graduation portfolio. These additional requirements help students to develop an understanding of workplace culture and skills, and to develop more intensive and extensive academic abilities in preparation for college.

### **Our Mission:**

We serve a diverse, multilingual student population of recent immigrants to the U.S. Our mission is to enable our students to have meaningful post-high school opportunities, the

ability to make informed choices, and the preparation to be active, conscientious participants in today's interdependent world.

### **Core beliefs:**

- **Our students can and must speak, read, and write English proficiently** so that they may share a common language and realize their potential as contributing members of an English-speaking society.
- **Students' native languages and cultures are vital resources** for the students, school, and society.
- **Language is most effectively learned in context** through a curriculum that integrates development of content, language, and academic skills.
- **Learning is an active process.** Experiential learning, both in and out of the classroom, provides students with language-rich opportunities and promotes personal development and leadership skills.
- **Teaching and learning are collaborative endeavors**, best accomplished by heterogeneous groups.
- **Successful learning communities** emphasize high expectations, promote individual and communal responsibility, and support all members in achieving their goals.
- **An effective school governance model** encourages all stakeholders to have a say in decisions that impact them and provides time for them to do so.
- **Students learn at different rates and in different manners.** Therefore, teachers must use a variety of approaches to make content and language accessible to students. Multiple forms of assessment provide opportunities for students, faculty, and staff to demonstrate what they know and can do.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	International Community H.S.				
<b>District:</b>	07	<b>DBN #:</b>	X334	<b>School BEDS Code #:</b>	320800011334

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	x 9	x <input type="checkbox"/> 10	x 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K								95.0	92.4
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2				(% of Enrollment as of June 30)			2006	2007	2008
Grade 3								72.2	79.1
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)			2005	2006	2007
Grade 7								60	87.5
Grade 8									
Grade 9		97	93	<b>Students in Temporary Housing:</b>					
Grade 10			94	(Total Number as of June 30)			2006	2007	2008
Grade 11								1	2
Grade 12									
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total		97	187					83	54
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes			2						
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				24	13
Number all others				Superintendent Suspensions				5	10
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	109	139	<b>Number of Staff:</b>			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	0	4	10
				Number of Administrators and Other Professionals	0	2	3
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	0	0	1
		9	8				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	0.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	0.0	0.0	0.0
Black or African American	0.0	23.7	24.1	Percent more than five years teaching anywhere	0.0	25.0	0.0
Hispanic or Latino	0.0	71.1	66.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	3.1	4.8	Percent Masters Degree or higher	0.0	100.0	80.0
White	0.0	2.1	4.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	100.0	100.0
Multi-racial							
Male	0.0	56.7	56.7				
Female	0.0	43.3	43.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:	IGS	
	Math:			Math:	IGS	
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				INS	INS	
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American				INS	INS	
Hispanic or Latino				INS	INS	
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				INS	INS	
Student groups making AYP in each subject						

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade		Overall Evaluation:	√
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit		Quality Statement 5: Monitor and Revise	√

*Note: Progress Report grades are not yet available for District 75 schools.*

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

- **Our attendance rate was over 90% for the last 2 years**
- **Among our peer schools, we ranked 1<sup>st</sup> place in three of the four learning environment survey categories: Academic Expectations, Engagement, & Communication**
- **Our learning environment scores increased between our first year and second year in survey categories: Academic Expectations, Engagement, & Safety & Respect**
- **94.3% of our students earned 10+ credits in the 1<sup>st</sup> year**
- **80% of our students earned 10+ credits in the 2<sup>nd</sup> year**
- **Over 75% family turn out for family teacher conferences**

### **Achievements:**

- **Creation of a Community Committed to Learning:** There are systems in place that allow teachers to share practice, and positive innovations spread quickly throughout the school. Teachers adapt quickly and seize opportunities for professional development. Students know they are in school to learn.
- **Extensive Parental Involvement:** We have established active parental involvement in the school through the hiring of a parent coordinator who speaks English, French, Fulani, and Wolof, a bilingual English-Spanish guidance counselor, and frequent use of translation services. We have recently hired a bilingual Arabic school aide to improve communication with our Arabic speaking students and parents. The parents are very active in our Parent Teacher Association and were essential partners in the creation of our new CEP. We reach out to the parents immediately when students are

late or absence, and have had a high rate of attendance at parent teacher conferences.

- **Establishment of Appropriate Criteria for Assessment:** We have created benchmarks for exiting 10<sup>th</sup> grade, and have developed rubrics for assessing student progress toward meeting the benchmarks and are using them to help the students and parents understand our academic expectations for them. We are in the process of developing these for our 11<sup>th</sup> grade, as well. Teachers have developed an understanding of the different levels of academic and language levels of the students in their classes and are making great strides in differentiating instruction to meet the varying needs. We also have a rubric in place to assess teacher development, so that we have clearer standards for expected practice within our community.
- **Development of an Adaptable Community:** The community is resilient, able to adapt to changes and make adjustments as needed. They do what is necessary to help the community function and are continually coming up with ideas to meet the needs of the students.
- **Establishment of Partnerships to Support Academic and Social Development:** We are partnered with several different organizations that help maintain our active arts program, provided tutoring, and social and health services to our students.
- **Responsive Professional Development:** Our faculty and administration reflect continually on professional needs and create a variety of opportunities for learning and sharing new skills.
- **Piloting an Internship Program:** We have had a few students in individualized internship programs. This year, the program will expand to serve 11<sup>th</sup> graders, with all 11<sup>th</sup> graders eventually participating.
- **Use of Multiple Assessment Measures:** Teachers use performance-based formative and interim assessments as well as tests and quizzes to measure student progress.
- **Credit Accumulation:** Our students have multiple opportunities to complete required work and have options for credit recovery to ensure that all students remain on track.
- **Development of Student Government and Student Court:** Students take responsibility for helping to set and enforce school policy and establish behavioral norms.

