



**SCHOOL FOR INTERNATIONAL STUDIES**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: SCHOOL FOR INTERNATIONAL STUDIES**  
**ADDRESS: 284 BALTIC STREET, BROOKLYN, NY, 11201**  
**TELEPHONE: 718-330-9390**  
**FAX: 718-875-7522**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 15K497      **SCHOOL NAME:** School for International Studies

**SCHOOL ADDRESS:** 284 BALTIC STREET, BROOKLYN, NY, 11201

**SCHOOL TELEPHONE:** 718-330-9390      **FAX:** 718-875-7522

**SCHOOL CONTACT PERSON:** Fred Walsh      **EMAIL ADDRESS** fwalsh@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Jeanette Smith, Assistant Principal

**PRINCIPAL:** Fred Walsh

**UFT CHAPTER LEADER:** Neil Friedman

**PARENTS' ASSOCIATION PRESIDENT:** Melinda Hamilton

**STUDENT REPRESENTATIVE:** Christina Jones  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 15      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Pelles, Kathy

**SUPERINTENDENT:** Linda Waite

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Fred Walsh	Principal	
Jeanette Smith	CSA - Council of School Admin	Comments: Yes
Neil Friedman	UFT Chapter Leader	Comments: Yes
Michael Loughren	UFT Member	
Gladys Sotomayor	UFT Member	Comments: Yes
Jacob Jones	Student Representative	Comments: Yes
Christina Jones	Student Representative	Comments: Yes
Holly Loube	Student Representative	Comments: Yes
Melinda Hamilton	PA/PTA President or Designated Co-President	Comments: Yes
Cliff Jones	Parent	Comments: Yes
Shari Richardson	Title I Parent Representative	
Leah Solomon	Title I Parent Representative	Comments: Yes

***Signatures of the members 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.***

**\* Core (mandatory) SLT members.**

## **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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The School for International Studies is located in the community of Cobble Hill, in Brooklyn, New York. As a secondary school with grades 6 to 12, the school serves a population of approximately 500 students from culturally diverse backgrounds. The community is home to many new immigrants from The Dominican Republic, Mexico, Central America and the Middle East. The school is a central part of the community to many of the students and their families. The building in which the school is housed has three schools, The Brooklyn School for Global Studies-also a 6-12 collaborative, P368 Star Academy – a D75 autistic program, and International Studies, with a combined student capacity of over 1200 students.

The School for International Studies offers a seamless curriculum for students in grades 6 through 12. Entering students are accepted in grades 6 and 9, through an application/interview process for incoming sixth graders and an application/lottery process for incoming ninth graders. Our teaching staff is dedicated to providing the highest level of instructional practice possible with significant investment in staff-professional development, designed to enhance instructional expertise. The school strives to generate the inquisitive, internal drive in our students that will prepare them for a life of exploration and learning.

In 2009-2010, the school will house two (2) sixth grade, two (2) seventh grade, and two (2) eighth grade classes in general education. Middle school general education classes will contain between 25-30 students. There will be two (2) self-contained special education classes in the middle school, with approximately 24 students total. For 2009-2010 the high school will have approximately 65 students in the ninth grade, 90 students in the tenth grade, 75 students in the 11<sup>th</sup> grade, and 62 students in the 12<sup>th</sup> grade. Students, grades 6-8 are grouped heterogeneously in classes, while high school students are offered accelerated and non-accelerated courses in all core subjects. International Studies graduated its fifth class of 12<sup>th</sup> graders in June 2009. This year, the school is proud to offer Culinary Arts elective classes taught in a newly renovated facility which opened in September.

**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>	School for International Studies				
<b>District:</b>	15	<b>DBN #:</b>	15K497	<b>School BEDS Code #:</b>	15K497

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		92.3 / 83.6	91.2/84.7	93.6/TBD
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability: - % of Enrollment</b>			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.0	93.4	93.01
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	47	53	58	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	61	45	59			92.0	93.4
Grade 8	60	60	43				
Grade 9	102	116	90	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	93	84	95	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	51	55	65		9	3	23
Grade 12	51	58	58				
Ungraded	0	0	0	<b>Recent Immigrants: - Total Number</b>			
Total	465	471	468	(As of October 31)	2006-07	2007-08	2008-09
					10.0	7.0	8

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09

		08			07		
# in Self-Contained Classes	25	31	37				
# in Collaborative Team Teaching (CTT) Classes	8	10	0	Principal Suspensions	28	135	TBD
Number all others	35	36	54	Superintendent Suspensions	34	20	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	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	51	51	48	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	0	3	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	43	40
				Number of Administrators and Other Professionals	12	15	17
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	1
	16	13	6				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	97.7	100.0
American Indian or Alaska Native	0.6	0.2	0.4	Percent more than two years teaching in this school	50.0	60.5	65.0
Black or African American	46.2	44.2	42.3	Percent more than five years teaching anywhere	42.1	37.2	45.0
Hispanic or Latino	34.0	36.1	35.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	3.6	3.4	Percent Masters Degree or higher	76.0	70.0	73.0
White	15.7	15.9	18.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.6	85.4	88.6
Multi-racial							
<b>Male</b>	53.6	53.1	53.4				

Female	46.4	46.9	46.6
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2009-10 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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 (2009-10 Based on 2008-09 Performance):</b>						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	IGS		ELA:	IGS	
	Math:	IGS		Math:	IGS	
	Science:	IGS		Grad. Rate:	IGS	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√	X	√	√
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	-	√	√	
Hispanic or Latino	√	√	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	
White	-	-	-	-	-	
<b>Other Groups</b>						
Students with Disabilities	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	
Economically Disadvantaged	√	√	√	X	√	

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

<b>Student groups making AYP in each subject</b>	4	4	2	1	3	1
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### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/TBD	Overall Evaluation:	√
Overall Score	84.5/TBD	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.7/TBD	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	22.8/TBD	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	47.2/TBD	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8/TBD	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

### Needs Assessment

For the 2008-09 school year, our middle school received a progress report grade of "A" and our high school report has not yet been released. Using available data and the PR modeler, we anticipate receiving a high "B". In August of 2009, under NCLB, the school was identified as SINI Year 1 for the school's not making AYP in secondary ELA. Upon review of our progress report scores and NCLB accountability status, we have identified several areas to address for improvement in 2009-10. They are as follows, in order of priority:

1. Increase participation rate and performance on the New York State English Language Arts Regents exam for all students with a particular focus on the economically disadvantaged sub-group.
2. Increase the percentage of students earning 10 or more credits in their 3rd year, with a particular focus on our lowest 3rd percent.
3. Implement academic programs and instructional strategies to increase the standardized testing performance of all English Language Learners and students with special needs.
4. Using specific indicators from the 2008-09 Progress Report on the School Environment Survey, work to address the areas of communication and engagement identified by student and faculty.
5. Work to improve teacher performance by implementing a system for S.M.A.R.T. goal setting to include a teacher's self-assessed professional development goal, a goal for students and a goal identified by administration. Goal setting and the support to achieve will be a collaborative effort between teachers, administrators and outside professional developers (A.U.S.S.I.E., Teachers College and the CLSO Instructional Team).