#### **Aids To Continuous Improvement:**

- **Highly Motivated and Professional Staff:** At ICHS, all teachers and staff collaborate to meet the needs of the students. They are highly active in a wide range of professional activities.
- **Teaching Team and Department Structure:** Our team structures promote collaboration and success. Teaching teams take responsibility for the social and

academic growth of students through sharing curriculum, teaching practices, and information about the affective needs of students. Team members share common concerns about students so that no one “slips through the cracks”. By sharing methodologies with their peers, all teachers on a team can reinforce the same academic skills with their shared students.

- **Use of Data to Inform Instruction:** Our success in meeting the unique needs of our ELL students comes in large part from the use of data to inform instruction. Math diagnostics and intake procedures for understanding our students’ educational past allow us to create targeted interventions to address academic needs. Analysis of interim assessments allows us to adjust curriculum to promote academic growth.
- **Support from the Internationals Network for Public Schools (INPS):** As part of INPS, we participate in many joint activities with the other IHSs in the city in order to support our work with ELLs. Principals meet monthly to share best practices, discuss policy affecting our schools, and to collaboratively troubleshoot school issues. Teachers across schools meet throughout the year through joint professional development days (3-4 annually) and school inter-visitations. INPS also provides in-school professional development and mentors for both the principal and teachers, and a Coordinator of Special Projects who is essential to all aspects of school functioning.
- **Membership in the Children First Network:** As a founding member of the Children First Network, we are a part of a new Empowerment School initiative that gives greater support and autonomy to principals. We receive a great deal of support for operational functions.

#### **Barriers:**

- **Location/Moving:** Our school was not given a permanent site at first. The first two years of our high school’s development took place in a small elementary school one block away from our sister school, Bronx International High School, located on the newly renovated Morris High School Campus. We were in competition with them for incoming 8<sup>th</sup> graders and our lack of facilities created a situation where we admitted mostly student with no academic experience in the English language. The move to our new site was stressful on the community. Although we have a lot more space to lower class size, a lot of time has been invested in creating and improving routines given the new location.
- **A predominance of new, inexperienced teachers:** 8 of 20 teachers are returning from the previous year. 2 teachers are with the school since the beginning. No teacher has more than 5 years of teaching experience.
- **High percentage of overage students and OTC admissions:** The high percentage of students who have arrived in the country within a month of admission to the school provides a low number of English speaking peers to provide opportunities for interaction in English in the classes. Our model is predicated on a range of language ability. Our range is fairly small, making instruction more difficult.

- **Lack of Accommodations in Accountability for English Language Development and Interrupted Education:** Research on language acquisition has demonstrated that it takes 5-7 years for ELLs to acquire academic language proficiency (assuming that a student arrives with the appropriate grade-level education in their native language). An additional complicating factor is that 30% of our students are SIFE (Students with Interrupted Formal Education) as determined by city guidelines, and an additional 10% have had inadequate schooling with class sizes of up to 100 students, or no instruction in math and science. Evidence collected over the past 25 years indicates that our instructional model provides students with the greatest opportunity to meet these challenges and successfully graduate from high school. Nonetheless, our students are required to meet the same graduation requirements as their native English-speaking peers in the same amount of time. There is no accommodation for the fact that our students, according to research, simply need more time to succeed and be able to compete on an equal playing field in college and beyond with their native-born peers.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** *(1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.*

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Our goals are centered on the theme of student engagement. We will evaluate the level of student engagement by closely monitoring the following three statistical trends:

**1. Maintain an average attendance rate at or above 90%**

Our consistent procedures for parental notification and our case management system are responsible for high attendance rates.

**2. Student course passing rates will be 80% or higher by August 2009**

Students will show progress of English language acquisition development through the completion of coursework. Presently the course passing rates for the entire school are at 76.5%.

**3. 75% of our students will pass the portfolio requirements by June 2009**

Students will be able to demonstrate their academic knowledge in the content areas through the end-of-the-semester portfolio presentations. Last year we had over 65% of our students pass the portfolio requirements.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Maintain an average attendance rate at or above 90%</b></p> <p>Our consistent procedures for parental notification and our case management system are responsible for high attendance rates.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementing our Consolidated Plan which includes our AIS, guidance, support staff, coordinating council, and grade level team meetings.</p> <p>Guidance will target at risk students with individual attendance improvement plans.</p> <p>School aides will telephone parents/guardians throughout the day to verify absences.</p> <p>Use bilingual aides to contact parents with limited English-speaking ability and send out school attendance notification letters in the language appropriate to the family.</p> <p>Make home visits concerning student absences if parents/guardians cannot be reached by telephone or mail.</p> <p>Place responsibility for verification of excessive excused absences for illness on parents and students. If the reasons for the absences are not verified by a doctor or appropriate school official, count those absences as unexcused.</p> <p>Interdisciplinary teams that share the same set of students will have weekly case management meetings where attendance issues can be addressed.</p>

	<p>Advisory teachers will also be the first period content area teacher for each group of students that travels together from class to class throughout the day. Advisory teachers are responsible for providing positive reinforcements for improving attendance and punctuality.</p> <p>Advisory curriculum will be developed in interdisciplinary teams to promote positive school habits given that many of our students have had major gaps in formal educational settings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We have placed money aside in per session to pay for our guidance counselor to closely monitor this process. Overtime pay has also been put aside for para's and school aides to help us provide translations over the phone and in letters. Teachers also have per session funds to cover parent involvement activities, as well as, per session funds to cover curriculum writing for their advisory classes.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The goal will be monitored daily with the RDAL report and by weekly checks on the RGAR &amp; RRSA ATS reports.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Student course passing rates will be 80% or higher by August 2009</b></p> <p>Students will show progress of English language acquisition development through the completion of coursework. Presently the course passing rates for the entire school are at 76.5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>AIS team will design a credit recovery program for all students who are failing courses</p> <p>Our teachers will provide before and after school tutoring and engage in case management meetings on a weekly basis to keep track of progress.</p> <p>Students will receive &amp; review transcripts.</p> <p>Advisory staff will explain the process of credit accumulation and graduation requirements in order to set goals with students.</p> <p>We will also have family conferences to help support student achievement.</p> <p>Teachers will work in teams and send representatives to the coordinating council to establish a grading rubric that will be used school wide and translated into the various languages needed for all students and parents to understand.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Using Contracts for Excellence funds, per session will be used to pay teachers for tutoring and providing coverage for attending professional development sessions inside or outside of school.</p> <p>Per session will also be devoted to paying counseling staff to assist students meet academic credit goals.</p> <p>Per session will also be provided for interdisciplinary and subject area teams to establish a common grading rubric as part of curriculum development.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

We have 6 marking periods and the HSST scholarship reports will assist us in monitoring student progress.

Advisors and guidance will track progress on ARIS.

Several students will follow through on credit recovery strategies.

The use of a common grading rubric is implemented across the school.

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>75% of our students will pass the portfolio requirements by June 2009</b></p> <p>Students will be able to demonstrate their academic knowledge in the content areas through the end-of-the-semester portfolio presentations. Last year we had over 65% of our students pass the portfolio requirements.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will participate in department and grade level meetings to further improve the portfolio process and create stronger curriculum and portfolio projects that meet the standards outlined in the portfolio rubric.</p> <p>Teachers &amp; other staff members will be paid per session to accomplish this work.</p> <p>Each teacher will present and explain their grading policy to peers, administrators, and students</p> <p>Advisory classes will be dedicated to understanding grades and goal setting</p> <p>Assessments will be collaboratively developed by teachers and aligned to learning standards and rubrics</p> <p>NYSESLAT scores will be analyzed in terms of their relationship to student language level as measured by internal rubrics</p> <p>Revised Portfolio Presentation rubric will be implemented</p> <p>Students will be able to explain grades to advisors, parents, and administrators.</p> <p>Teachers will be able to use assessments to set goals for students and develop differentiated lesson plans targeted to specific groups of students</p> <p>Students will be able to describe learning goals that are appropriate and aligned with teachers' assessments.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teacher per session will be provided for developing curriculum and rubrics that support portfolio based assessments.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student portfolio scores will show growth between their January and June portfolio presentations.</p> <p>Each subject and grade level will have clear outcome measures and performance indicators</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	100	100	100	100	100	3	1	100
10	101	101	101	101	101	3	0	101
11	63	63	63	63	63	0	0	63
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> period targeted remediation covering the mandated tutoring period in small groups</b></li> <li>• <b>After-school tutoring with teachers 4 days per week in small groups</b></li> <li>• <b>Achieve 3000 used for those for whom it is appropriate in small groups</b></li> <li>• <b>Tutoring program in conjunction with the International Rescue Committee in small groups</b></li> <li>• <b>Phonics and structured reading practice for struggling readers in small groups and 1-to-1</b></li> <li>• <b>Reduced class size</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> period targeted remediation covering the mandated tutoring period in small groups</b></li> <li>• <b>After-school tutoring with teachers 4 days per week in small groups</b></li> <li>• <b>Destinations Math used for those for whom it is appropriate in small groups</b></li> <li>• <b>Tutoring program in conjunction with the International Rescue Committee in small groups</b></li> <li>• <b>Reduced class size</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Small group tutoring after school</b></li> <li>• <b>Reduced class size</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Small group tutoring after school</b></li> <li>• <b>Reduced class size</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• <b>1 period per week of comprehensive advisory program</b></li> <li>• <b>Pull-out 1-on-1 and small group counseling as needed</b></li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• <b>Assistance with writing of IEPs and evaluating appropriateness of referrals</b></li> <li>• <b>Communicate with special education teachers to monitor the progress of our students on a monthly basis</b></li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• <b>Social evaluations of referred students</b></li> <li>• <b>School based support team's social worker will provide mandated counseling in Spanish</b></li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• <b>Health insurance enrollment fair</b></li> <li>• <b>Immunization services provided by mobile health van in partnership with Morris Heights Health Clinic</b></li> <li>• <b>Vision and hearing screenings provided by partnership with Morris Heights Health Clinic</b></li> <li>• <b>Primary health care provided by mobile health van in partnership with Morris Heights Health Clinic</b></li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_x\_\_\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_  
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

*Since we are part of the Internationals Network for Public Schools (INPS), our instructional program is based on the International Language Approach that combines the best components of ESL and bilingual education. All of our classes are content-based ESL courses that use native language supports. We have heterogeneous classes where the teachers provide project based instruction. All students conduct portfolio presentations at the end of each semester which will culminate in the 12<sup>th</sup> grade graduation portfolio.*

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

*Basketball, baseball, soccer, newspaper, student government, documentary film club. All participants are ELLs.*

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

*We have a Parent Coordinator who speaks French, Wolof, and Fulani. Our PTA meetings alternate between Saturdays and after school. Saturday programs run from 11:00 am to 2:00 pm, with a 30 minute lunch break for families to socialize. We will have at least one teacher join us at each session. Our teachers will continue to use the translation and interpretation services that allow them to reach out to each of their advisee's family and invite them to our Family conferences. We will also increase our mailings to include a full year calendar and midyear academic profile report. We also have teachers call parents before all parent teacher conferences and run parent information sessions and programs in conjunction with or immediately following PTA meetings.*

- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

*Everything we do involves newly enrolled LEP students, since 60% of our students arrived just this year. We have hired two extra teachers to help with SIFE and Special Education issues.*

- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

*We began the year on August 20<sup>th</sup>. Our teachers attended the INPS Summer Professional Development program, and participated in school-based workshops. We will have two INPS mentors for our staff, use Ramapo for Children to assist with classroom management strategies, and have a coach specifically for the 11<sup>th</sup> grade teachers to help prepare the students for graduation requirements. Also our teachers have four regular weekly meeting times to plan within their department, as well as share student information, prepare advisory curriculum, and participate in committees within their interdisciplinary teams. Teachers will also be encouraged to attend conferences and other professional development opportunities, such as QTEL, outside of our school. Each Thursday afternoon, the whole staff participates in professional development on such topics as reading strategies, activity guides, collaborative language learning, writing instruction, data analysis, etc.*

- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

*We have an additional teacher who provides assistance with academic intervention. We have classes that are at least 60 minutes in length for all content area classes. We integrate language and literacy instruction in all of our content area classes. We have the students grouped into clusters of not more than 75 students each so that the teachers and the students can know each other well and the students can receive the appropriate academic and social supports. No content area teacher is responsible for more than 75 students, and all classes contain fewer than 23 students.*

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School:       X334       District       07      

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	20				6	26

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 07 School: x334

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Thursday
9:00 - 10:07	1 math room 434	math room 434	math room 434	Thursday	advisory room 434	9:00 - 10:02 1 math room 434
10:10 - 10:57	2 science room 431	Reading Spanish Arabic Math SSR	Reading Spanish Arabic Math SSR		Reading Math SSR Spanish Arabic Science	10:05 - 11:02 2 science room 431
11:00 - 12:00	3 science room 431	social studies room 432	social studies room 432		english room 432	11:05 - 12:00 3 social studies room 432
12:00 - 12:42	4 <b>LUNCH</b>					12:00 - 12:40 4 <b>LUNCH</b>
12:40 - 1:42	5 english room 432	science room 431	drama room 432		social studies room 432	12:40 - 1:40 5 english room 432
1:45 - 2:47	6 social studies room 432	english room 432	science room 431		science room 431	1:40 - 4:00 6 Internship/Community Service
2:50 - 3:50	7 Gym Dance Capoeira	Gym Dance Capoeira	english room 432		math room 434	

These are all ESL content area classes using sheltered instruction with native language supports.

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9, 10, & 11      **Number of Students to be Served:** 264 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

**Number of Teachers** 20      **Other Staff (Specify)** 6 language paraprofessionals

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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*We currently have 264 students and all are about to be classified as ELL through the LAB-R, have been classified as ELL through the LAB-R, continue to be classified as ELL through the NYSESLAT, or have tested out of ESL through the NYSESLAT but still are requiring the transitional ESL supports. We follow the Internationals Language Approach. Within our program that integrates language and content instruction, we have used Title III monies to reduce class size further. We also hired an Arabic speaking paraprofessional to help in language support for our Arabic speaking students. We also used the remaining funds to provide more library books and textbooks for our students. Title III funds will be used to encourage and enhance parent and family participation in our school community. First, by providing per session for our bilingual teachers for oral interpretation, we will ensure that any member of a students' family will be able to attend Family Association meetings and be able to understand and contribute to group discussions and information sessions. Their ability to participate in this way will increase the number of students' family members willing to come to such meetings. Following these meetings, information sessions and workshops will be offered to allow students' families to participate more in the life of the school (especially in terms of communicating with the families of other students from different linguistic backgrounds), and to better assist their children in completing homework and increasing their English language development.*

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

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*Our teachers attended the INPS Summer Professional Development program, and participated in school-based workshops. We have three INPS mentors for our staff, two Ramapo for Children coaches to assist with classroom management strategies, a math/science AUSSIE coach, a humanities coach from Bright Minds, and a coach for the 11<sup>th</sup> grade teachers, arts, & native language support initiatives. Also our teachers have four regular weekly meeting times to plan within their department, as well as share student information, prepare advisory curriculum, and participate in committees within their interdisciplinary teams. Teachers will also be encouraged to attend conferences and other professional development opportunities, such as QTEL, outside of our school. Each Thursday afternoon, the whole staff participates in professional development on such topics as reading strategies, activity guides, collaborative language learning, writing instruction, data analysis, etc.*

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	26,584	One teacher to reduce class size One Arabic speaking paraprofessional for our growing Yemeni population.
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	2,391	Native language and bilingual texts.
Travel	0	
Other	0	
<b>TOTAL</b>	<b>28,975</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*The data used to assess our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from our Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. The policy of International Community High School is to provide all parents with written translation and oral interpretations through all means available to us.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

*All of students entering International Community High School come from families who are recent immigrants and have been in the US for fewer than 4 years at the time they apply. Due to this admission policy it is generally acknowledged that the majority of our parents will need both written translation and oral interpretation. Our students and their families come from 27 countries and speak over 20 different languages. The five largest language groups represented in our school are Spanish, Fulani, Arabic, French, and Mandingo. Because the native speakers of Fulani and Mandingo seldom read those languages, and come from Francophone countries, written documents are translated into French, but oral interpretation is provided in Fulani by our parent coordinator, and Mandingo through translation services if communication in French is not possible.*

*This information is reported to our parents and the school community through our Coordinating Counsel and is also a part of our School Parent Compact and School Parent Involvement Policy which are created together with our parent representatives. These documents are distributed to parents in a through the Parent Association as well as through our parent orientations offered twice per year for new students.*

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

*All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, French, and Arabic, and other languages as the need arises.*