### Student Performance Trends

Middle School: As indicated on the 2008-09 Progress Report, International Studies' middle school students outpace our peer horizon schools by a large margin, scoring 22.8 points out of 25 total. However, relative to the City horizon, less so; compared with the State, even less. Students with special needs, black and Hispanic students in the lowest 3rd Citywide, made considerable

gains. Most notable was the Math performance of black students. With respect to our English Language Learners, we have not made exemplary gains in ELA or Math.

High School: As indicated on our preliminary Progress Report modeler, our 4 year graduation rate slightly declined from the 2007-08 year, but outpaced both our peer horizon and City horizon. Our weighted diploma rate improved significantly from 2007-08 and outpaced our peer schools and that of the City. Similarly, our 6 year graduation rate had a similar trend. Our 6 year weighted diploma rate improved significantly from 2007-08, however, remains average compared with our peers and below average compared with the City.

## 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 2009-10 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.

Annual Goal	Short Description
To continue to expand our grade level Inquiry Teams to include 90% of high school staff. Teams will utilize an action research approach to study the performance and progress of students achieving in our high school's lowest third percent.	By June, 2010, 5-10 students per grade level will have been identified, assessed and targeted for intervention. Inquiry teams will be compiled of data specialists, guidance counselors and content area teachers.
To provide professional development, teacher training and an inquiry team approach to improve the reading levels of students with special needs (struggling readers) performing 3 years + below grade level.	By June 2010, students with special needs will demonstrate reading progress through data collected in class, periodic assessments, and on state standardized tests.
Increase student performance and participation on the ELA Regents exam.	Through an inquiry approach, guidance and academic intervention services, students in the 11th and 12th grade will show gains in participation and performance on the NY State Regents exam in January 2010 and June 2010. All students participation rate will increase from 94% to 96%. Economically disadvantaged participation rate will increase from 92% to 95%. Performance index for all students tested will raise from 152 to 157.
To utilize the results of the spring 2008 Learning Environment Survey to identify and address the concerns of students and pedagogical staff.	The areas of "Engagement" and "Communication" are those with the most room for improvement on the Learning Environment Survey. Our goal is to address the issues and raise the satisfaction scores in those areas.
Increase academic achievement and performance of recently arrived English Language Learners on state standardized assessments.	Data shows that our newly arrived and intermediate level English language learners are not progressing, or not participating on required standardized assessments. The school will utilize data and available resources to support our struggling ELL's in a more effective way.

## 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 2009-10 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, Corrective Action, Restructuring, 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) :**

**Graduation and Promotion  
Rates**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to expand our grade level Inquiry Teams to include 90% of high school staff. Teams will utilize an action research approach to study the performance and progress of students achieving in our high school's lowest third percent.</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>August- October: Identify a target population to research and monitor.</p> <p>Develop goals for all inquiry team students.</p> <p>Meet on a weekly basis to analyze target population data and design lessons and interventions that will help to improve attendance, grades and results on standardized and periodic assessments.</p> <p>Utilize ACUITY during the school day to provide the Inquiry Team target population with additional instruction and practice using ACUITY online learning tools.</p> <p>Share best practices with other inquiry teams.</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>Teachers and guidance counselors for the 7 grade levels meet once each week during C-6 professional activity periods. Inquiry team per-session is allocated to the data specialist who provides teams with relevant data.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each week, assistant principals conduct meetings with guidance staff to discuss the previous week's grade level Inquiry meetings and next steps. Attendance and lateness data, scholarship reports, January regents results, and follow through on meeting minutes provide measures for our success in this initiative</p>
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**Subject Area  
(where relevant) :**

**ELA**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide professional development, teacher training and an inquiry team approach to improve the reading levels of students with special needs (struggling readers) performing 3 years + below grade level.</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>Two academic intervention inquiry teams will be formed in September to discuss program effectiveness, teaching strategies, and reading progress of an inquiry target group which will focus on the most reluctant and resistant readers in middle and high school.</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>Using Title 1 SINI funds we will employ an F-Status reading specialist for three days per week. Special Education teachers including SETSS, Speech Therapist, and ELA teachers will use professional periods for inquiry teaming.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inherent Assessments for initial placement, monitoring student progress and determining end results. - Pretests/Post tests and Generalization testing methods will be used to measure the progress of each student. - Student Feedback - Students progression onto the next level of readers - Results from periodic Interim- Assessments - Reading conference notes - TC Assessment Pro Data</p>

**Subject Area  
(where relevant) :**

**Secondary English Language  
Arts Regents Exams**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Increase student performance and participation on the ELA Regents exam.
<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>	A high school ELA AIS inquiry team will be formed in September and meet every two weeks for the remainder of the year. The team will identify a target group of 11th and 12th grade students who have yet to pass or participate on the NYS ELA regents. Throughout the year they will examine standardized test data, periodic and in-class assessment data, writing samples and independent reading data to align curriculum and teaching strategies to meet the needs of the target group.
<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>	AIS Inquiry Team meetings will occur during the regular school day. There are no budgetary implications.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Periodic pre-regents assessments in ELA will occur twice during the year and will provide useful data on our AIS efficacy. Ongoing qualitative in-class data will inform teacher planning and instruction. For students in the 2006 cohort, their January regents results will also indicate student progress and AIS program effectiveness.

**Subject Area  
(where relevant) :**

**School Community and Climate**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To utilize the results of the spring 2008 Learning Environment Survey to identify and address the concerns of students and pedagogical staff.
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<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>Review Learning Environment Survey implications on Progress Report with all stakeholders.</p> <p>Meet with UFT Chapter Leader to develop a plan for the distribution and maximal collection of Learning Environment surveys.</p> <p>Share previous year's results with the School Leadership Team and Student Government representatives. Narrow the improvement efforts on areas of most dissatisfaction among students and teachers.</p> <p>Utilize the assistance of the ISC and Network Leaders to devise a plan to maximize participation on the Learning Environment Survey.</p> <p>To put systems in place to address the data in the 2008-2009 survey in collaboration with teachers and students.</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>There no implications for budget. The principal will meet with student government reps to hear the issues and set goals and action plans for improvement. The school secretary will need e-chalk training to learn to create web-based student and faculty surveys.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By mid year, the school will administer an online survey to students and teachers through the school's web-site. Survey questions will mirror those of the Learning Environment Survey. Open dialogue with teachers and students at faculty and department conferences as well as student government meetings will indicate progress toward meeting this goal.</p>

**Subject Area  
(where relevant) :**

**English Language Learners**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase academic achievement and performance of recently arrived English Language Learners on state standardized assessments.</p>
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<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>An inquiry team will be formed and meet weekly to discuss the unique needs and teaching strategies required for English Language Learners.</p> <p>The team will focus its work in the fall term on ELL students identified in the 2006 cohort who are at risk of not graduating in June due to poor performance on regents exams. Newly arrived and recently arrived students will receive their mandated ESL services and additional push-in support, where possible .The team will receive on-site professional development from ELL support specialist Hong Ying Chen and city-wide providers.</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>Title III monies will be used for after school small group tutoring.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic assessment data, January regents data and in-class assessments will evidence student progress and help determine what program adjustments and teaching strategies are working or not working.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	12	9		12	3			
7	10	8	5	7	12	1		
8	12	4	5		9			1
9	8	1	1		8			11
10	2	16	8	1	14			6
11	7	20		10	11			1
12	12	6	13	9	6			

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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>	<p>Zero period Academic Intervention (37 1/2 minutes) 4 mornings per week. Licensed ELA Teacher provides students with instructions within small groups; Guided Reading and Independent Reading sessions. Focus: to increase reading stamina.</p> <ul style="list-style-type: none"> <li>- Enrichment (45 minutes) during the day, provided by a reading specialist. Instruction- three types of comprehension, recreation, textual and functional.</li> <li>- Other enrichment: (45 minutes) 2 - 3 times weekly during the day. Reading Specialist utilizes REWARDS and strategies from other reading programs such as Wilson to enhance the learning skills of HS ELLs and Special Education students.</li> <li>- Enrichment (1 1/2 hour) 4 times weekly (after school) and once weekly (before school).</li> <li>- Saturday Scholars Institute (3 hours) Test prep weekly for High School and Middle School ELA Teacher instructs 10 - 15 students.</li> <li>- SETSS (50 minutes) 5 times weekly during the day by licensed Special Education Teacher.</li> <li>- Implementation of new AIS Center to service high risk struggling readers. All instructional specialized techniques and strategies are conducted by the Reading Specialist. Progress of students is monitored and evaluated in 6 - 8 week intervals.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>- Zero period intervention (37 1/2 minutes) 4 mornings weekly for 40 minutes.</li> <li>- Science teacher provides tutoring 2 - 3 times weekly (small group and 1 to 1 instruction).</li> <li>- Saturday Scholars Institute (3 hours) weekly test prep for Middle School and High School students.</li> </ul>

<b>Science:</b>	<ul style="list-style-type: none"> <li>- Zero period intervention (4 times weekly).</li> <li>- Push In Support to High School ELLs.</li> <li>- Co-Teaching model used for poor performing students in U.S. History.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>- Zero Period Intervention ( 4 times weekly).</li> <li>- Push-In support to High School ELLs.</li> <li>- Co-teaching model used for poor performing students in U.S. History.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>- At risk counseling (as needed).</li> <li>- Guidance facilitated weekly grade team meetings.</li> <li>- Pupil Personnel Committee - consultation and planning.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>- IEP mandated counseling.</li> <li>- At-risk counseling.</li> <li>- Weekly Pupil Personnel Committee Consultations.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>- At-Risk Counseling</li> <li>- Weekly Pupil Personnel Committee Consultations.</li> </ul>
<b>At-risk Health-related Services:</b>	<p>At-Risk counseling through CBO-Long Island College Hospital. Basic Health Issues addressed on a daily basis. Special Health care given by appointment.</p> <p>Substance Abuse Prevention Intervention Services (SAPIS)</p>

## **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 (2009-2010) LAP narrative to this CEP.

### I. I. Language Allocation Policy Team Composition:

Principal:	Fred Walsh	ESL Teacher:	1.Gladys,Sotomayor,MS 2. Naomi Extra, HS
Assistant Principals:	Judith Willoughby	Jeanette Smith	Nicola Grant
Guidance Counselor:	1. Marie Cadot,HS 2. Yuderca Dinzey,MS	Literacy Coach:	Diana Halluska
Content Area Teacher:	Dahlia Angrand	Reading Specialist:	Jeffrey Chetirko,Ed.D
Content Area Teacher:	Sarah Davis	Math Coach:	Rick Swan
		Parent Coordinator:	Carol Scott

### II. II. Teacher Qualifications

The School for International Studies has an eager staff servicing the ELL population consisting of five permanent licensed content area teachers (Math, ELA, Sp. Education, Social Studies), and two conditional licensed teachers (Science, ESL); however, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2009-2010.

### III. III. ELL Demographics and School Description:

I.S., The School for International Studies, is located in the Cobble Hill community section of Brooklyn, New York. At present, the school shares the same building with Global Studies. However, each school has developed its own organization, its own entrance and exit. In addition, both schools share the library, cafeteria, schoolyard and the gymnasium. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

I.S. has a student population of 448 students from culturally diverse backgrounds. They are mostly from African American, African Caribbean, Hispanic and Arab backgrounds. Our English Language Learner population is about 20% of the total population at I.S.. We offer a combination of ESL and NLI services to entitled general education and special education students. The sixth grade ELL population consists of 9 students who participate in the Freestanding ESL programs. The grade 7 ELL populations consists of 7 students in the Freestanding ESL program. The 8 grade ELL population consists of 6 students; in the ESL program. The Special Education population has 21 identified students who are served as per the IEP.