*International Community High School utilizes a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, educational paraprofessional, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, French, Wolof, Fulani, Arabic, Tagalog and Chinese. Our staff members have been very willing to help out by providing written translations whenever possible. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of eight International High Schools who are able to share resources and written translations when necessary. When a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.*

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*We will utilize the DOE translation services to reach out to the parents in a variety of languages via telephone to meet the needs of our parents. We also use DOE vendors to provide in-person oral interpretation in all represented languages during our parent teacher conferences.*

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

*International Community High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services. Notification to our parents is made in a variety of ways. The Parent Coordinator and guidance counselor hold an orientation session for new parents as they enroll their students in the school which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at the parent teacher conferences held in October and again in March.*

*The information is posted in a conspicuous location near the primary entrance to the high school in the covered languages. This notification indicates that a copy of the written notification of the parent's rights regarding language assistance services and translation services are available from the Parent Coordinator in the main office, room MB-52.*

*International Community High School's safety plan will contain procedures in order to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.*

*"Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language shall obtain from the Translation and interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section." International Community High School provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services on its school website.*

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 \_\_\_\_\_ 281,054 \_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \_\_\_\_\_ 2,810 \_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \_\_\_\_\_ 14,053 \_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year \_\_\_\_\_ 100% \_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**



# INTERNATIONAL COMMUNITY HIGH SCHOOL

345 BROOK AVENUE ROOM 126

BRONX, NEW YORK 10454

Office: 718.665.4128 Fax: 718.665.4547

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## Parent Compact

- ***What is the mission of the International High School?***

Our mission is to guide new learners of English through development of the linguistic, intellectual, cultural and collaborative skills necessary for academic, professional, and personal success.

- ***How is ICHS fulfilling its responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to enable students to meet the State's student performance standards?***

International Community High School uses its own teacher-generated curriculum. This curriculum has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The Social Studies, Science and English curriculum are organized two ways. First, there are thematic teaching groups in which these three disciplines are organized. In each team, the theme connects all three subjects. Math may eventually be organized in a sequence: Pre-Algebra (if needed), Algebra, Geometry, Intermediate Algebra, and Precalculus/Calculus (not all students). Students who enter ICHS as freshmen must pass eight semesters in order to graduate.

It often takes students longer than four years to graduate from ICHS. Whenever a student does not pass a class solely on the basis of a low level of English, he/she will receive an L grade. This L does not award the student credits, but also does not negatively affect a student's grade point average.

The second way that the curriculum at ICHS is organized is by level. Our school is organized into two levels. Students move up from one level to another after acquiring the necessary skills, knowledge and English to move on. Not only do students need to pass their courses in order to be promoted, but they also need to pass a written

portfolio and presentation. Level One, called the Junior Institute, includes both the ninth and tenth grades. Students need to have at least two years of high school credits, pass their cluster portfolio and demonstrate that their English is proficient enough to start Level Two work in order to move up to Level Two. Level Two, called the Senior Institute, includes eleventh and twelfth grades. Students need at least four years of high school credits and to pass their graduation portfolio in order to leave Level Two and graduate. In addition, all ICHS students are required to pass five Regents exams ( English, Biology, Mathematics A, American History and Global Studies).

The instruction at ICHS is student-centered. While teachers do give notes and tests, much of the learning comes from the students themselves. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

Classes at ICHS are small. They have between 18 and 26 students. Most classes are over 60 minutes to allow students to maximize what they can experience in a given class. Teams comprised of five teachers instruct the same 70-80 students each day. This allows teachers to get to know their students and to work together to best teach and support them. Students often work in groups. These groups are designed to help them to learn English better, a particular topic or skill and/or to get to know and work with others.

ICHS offers several arts opportunities for students. In addition to the four core subjects, each team has a fifth teacher with an arts-related class, which could be music, visual arts, drama, or media arts. These classes meet weekly.

ICHS also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their peers. Teachers facilitate discussions to help students to understand each other's opinions and discourage intolerance. In most classes, students write journals in which they are asked to explore their own value systems. In all classes students learn how to get along in groups and often make friends across cultures, races and religions.

Students at International Community High School graduate by portfolio and also by passing the required Regents exams. During their senior year, students put together a collection of their best work. This includes a research paper, a literary essay, a science experiment, a math project, a creative piece, a native language project and a work experience/internship/resume piece. After writing reflections on their high school experience as well as on each piece in their portfolio, students hand in their portfolios

to be evaluated. If a student passes the written portfolio, he/she must present and defend his/her work at a presentation. IHS students must also pass five Regents Exams (English, Math A, Global Studies, U.S. History and Science) as well.

ICHS teachers have been working hard developing a strategy that they can use to help ICHS students to pass all of these exams, while not sacrificing too much of what makes ICHS special and unique.

- ***What are the parents' of ICHS students responsibilities in terms of supporting their children's learning?***

Parents play an essential part in the education of students at ICHS. Support for their children and the school is vital to its very success. Parents are involved in their children's learning through monitoring their attendance, discussing school and schoolwork, visiting with teachers and participating in school functions and events.

It is a parent's responsibility to ensure that a child arrives to school on time each and every day that he/she is well enough to come. In the event of illness or in an emergency, parents inform the school in writing of the reason for the absence. While ICHS staff informs parents of latenesses and absences, it is the parent only who can truly monitor the situation from the home.

ICHS parents talk to their children about school and what they have learned. Parents ask their children about homework assigned and check to see that it was completed. ICHS parents discuss with their children events at school, teachers and the work that they are doing in class. If parents have questions about a particular project or assignment, they can call the school. Whenever they need homework help, they can call the U.F.T. (teachers' union) Homework Help Hotline at (212) 777-3380 which has help in many different languages.