#### IV. IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by an ESL pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

#### V. V. Current English Language Learners Instructional Programs

I.S. implements a Freestanding English as a Second Language (ESL) Program. It is our major ESL instructional program. It is conducted during the regular school day. It entails both "Pull-out" and "Push-in" instruction. Our Extended Day programs include both ESL and NLI in core subject areas. Such extended day instruction provides our ELLs with the abilities to draw upon their background and experiences while being nurtured, and instructed by teachers who speak their native languages. The primary goal of both programs is to assist students in achieving English Language proficiency within three years, whereby qualifying them to participate fully in mainstream instruction classes which are designed to meet state standards. All ELL students will be required to pass Regents exams in the four core subject areas and graduate from high school.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas. i.e. language accessibility, visual accessibility and, accessibility through accuracy and organization. Moreover, in the area of fiction; content and cultural accessibilities must be acknowledged.
- To know and understand the level or stage of language acquisition each student is in at the time the introductory lesson is disseminated.
- To empower ELLs by focusing in on the vocabulary and key concepts of all lessons; to build an on-going vocabulary base to be identified prior and throughout all lessons.
- To give students the skills to perform adequately on city and state examinations

\*\* Ongoing SAT Prep and emphasis on vocabulary building. The Avid time management curriculum will be implemented; which meets 4 times per week, independent work day 5

This model was based on the NYSLSLAT; therefore the emphasis is on listening, reading, writing and speaking. Both teachers formulated the curriculum to focus on specific language areas that would address the needs of each student. The NYSESLAT scores are used as a tool to zone approximate capability of each student in these specific language areas. We then developed a curriculum that would help us to clearly target the language skills that the students would need to meet those language objectives.

The units integrate content area and language objectives. We believe this model offers a more systematic approach to language development so as to eventually ensure the academic literacy the students need to survive in the classroom.

The same unit of study is taught by both teachers. Teacher A's emphasis is on speaking and writing. Teacher B's is on listening and reading.

This allows for collaboration, as well as continuity of instruction. It also allows both teachers to teach to their strengths.

## English Program

### Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from 6th through 12th grades. They range from beginner, upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified.. In order to help students to progress, we utilize the following practices:

Collaborative planning between ESL and ELA teachers for each unit;

- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

## Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics
- Specialized literature for low- level readers

## Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Scholars Institute: Our Saturday Scholars program offers both remediation and enrichment in Science, Mathematic and other core subject areas.
- Student Outreach: Additionally, cultural activity clubs and cross cultural events are offered. Attendance rates are at over 90% for these outreach programs.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish and Arabic.

## VI. VI. Assessment Analysis

### NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our sixth grade population is the largest one.

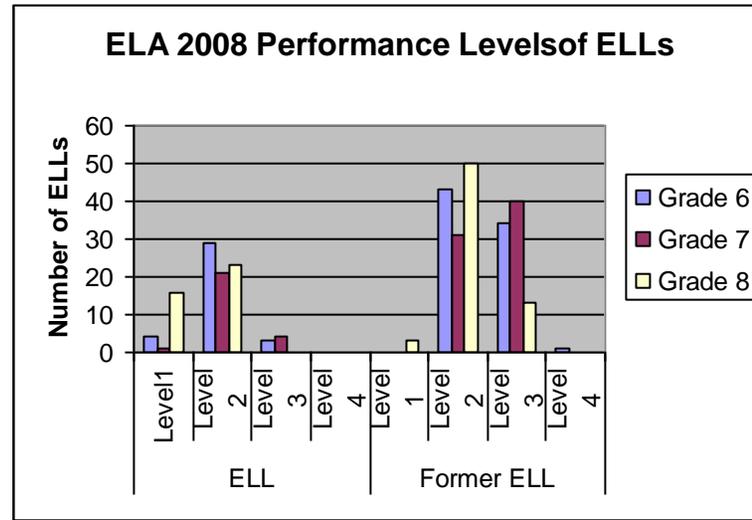
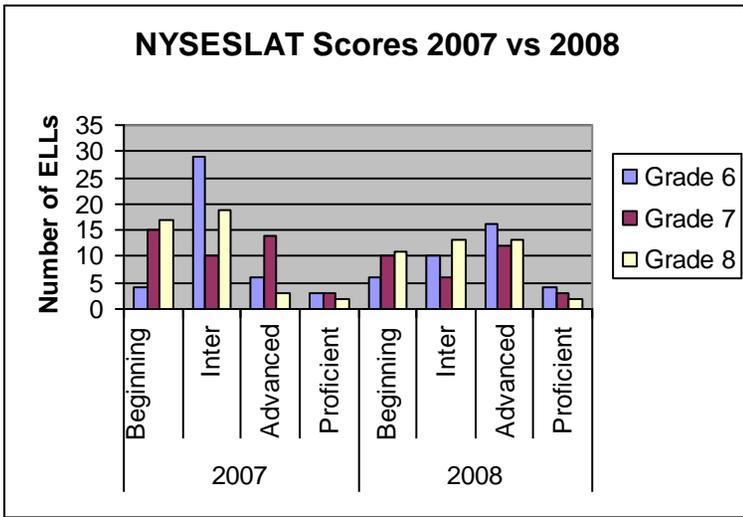
After review of the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
-

- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

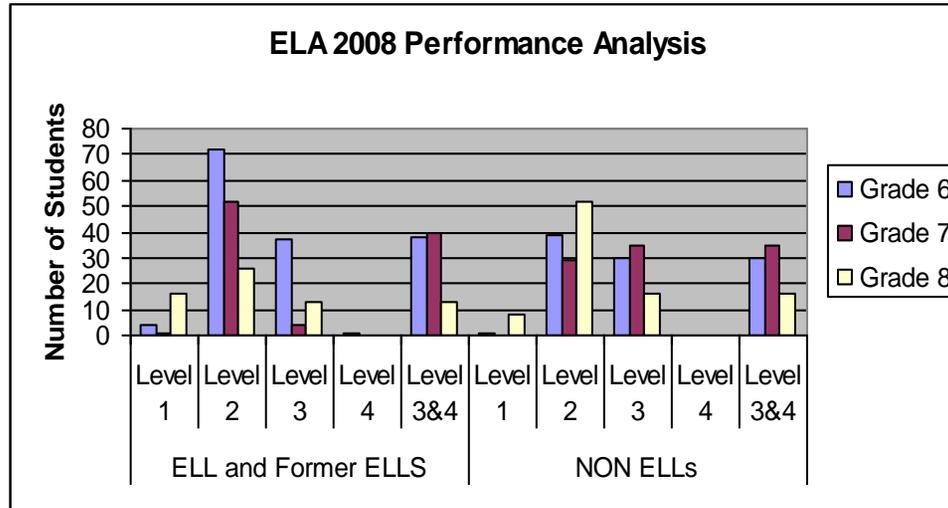
ALLD

Tools allow for the identification of SIFE students. Proper identification of SIFEs allows teachers to better develop/ modify academic and ESL instruction.



After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.



#### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.
- Select students will be able to participate in off-site support services program

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

## Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL ) to support rigorous instruction
- Implement a print rich environment, and use of ESL dictionaries and Glossaries in the ELA classrooms.

## Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction
- Ensure that ESL teacher pushes into assist/co- teach in mathematics classes.

## VII. VII. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

Administer Home Language Questionnaire

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- An informal student orientation
- Identify whether, or not the student has had an interrupted formal education
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- 

#### VIII. Plan for SIFE

The SIFE population has increased SY 09-10 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

#### IX. Plan for Long Term ELLs

Long terms ELLs are the largest number of ELLs. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Provide intensive preparation in ELA Regents instruction
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Math to enrich their language and academic skills

#### X. Plan for Special Needs Students

We have special needs ELLs in our ESL program. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

## XI. Professional Development:

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - the literacy needs of our ELL population within the prescription of the TC model
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
  
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
  - PD on Cultural Literacy; Includes supportive materials
  
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - Social Studies and Technology workshop
  - Wilson Program for Special Education teachers.

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## Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

**Form TIII - A (1)(a)**

**Grade Level(s)**

**6 - 12**

**Number of Students to be Served:**

**LEP 53**

**Non-LEP 392**

**Number of Teachers 39**

**Other Staff (Specify) 7 paraprofessionals; 3 guidance counselors; 1 parent coordinator; 5 school aides; 3 secretaries; 4 Administration**

## 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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SIS implements a Freestanding English as a Second Language (ESL) program. It is our major ESL instructional program and conducted during the regular school day. It entails both "pull out" and "push in" instruction. Our Extended Day programs include both ESL and NLI in core subject areas. Such extended day instruction provides our ELLs with the abilities to draw upon their background and experiences while being nurtured and instructed by teachers who speak their native languages. The primary goal of both programs is to assist students in achieving English Language proficiency within three years: **to Amplify** the literacy and academic skills of ELLs who participate in the program; **to Incorporate** recognized and researched based ESL instructional strategies across content subject areas; **to Give** students the skills to perform at city and state grade level in all subject areas.

\*\*Ongoing SAT Prep and emphasis on vocabulary building, emphasizing listening, reading, writing and speaking. Teachers formulated the curriculum to focus on specific language areas that would address the needs of each student. The NYSESLAT scores are used as a tool to zone approximate capability of each student in these specific language areas. We then developed a curriculum that would help us to clearly target the language skills that the students would need to meet those language objectives.

The units integrate content area and language objectives. We believe this model offers a more systematic approach to language development so as to eventually ensure the academic literacy the students need to survive in the classroom.

The same unit of study is taught by both teachers. Teacher A's emphasis is on speaking and writing. Teacher B's is on listening and reading. This allows for collaboration, as well as continuity of instruction. It also allows both teachers to teach to their strengths.

All intermediate and advanced high school ELLs will receive formalized ELA instruction, as well as additional support in the 37 1/2 minute intervention and our Extended Day and Saturday Scholars Institute Programs. We are working to implement interventions that will yield improved test results from our disproportionately lower level learners, therefore increasing our graduation rate. Push-in services are also provided to our 6 - 8 ELLs in the core subject areas in an effort to improve promotional status.

## **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 professional development programs include:

Differentiated Instruction in Mixed Ability Classrooms with the target population of all teaching staff which will run from September 2009 through June 2010.

- Teachers of ELLs will meet with a school-based instructional supervisor.
- Teachers College Instructional Practices; seminar for teachers of English Language Learners with the target population of ESL and ELA teachers.
- Weekly planning sessions for ELL Cohort, comprised of the Principal, Assistant Principal, reading specialist, reading coach, ELS teachers and native language teacher.

Differentiated Instructional Strategies - recognizing the needs of English Language Learners with the target being the Supervisor of ESL teaching during the month of December 2009.

Utilizing Literature to support Non-Fiction (establish a lending library) - December 2009/January 2010.

RCT and Regents Workshop with the target population of history teachers, extended day teachers, communication arts teacher - December 2009/January 2010.

The Stages of Second Language Acquisition with a target population of mainstream teachers - January/February 2010.

Additionally, paraprofessionals will be trained in Great Leaps Intervention practices with the target population of struggling students - October 2009.

Throughout the 2009-10 school year, off-site workshops will be conducted by the ISC with a target population of both administrators and teachers of ELLs, as well as discussions and accountable talk around professional texts.

ESL/Professional development is provided by school staff, community learning support personnel organization.

School staff: Within the schools Professional Development program, the focus is on: the literacy needs of our ELL population within the prescription of the TC model; sessions are given in Math and Science in scaffolding instruction through the use of manipulatives and experiments; technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas; native language literacy development; differentiation in the ESL classroom; ESL in the Mathematics classroom; PD on Cultural Literacy, includes supportive materials.

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years; Social Studies and Technology workshop; Wilson Program for Special Education teachers.

**Form TIII – A (1)(b)**

**School: The School for International Studies**  
**BEDS Code: 331500011497**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,393.57	<b>After School Program for students grades 6-8.</b> 4 teachers x 15 sessions x 1 hour x \$49.73 = \$2,983.80. <b>Intensive NYSESLAT PREP course Grades 6 - 8.</b> 2 teachers x 19 sessions x 1 hour x 49.73 = \$1,889.74. <b>Saturday Regenst Prep Tutorial Academy.</b> 4 teachers x 8 sessions x 3 hours x \$49.73 = \$4,774.08. <b>Intensive NYSESLAT PREP course.</b> 1 teacher x 15 sessions x 1 hour x \$49.73 = \$745.95.