Parents can support their children's learning. By providing their children with a quiet place and time for studying, parents help to create an environment at home that encourages studying and learning. Parents can also help their children by supporting native language learning. Not only do parents speak to their children in their native languages, they can also provide reading and writing opportunities in that language. Parents can model for their children by reading to them. Parents of ICHS students also help reinforce the positive values and social attitudes that are encouraged in school. Being the role models that they are, ICHS parents support their children by spending time with them.

ICHS parents come to parent-teacher conferences to meet with teachers to discuss

their children's progress. Parents also come to school to meet with teachers, staff members, and the principal at other times when the need arises. Many parents come to special events and cultural functions.

It is the parent's responsibility to make sure that their children are provided with the basic necessities needed in order to function in school. Parents make sure that their children come to school clean, dressed properly and healthy.

- ***How is the essential on-going communication between school staff and parents maintained?***

The partnership between parents and school staff is vital to ICHS's success. Communication is the key to this partnership. Because ICHS parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach IHS parents.

Parents can call the school at (718) 665-4128. Teachers at ICHS speak many languages and it is often fairly easy to get an interpreter. However, if someone who speaks English well is available at the parent's home, it is advised that this person be near by when a parent-who doesn't speak English-calls the school. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call.

At the start of a child's education at ICHS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the parent association.

During the school year, parents are informed of monthly events via the parent calendar, which is sent home through students once every semester. Through this calendar, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators.

Six times a year, parents are given their children's report cards. Report cards from ICHS include grades and simple ratings which all describe a student's academic

performance. Oftentimes parents are required to pick up the report cards up in person. Otherwise, they are sent home.

During the year parents are invited to events. The International Winter Festival and the Spring Talent Show are two examples. Parents are also repeatedly encouraged to participate in the parent association.

ICHS would like to expand and improve its relationship with parents. There are several objectives that would help ICHS to reach this goal.

ICHS is hoping that parents will use the school to access to information.

ICHS would like to reach more parents through well-planned and productive meetings. We are currently considering two ideas for parent meetings.

We will have monthly Family Teacher Gatherings where students can spend time with their teachers working on activities while parents and other family members attend workshops in several languages and participate in a luncheon. They would enable parents to become more informed-and to contribute to a discussion about policies, levels, grades and other issues.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

**2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**



# INTERNATIONAL COMMUNITY HIGH SCHOOL

345 BROOK AVENUE ROOM 126

BRONX, NEW YORK 10454

Office: 718.665.4128 Fax: 718.665.4547

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## **SCHOOL-PARENT COMPACT**

International Community High School and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2008-2009 school year.

### **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

**International Community High School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

International Community High School uses its own teacher-generated curriculum. This curriculum has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The Social Studies, Science and English curriculum are organized two ways. First, there are thematic teaching groups in which these three disciplines are organized. In each team, the theme connects all three subjects. Math may eventually be organized in a sequence: Pre-Algebra (if needed), Algebra, Geometry, Intermediate Algebra, and Precalculus/Calculus (not all students). Students who enter ICBS as freshmen must pass eight semesters in order to graduate.

It often takes students longer than four years to graduate from ICBS. Whenever a student does not pass a class solely on the basis of a low level of English, he/she will receive an L

grade. This L does not award the student credits, but also does not negatively affect a student's grade point average.

The second way that the curriculum at ICHS is organized is by level. Our school is organized into two levels. Students move up from one level to another after acquiring the necessary skills, knowledge and English to move on. Not only do students need to pass their courses in order to be promoted, but they also need to pass a written portfolio and presentation. Level One, called the Junior Institute, includes both the ninth and tenth grades. Students need to have at least two years of high school credits, pass their cluster portfolio and demonstrate that their English is proficient enough to start Level Two work in order to move up to Level Two. Level Two, called the Senior Institute, includes eleventh and twelfth grades. Students need at least four years of high school credits and to pass their graduation portfolio in order to leave Level Two and graduate. In addition, all ICHS students are required to pass five Regents exams ( English, Biology, Mathematics A, American History and Global Studies).

The instruction at ICHS is student-centered. While teachers do give notes and tests, much of the learning comes from the students themselves. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

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ICHS also teaches values and social attitudes. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their peers. Teachers facilitate discussions to help students to understand each other's opinions and discourage intolerance. In most classes, students write journals in which they are asked to explore their own value systems. In all classes students learn how to get along in groups and often make friends across cultures, races and religions.

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their best work. This includes a research paper, a literary essay, a science experiment, a math project, a creative piece, a native language project and a work experience/internship/resume piece. After writing reflections on their high school experience as well as on each piece in their portfolio, students hand in their portfolios to be evaluated. If a student passes the written portfolio, he/she must present and defend his/her work at a presentation. IHS students must also pass five Regents Exams (English, Math A, Global Studies, U.S. History and Science) as well.

ICHS teachers have been working hard developing a strategy that they can use to help ICHS students to pass all of these exams, while not sacrificing too much of what makes ICHS special and unique.

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:**

ICHS parents come to parent-teacher conferences to meet with teachers to discuss their children's progress. The Fall Parent Teacher Conferences will take place on October 29<sup>th</sup> from 5 pm to 8 pm and October 30<sup>th</sup> from 1 pm to 4 pm. The Spring Parent Teacher Conferences will be on April 30<sup>th</sup> from 5 pm to 8 pm and May 1<sup>st</sup> from 1 pm to 4 pm.

Parents can also come to school to meet with teachers, staff members, and the principal at other times when the need arises. Many parents come to special events and cultural functions.

**3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Families will receive report cards for three marking periods each semester. The first and last report card of the semester will be mailed out; however, the second report card of each semester must be picked up in person.

Also at the end of each semester, families will receive the portfolio presentation grade on the portfolio rubric. The rubric is translated into all of the native languages represented in our school.

**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

The partnership between parents and school staff is vital to ICHS's success. Communication is the key to this partnership. Because ICHS parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach IHS parents.