<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	Our budget does not allow for the purchasing of services.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,256.43	Differentiated reading level libraries to support content area learning.  Multi-level books to support independent reading of ELL students.  Software to support ELL learning.
<b>Educational Software (Object Code 199)</b>	\$0.00	The school is being resourceful in that we are utilizing the many materials and resources provided to us through past funding.
<b>Travel</b>	\$0.00	There are currently no projected travel plans for ELL teachers.
<b>Other</b>	\$350.00	Parent Involvement - refreshments and snacks.
<b>TOTAL</b>	<b>\$15,000.00</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.

Parents are given Home Language Survey (HLS) to determine students proficiency. Parent meets the student's guidance counselor, as well as the on-site Parent Coordinator. Within ten days, the LAB-R is administered to the student in order to identify student's proficiency level or whether the student qualified as an English Language Learner. The parent is then sent a letter (in his/her primary language) describing his/her child's status. Parent is invited to a parent orientation. The orientation will help the parent decide on the appropriate placement for his/her child. Parent receives a Parent Brochure, in his/her native language, to further explain the understanding of each available program. Parent is allowed to revisit and complete the Parent Selection Form. ELL parents are invited to a Meet and Greet Tea where the parent coordinator and ESL Teachers will speak about the programs and individual expectations for ELLs. At said meeting there will be interpretive listening devices made to translate what is being said by the speakers. Also present will be a teacher or other staff member who speaks the native language of the majority of parents. All important correspondence will be translated to the native language of the ELL before being sent home. Parent Coordinator will be the liaison between the school and the interpretation office. All school staff, especially classroom teachers, will be provided the website for the Interpretation/Translation office. It will be utilized as a resource.

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.

Means by which findings were reported are: Parent Teacher Association; news letter and Parent Website. A 3 year Parent and Community Involvement Plan is being established during school year 2009-10. Our most immediate plan of action is to improve communication with families about school programs and student progress. The thrust will be on school-to-home and home-to-school communications. Our goal is to create channels so that families feel comfortable enough to contact teachers and administrators about their child's academic progress. We will continue to translate communications and provide parents with a means by which to translate communications.

In the Fall of 2009 a Parent Student Intergenerational Forum was conducted where parents, along with their children, will be able to address Administration, Guidance Counselors, teachers and the parent coordinator about such concerns as student progress, graduation requirements, homework, extended day instruction, outside tutoring, Saturday Scholars Institute, etc. A parent community liaison will be established.

February, 2010 - Report on positive student behaviors: Inform parents of behavioral concerns; Mid-term phone calls; New semester programs will be discussed. Parents will receive contact numbers of school personnel; school personnel will receive current contact numbers of parents. Teachers who speak the parents' native languages are available for further conferring.

## **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.

Strategies as noted in Part A - 1. Also, create two-way channels so that parents can easily contact teachers, guidance counselors and administrators.

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.

Action Plan - Improvement over the next 2 - 3 years - home visits, mid-term calls, student/parent-teacher progress meetings, newsletters discussed with high school students.

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>.

\* Remember not to overlook behavior problems because of language differences. Align school liaison or guidance counselor with Community Associations of parents native language, community business, etc.

**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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	365,031	109,956	\$474,987
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,650		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,984	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,252		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5,495	
6. Enter the anticipated 10% set-aside for Professional Development:	8,421		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		11,000	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
98%

9. If the percentage of high quality teachers during 2008-2009 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.

- Reimbursement for courses teachers take to make them highly qualified
- Coaching provided by Lead Teacher and AUSSIE Math consultant
- Professional development opportunities both in-house and through Learning Support Organization and DOE

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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 on the NYCDOE website.

1. The School for International Studies will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the develop discussion of Title 1 parent involvement policy and will be an active participant in the development of such policy.
- Parent Association meetings will include discussion of Title 1 Part A parent involvement policy and will be an active participant in the development of such policy

2. The School for International Studies will take the following actions to involve parents in the process of school review and improvement under Section 116- Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- PTA in conjunction with Parent Coordinator will do Parent Outreach in order to achieve a high participation rate in completing the annual New York City Department of Education Parent Survey. Results from this survey will be utilized by the SLT and PTA to plan future Parent Outreach Involvement Programs

3. The School for International Studies will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs;

- Pupil Personnel Committee meetings
- At Risk 6th,7th,8th,9th Grade parent meetings
- Standardized test workshops for parents
- Evening Parent Conferences
- On-going individual parent meetings

4. The School for International Studies will take the following actions to conduct with the involvement of parents an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- School Leadership Team will conduct midyear and end of year assessment survey of parent population and make recommendations based on the findings of that survey.

5. The School for International Studies will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below;

- The school will provide assistance to parents of children served by the school as appropriate in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - The State's academic content standards
  - The State's student academic achievement standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title 1, Part A
  - How to monitor their child's progress
  - How to work with educators

Evening Parent Conferences will be held whereby the school will provide materials to parents that will cover the areas listed above. Active discussions will cover any questions parents have with regard to the State's academic standards for achievement as well as the ways in which a parent can monitor his/her child's success. Strategies for communicating with educators and how to make the most of conferences will also be covered.

The School for International Studies will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

The School for International Studies will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by:

- The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

The School for International Studies will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public pre-school and other programs and conduct and/or encourage participation in activities such as Parent Resource Centers that support parents in more fully participating in the education of their children by:

- Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

The School for International Studies will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request and to the extent practicable in a language the parents can understand:

- Email and posting of notices to online bulletin board
- Newsletters and notices sent via direct mail
- School-wide telephone messaging system alerts parents of up-coming events
- Notices for up-coming PTA meetings translated into multiple languages

#### Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with and agreed on with parents of children participating in Title 1, Part A programs as evidenced by the discussion and adoption of the Parent Involvement Policy and Parent School Compact by the International Studies School Leadership Team who work collaboratively to develop a meaningful calendar of events and to provide information to the International Studies entire school community including our families or students receiving Title 1 services.

This policy was adopted by the School for International Studies on November 13, 2009 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title 1 Part A children on or before January 30, 2010.

**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 on the NYCDOE website.

The School for International Studies will:

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:

- All students will receive a rigorous academic program. Academic interventions will be integrated into the student's school day. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet or exceed expectations. Parents will be welcomed into our school and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.

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 those conferences will be held:

- Fall and Spring mid-semester parent teacher conferences will be held on the dates listed below. A special meeting for our At Risk 8th grade students will be held prior to the beginning of the Spring term in order to develop strategies for success.
- October 29 and 30, 2009
- March 18 and 19, 2010

provide parents with frequent report on their children's progress. Specifically the school will provide reports as follows:

- School report cards, student report cards, in house progress reports are available for parents throughout the term. In addition our school messenger system is utilized to send out messages to parents of absentee and late students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend. Additionally, ARIS trainings are held for parents so that they can use ARIS as a tool to monitor the attendance and academic progress of their student. Finally many teachers utilize online grading systems such as mygradebook.com. Parents receive login information and can track the progress of their students throughout the marking period.

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

- Communication is on-going at International Studies. Parents are contacted via phone, email and mailings by teachers and support staff throughout the school year. Messages about their child's progress as well as the emotional and social development are addressed by these various forms of communication. Individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.

provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Parents are invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

### Parent Responsibilities

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

1. Supporting my child's learning in the following ways:

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her activities every day
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount of television my children watch

2. participating as appropriate in decisions relating to my children's education

3. participating in school activities on a regular basis

4. staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate

5. reading together with my child every day

6. providing my child with a library card

7. communicating positive values and character traits such as respect, hard work and responsibility
8. respecting the cultural differences of others
9. helping my child accept consequences for negative behavior
- 10 being aware of and following the rules and regulations of the school and district
- 11 supporting the school's discipline policy
- 12 express high expectations and offer praise and encouragement for achievement

## Part II- Optional Additional Provisions

### Student Responsibilities:

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards.

### Specifically we will:

- come to school every day and be ready to do our best and be the best
- come to school with all the necessary tools of learning- pens, pencils, books, a bookbag, etc.
- listen and follow directions
- participate in class discussions and activities
- be honest and respect the rights of others
- follow the school's/class rules of conduct
- ask for help when we don't understand
- complete all assignments on time
- study for exams
- read at least 30 minutes every day outside of school
- get adequate rest, eat well and exercise
- give to our parents/guardians all notices and information we receive at school every day

## 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.

- Administrative Cabinet consisting of Principal, Assistant Principals (Title 1 A.P.; A.P.O. ; Pupil Personnel A.P.) and English Lead Teacher and AUSSIE Math Consultant review available data including: 2008-2009 Parent, Student, Teacher Surveys; ARIS; NY Start; 2008-2009 School Progress Report and ATS reports.
- Cabinet identifies priority areas for improvement during upcoming school year
- Priority areas are shared with School Leadership Team
- Priority areas are shared with Teachers at weekly grade-level Inquiry Team Meetings and Monthly Department Meetings
  - Each academic department creates goals for addressing priority areas and action plans
  - Grade Level Inquiry Teams monitor cohorts of students progress in meeting goals

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- English Lead Teacher, AUSSIE Math consultant and Principal and Assistant Principal meets with Middle and High School teachers to plan lessons and assessments using available data.
- Lead Teacher demonstrates best practices in a lab site classrooms
- Lead Teacher and AUSSIE Math consultant observe teachers and coaches them in their classrooms to improve their methodology
- All English teachers participate in Teacher's College Reading and Writing Project Professional Development
- Middle School Guidance Counselor leads grade level Inquiry Team Meetings where data is analyzed to track the academic, social and emotional growth of students
- Math teachers provide struggling Math students with additional support before school and in Academic Intervention classes
- Partnership with ENACT Theatre increases parental involvement by providing workshops throughout the school year

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.
- After school program available for English Language Learner students and students who are not meeting state standards
- 37.5 minute small group instruction program who students who do not meet standards on state standardized assessments
- o Help provide an enriched and accelerated curriculum.
- Lead Teacher of English, AUSSIE Math consultant, Principal and Assistant Principals work with teachers on lesson and unit plan development that will address the differing needs of students in a classroom.
- Academic departments develop curriculum maps and pacing calendars in order to plan challenging and enriching curriculum
- Advanced placement courses offered in U.S. History and English
- o Meet the educational needs of historically underserved populations.
- Teachers, Administrators, Guidance Counselors use data to track the progress of students in sub-groups.
- Using data about sub-groups, teachers plan lessons to meet needs of students in sub-groups
- 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.
- On-site College Advisor through College Bound Program
- Culinary Arts program funded through VTEA grant
- Weekly Pupil Personnel Committee meetings
- Inquiry Team meetings facilitated by Guidance Counselor to focus on needs of a specific cohort of students
- Guidance Counselor provides counseling services
- Social worker through Long Island College Hospital provides counseling for individual students, student groups and parents
- o Are consistent with and are designed to implement State and local improvement, if any.
- Grade Level Inquiry team in high school tracks progress of students in sub-group that did not make AYP in Secondary English in 2009
- Grade Level team developed action plan for students in the above cohort so that this subgroup will meet AYP in the 2010 school year

### 3. Instruction by highly qualified staff.

- All teachers in Math and English are highly qualified
- Teachers who are not highly qualified are offered tuition reimbursement so they can become highly qualified

### 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.

- Full time on-site professional development provided by English Lead Teacher
- AUSSIE Math consultant provides 15 days of on-site professional development for Math teachers
- Teacher's College Reading and Writing Project staff developer provides 15 days of on-site professional development for English and Special Education teachers
- English, Science, Social Studies, Special Education and ELL teachers attend Teacher's College Calendar Day workshops throughout the school year
- Staff developers from the Community Learning Service Organization provide on-site and off-site professional development in the areas of Math, Science, English, Social Studies, Special Education, Arts for all teachers, administrators and paraprofessionals
- Monthly faculty conferences
- Monthly department meetings
- Informal and formal observations of the teachers by administrators

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

- Administrators attend DOE citywide hiring fairs
- Teachers new to the school receive mentoring for one year
- Teachers work collaboratively with a team of grade level teachers on a weekly basis

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

- Parent Coordinator runs Parent Teacher Association Meetings once on a month on alternating between evening meetings and weekend meetings
- Parents are offered workshops on communicating with their children and helping them succeed in school. Workshops are provided by Enact Theatre and social worker from Long Island College Hospital Clinic
- Parents are notified of events through a web-based calling system.
- Parents are notified of events through Yahoo discussion group
- Parents are notified of events posted on the newly redesigned school website
- Back to School Night offered for parents of Middle School students in September to introduce parents to curriculum and discipline code

- Orientation programs for incoming 6th and 9th grade parents in Summer

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.