Parents can call the school at (718) 665-4128 from 8:30 am to 5:00 pm. Teachers at ICBS speak many languages and it is often fairly easy to get an interpreter. However, if someone who speaks English well is available at the parent's home, it is advised that this person be near by when a parent-who doesn't speak English-calls the school. Parents can ask for a particular teacher, guidance counselor or administrator when they call. If that person is not available, they can leave a message with their name, their child's name, a phone number and the best time to return the call.

At the start of a child's education at ICBS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the parent association.

During the school year, parents are informed of monthly events via the parent calendar, which is sent home through students once every semester. Through this calendar, parents are informed of holidays, special events, parent/teacher conferences and deadlines (end of marking periods, etc.).

#### **5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

You are invited to volunteer, participate, or observe your child's class as long as you make an appointment with your child's teachers.

#### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Monitoring attendance and punctuality.
- Making sure that homework is completed.
- Making sure my child is appropriately dressed according to the dress code.
- Making sure my child practices reading, writing, and speaking in English and native language(s). We will especially make sure that our child develops more academic vocabulary in the native language(s).
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the

State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Since we only accept recent immigrant English Language Learners, our needs assessment is not usually based on the past performance of students as few have records of prior schooling, and few have had experience studying the content areas in English. As a result, our entire program is based on integrating language development within the content areas so that students' academic and linguistic needs are met simultaneously throughout each school day, in every class and during before/after-school activities and tutoring sessions. For more information on our philosophical approach, please see answer to the question below.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

The International High School at Lafayette is a small learning community designed exclusively for recent immigrant English Language Learners (ELLs). We serve more than 300 students who hail from over 50 countries and collectively speak 26 languages. We are one of ten such International High Schools in the city and belong to the Internationals Network for Public Schools, a Gates Foundation funded non-profit organization.

All of the International High Schools in the city follow the “Internationals Approach.” This approach is built upon five core principles. These principles inform all aspects of our structure, pedagogy and operations, and include:

### **Heterogeneity and Collaboration**

We strive to attract as diverse a student population as possible in terms of ethnicity, country of origin, native language, race, gender, English proficiency and academic level. All of our classes are untracked and completely heterogeneous.

Research has shown that students learn best when they learn from each other. Thus in every class, students work together in small cooperative learning groups. Only through working together can they complete the interdisciplinary projects assigned to them. Through various extracurricular activities students have the chance to collaborate in new and different ways.

### **Experiential Learning**

Research has also shown that students learn best by doing. As a result, we support experiential learning, whereby students have opportunities to grow academically and linguistically outside of the school’s four walls. These include field trips and career internships. All students in their junior year complete a twelve-week long intensive internship where they gain on-the-job experience, knowledge, and skills in order to prepare them for the world of work.

### **Language and Content Integration**

The International High Schools integrate language and content in a “content-based ESL” approach to pedagogy. This means that there are no discrete ESL classes where students are learning the mechanics of English in a vacuum. Instead, ESL is embedded within all subject area classes and all teachers provide opportunities for language development. Students acquire English and content area knowledge hand-in-hand throughout each school day.

### **Localized Autonomy**

We believe that decisions about instruction, operations, and budget are best made by those who are closest to our students – our staff. As a result, decisions are made collaboratively in a group where all constituencies of our learning community are represented. As an Empowerment School within the New York City Department of Education, we are fortunate to have even greater flexibility in decision-making on a broader scale.

### **One Learning Model for All**

Whatever is good enough for the students is good enough for the rest of us too. Recognizing that everyone in the learning community is continually growing and acquiring new knowledge and skills, the staff adhere to the same principles that guide the way we educate our

**UPDATED – OCTOBER 2008**

students. Teachers work collaboratively in teams much like students in their classrooms. Teachers also sit down at weekly meetings to discuss the progress of their shared community of learners, create interdisciplinary curricula, and analyze data surrounding teaching and learning.

3. Instruction by highly qualified staff.

All staff are highly qualified according to definitions and standards of NCLB.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As an Empowerment School, we are able to select the type of professional development that we as a staff feel is most germane to our needs as educators of ELLs. Such self-selected professional development activities include:

- Weekly professional development meetings, which will include the following topics:
  - Student Engagement
  - Differentiation of instruction
  - Language development
  - Analysis of student work in order to improve instruction/design interventions
  - Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
  - Scaffolding instruction
  - Incorporating technology in the curriculum
  - Peer critiques of teacher-generated curricula
- Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result
- 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 will 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 to visit our sister IHSs across the city and learn from them.
- QTEL training – Our classroom teachers are encouraged to complete full-week workshops with West Ed's Aida Walqui, where teachers learn how to better incorporate ESL methodologies like scaffolding and differentiation in their content area classrooms for ELLs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We advertise through the NYC Department of Education's Open Market System, as well as through other educational venues such as the Teaching Fellows Program, InsideSchools.org, Math for America, and Education Weekly.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 3, Parts A and B

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Staff has been intimately involved with the creation and implementation of the new language development rubrics, portfolio presentation rubric, and content area benchmarks. These assessment tools will be administered periodically throughout the year to students in an effort to gauge their ongoing language and content acquisition and progress. Faculty are involved in the implementation, grading, and joint analysis of the results of these assessment tools in order to alter curriculum development and instruction accordingly, so that all students' needs are sufficiently met. Weekly meeting time is built into our school schedule in order to facilitate these and other conversations and workshops that will improve instruction and identification of students with specialized needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix I, Parts A and B

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**UPDATED – OCTOBER 2008**

All students in their junior year participate in a career internship & community service program whereby they receive training and skills in the world of work.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*Curriculum maps, unit plans, school data, and samples of student work were examined by the entire faculty during professional development time, and during department and interdisciplinary meetings. The findings were shared and examined by the school leadership team and the school's cabinet.*