- Teachers meet with administrators to create goals for their students for the school year. At this meeting, effective assessments and tracking student progress will be discussed
- At department meetings, teachers will create assessments and rubrics and analyze trends of students achievement and the implications on instruction
- At weekly grade level meetings, teachers will analyze assessment results and create action plans for individual students

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.

- Students are identified by analysis of state assessment results and teacher recommendations
- Beginning in September, students receive 37.5 minutes of small group instruction
- High school students are programmed for Regents support classes
- High school students are programmed for Academic Intervention Services for English
- Teachers use small group work in the classroom to address the diverse learning needs of students
- Afterschool tutoring and homework assistance

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.

- Students participate in Global Kids program sponsored by the Violence Prevention Grant
- Full time on-site college advisor works with high school students to apply to college and trade programs
- Culinary Arts program offered to high school students and supported by VTEA grant

## **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.

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED Status:**

**In Good Standing**

**SURR Phase / Group (If Applicable):**

**Part A: For All Schools Identified for Improvement**

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.

The School was identified as needing improvement in the area of Secondary ELA. For all students tested and participation rate of economically disadvantaged students. After reviewing 2005 COHORT data, whose ELA performance accounted for the SINI designation, it was determined that a disproportionately high number of economically disadvantaged long term absentees and/or non-participants resulted in the school's not making AYP.

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.

See Appendix 1, Part B, Section ELA. Further, the school has taken the following initiatives to address areas identified by NCLB/SED.

- Students needing academic intervention support for ELA receive 5 additional periods each week for the fall and spring semesters.
- A reading specialist was hired and programmed to meet with individual and small groups to address specific learning needs in secondary ELA.
- Guidance counselors and administrators meet weekly to review individual student progress by COHORT year. Counselors meet each week with grade teams to discuss academic progress and social/emotional needs of their students.

**Part B: For Title I Schools Identified for Improvement**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

## **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.

#### **-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.

<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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

School For International Studies Assessed whether this finding was relevant to our educational program in the following ways:

- Weekly and monthly departmental meetings where written curriculum was analyzed and discussed by teachers, administrators and staff developers. Written curriculum was revised to close gaps.
- Curriculum maps are evaluated at full day professional development sessions in November and June. Updates and revisions are made accordingly
- Taught curriculum is evaluated by administrators and staff developers through informal and formal observation process. Evaluation is shared with teachers at pre-observation and post-observation conferences
- ELA materials are evaluated throughout the year at departmental meetings and new materials are ordered accordingly
- ELL program is evaluated with the assistance of SSO staff developers. Gaps are addressed through on going professional development activities for the teachers

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

- Applicable
- 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?

- Updated curriculum maps for ELA in grades 6-12
- Writing portfolios demonstrating student mastery of writing standards
- Satisfactory lesson observations of English teachers
- Classroom libraries in all ELA classes levelled according to reading level and interest
- Professional development for teacher on effective strategies for ELL learners

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.

## **1B. Mathematics**

### **Background**

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- School conducted diagnostic testing of students in grades 6-8 to identify areas of student weakness
- Instruction was targeted to meet specific skill deficit areas
- Math teachers in grades 6-8 worked with AUSSIE Math consultant to ensure all standards were taught in curriculum

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

- 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?

- Students achievement in State Math test in areas of geometry and number sense
- Ongoing evaluation of curriculum with Math teachers and AUSSIE staff developer

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.

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- School for International Studies used both formal and informal classroom observations to determine if this finding was relevant to our school.
- Observations were conducted by administrators and staff developers.

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

- Applicable  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?

- All ELA teachers in grades 6-12 use a workshop model where direct instruction accounts for approximate 20% of the class time
- Remaining 80% of class time is devoted to small group work or independent work
- Small group and independent work is focused on discussing reading or writing; independent reading or writing; conferring with teacher individually or in small group

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.

## 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Informal and formal observations of Math classrooms by administrators and staff developers
- Analysis of student achievement on state Math exams

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

- Applicable  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?

- Informal and formal observation of math classrooms noted that math teachers utilize a workshop model format where direct instruction is used for 25% of the class while the remainder of the class period is devoted to small group and independent work
- Technology is used daily in the majority of math classrooms
- Some teachers use manipulatives on a regular basis with more teachers beginning to use them on a regular basis

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.

<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.

### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- School reviewed data on teacher turnover rates at School for International Studies

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

- 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?

- Teacher turnover data shows that the school has a low turnover rate
- Last year 1% of teaching staff left the school and the teachers who did leave did not transfer to another DOE school but left the teaching profession

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.

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- School reviewed data on the number of teachers who received Professional Development in ELL strategies
- Data showed that ELL teachers attend 2 or more workshops on effective ELL instruction
- Data showed that classroom teachers did not attend workshops on effective ELL instructional strategies

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

Applicable  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?

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.

- School will work in conjunction with the SSO to deliver quality ELL professional development workshops within the school for general education teachers of ELLs and outside of school workshops for ELLs

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#### **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Teachers were surveyed in monthly departmental meetings regarding their use of data to target instruction for ELL students

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?

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.

- Survey findings revealed that majority of general education teachers did not understand the data relating to their ELL students and teachers did not use this data to plan instruction for their ELL students
- On-site and off-site professional development will be offered so teachers will effectively use data to drive their instruction of ELL students

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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:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- During monthly departmental meetings, special education services and IEPs were discussed with the Special Education department
- Supervisor of Special Education met with general education teachers to assess teachers' understanding of their student's IEPs

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

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?

- Special Education students made significant performance gains on State Standardized Tests
- Ongoing professional development is offered both on-site and off-site for Special Education and General Education teachers

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.

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Informal and formal observations were used to assess whether students were receiving modifications outlined in their IEPs during classroom instruction and testing
- Monthly departmental meetings reviewed students IEPs

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

- 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?

- Review of IEPs indicates that goals, objectives and behavior modifications are in place and up to date for each student
- Classroom observation reports and interviews with teachers indicate that students are receiving modifications outlined in their IEPs
- Special education and classroom teachers receive on-going professional development in providing modifications for IEP students

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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Services include weekly individual and group counseling, at-risk counseling (as needed), period zero, LICH counseling, and summer school recovery classes.

**Part B:**  
**For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.