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Our curriculum incorporates the ELA and ELL standards throughout the curriculum, with particular emphasis to Standard 1 in Social Studies and Science. All curriculum and teaching is designed to improve the literacy performance of ELLs and is differentiated to allow students to approach grade level proficiency over time. The curriculum addresses the needs of students at different levels of language and literacy proficiency within grade levels by providing differentiated activities and literacy outcomes for students of different levels of English language proficiency and uses rubrics to track student progress within these areas. Materials and literature are all targeted to the needs of ELLs and are culturally, cognitively, and academically relevant.*

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

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New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*Curriculum maps, unit plans, school data, and samples of student work were examined by the entire faculty during professional development time, and during department and interdisciplinary meetings. In addition as we review our course passing rates, the math department has the lowest overall average course passing rates of any other department in our school.*

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Although the process strands are addressed in depth by our project-based curriculum, the varied level of the students, including a high percentage of SIFE students, necessitates a large amount of time for many students being spent on review of lower level concepts instead of just those applicable to the high school standards, although our content targets for all math classes are aligned with the 2005 standards.*

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*Our school is addressing the issue with extensive targeted academic intervention for less prepared students to help them access the high school level content in appropriate depth. This approach will increase course passing rates.*

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*Administration visits classrooms on a regular basis. Teachers have time built into their schedules to observe each other's classes. Unit plans were examined within departments.*

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Due to our heterogeneously groups classes of different level ELL students, extensive time spent on direct instruction isn't feasible. Our educational model is predicated on cooperative learning, with very little time in ELA spent on independent seatwork or direct instruction.*

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*Administration visits classrooms on a regular basis. Teachers have time built into their schedules to observe each other's classes. Unit plans were examined within departments.*

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Applicable   x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Due to our heterogeneously groups classes of different level ELL students, extensive time spent on direct instruction isn't feasible. Our educational model is predicated on cooperative learning, with very little time in ELA spent on independent seatwork or direct instruction.*

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*We looked at the profile of our teachers.*

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*12 out of 20 of our teachers are new to the school this year. All teachers have under 5 years of teaching experience. 6 out of 20 teachers are new to teaching.*

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*By adding only one more team of teachers as we add a grade next year, as opposed to adding 2 teams to reduce teacher/pupil ratio, as we did this year, we will decrease the number of teachers we hire, which will decrease the percentage of teachers new to the school. We hope*

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*that by offering teachers growth and professional development opportunities, we will increase teacher retention. By deepening our connections with City College and Bard College, and by participating in the I-start program through the Internationals Network for Public Schools, we will improve the quality and preparation of our applicant pool, and, as our teachers become more experienced, will attract more experienced colleagues.*

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*We are monitoring teacher attendance at various professional development sessions for ELLs.*

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*All of our professional development, both formal and informal, is geared towards the needs of English Language Learners, because all of our students are ELLs. We have an extensive professional development program, including school wide PD for 2 hours per week, common planning time for departments, coaches for social studies teachers and the 11<sup>th</sup> grade teachers who are ESL experts, and participation in external PD such as QTEL and the Internationals Network for Public Schools. Teachers have time built into their schedules for visiting classes within our school and among International schools.*

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*We will review our LAB-R, NYSESLAT, & WIDA student scores.*

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*All of our students are ELLs and monitoring improvements in NYSESLAT scores and adding the WIDA assessments are an essential part of monitoring our growth through the school quality review process.*

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*We also reviewed the existing IEPs and monitored the number of meetings about special education issues with the teams and reviewed the meeting minutes.*

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Our IEPs were not well written and thus have provided little relevant information to teachers. Teachers have little access to information about their students that is more informative than their own observations, especially since the findings of diagnostic testing are questionable due to the students' lack of proficiency in the language of testing (which was often not the native language) and the educational gaps in many of the students tested.*

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*We are working on improving the pre-referral, IEPs, and the testing process so that relevant information is available to the teacher. We are providing support in development of behavior intervention plans through Ramapo for Children. Our network has been providing informal support for the IEP teacher and will be providing more formal training throughout the year. The school is also working closely with a bilingual school psychologist. We will be increasing the number of meetings where IEP goals are discussed by folding our special education meetings into the team meeting for the teaching teams that have students with IEP's.*

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*We also reviewed the existing IEPs and monitored the number of meetings about special education issues with the teams and reviewed the meeting minutes.*

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

*Our IEPs are not sufficiently specific or useful for instructional purposes.*

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

*With the help of the special education support people from our CFN network and the school psychologist, we are writing better IEPs with more appropriate, specific goals, including behavioral plans, when necessary.*

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

Yes (If yes, respond to questions in Parts A and B of this section.)

No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

Yes

No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

Yes

No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09
9/10 mixed grade	English Language Arts	ELLs	26	1	10:1
9/10 mixed grade	Social Studies	ELLs	26	1	10:1

## II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**X A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Our regular day runs from 9:00 am to 3:50 pm and incorporates the 37 ½ minutes into our regular schedule. It provides the time we need for a 40 minute 2<sup>nd</sup> period academic support & intervention program. This means that we run our after school tutoring program from 4:00 pm to 6:00 pm Mon-Fri. We provide tutoring in English, math, social studies, and science. Our main focus this year is providing regents prep tutoring.

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

**B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**III. Teacher and Principal Quality Initiatives**

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**X A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

We are providing extensive professional development support in order to retain highly qualified teachers. The professional development is taking place during the summer, the vacation periods, Saturdays, as well as, before and after school. The pd focus is on improving instructional strategies for the content area ESL classes.

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**  
A. Implement Instructional Changes  
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

Yes

X No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

## V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

X No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes  
 No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description: