



SCHOOL FOR INTERNATIONAL STUDIES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: SCHOOL FOR INTERNATIONAL STUDIES
ADDRESS: 284 BALTIC STREET
TELEPHONE: 718-330-9390
FAX: 718-875-7522

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331500011497 **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: Cheryl Stewart

STUDENT REPRESENTATIVE:
(Required for high schools) Christina Jones

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** B.E.S.T.

NETWORK LEADER: NEAL OPROMALLA/KATHY PELLER/Olga Mejia-Glenn

SUPERINTENDENT: Aimee Horowitz

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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: Student unable to log in prior to submission deadline.
Neil Friedman	UFT Chapter Leader	Comments: Teacher unable to log in prior to submission deadline.
Michael Loughren	UFT Member	Comments: Teacher unable to log in prior to submission deadline.
Gladys Sotomayor	UFT Member	Comments: Teacher unable to log in prior to submission deadline.
Jacob Jones	Student Representative	Comments: Student unable to log in prior to submission deadline.
Christina Jones	Student Representative	Comments: Student unable to log in prior to submission deadline.
Cliff Jones	Parent	Comments: Parent unable to log in prior to submission deadline.
Shari Richardson	Title I Parent Representative	Comments: Parent unable to log in prior to submission deadline.
Ben Miller	Student Representative	Comments: Student unable to log in prior to submission deadline.
Allison Boston	PA/PTA President or Designated Co-President	Comments: Parent unable to log in prior to submission deadline.
Stu Chasabenis	UFT Member	Comments: Teacher unable to log-in prior to submission deadline.

* 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.

□

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 2010-2011, 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 2010-2011 the high school will have approximately 90 students in the ninth grade, 90 students in the tenth grade, 75 students in the 11th grade, and 80 students in the 12th grade. Students in 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 6th class of 12th graders in June 2009.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		School for International Studies								
District:		15	DBN #:		15K497	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			91.2/84.7	93.6/ 86.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			93.4	93.01	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		53	58	38	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		45	59	58			73	62.8	71.2	
Grade 8		60	43	54						
Grade 9		116	90	66	Students in Temporary Housing - Total Number:					
Grade 10		84	95	89	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		55	65	76			3	23	TBD	
Grade 12		58	58	64						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		471	468	445	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	8	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		31	37	35	Principal Suspensions		135	150	TBD	
# in Collaborative Team Teaching (CTT) Classes		10	0	0	Superintendent Suspensions		20	18	TBD	
Number all others		36	54	42						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	41	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	51	48	51	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	5	17	Number of Teachers	43	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	17	TBD
				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	6	TBD	% fully licensed & permanently assigned to this school	97.7	100	TBD
				% more than 2 years teaching in this school	60.5	65	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	37.2	45	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	70	73	TBD
American Indian or Alaska Native	0.2	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.4	88.6	TBD
Black or African American	44.2	42.3	40.7				
Hispanic or Latino	36.1	35.5	39.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.4	3.1				
White	15.9	18.2	15.7				
Multi-racial							
Male	53.1	53.4	53				
Female	46.9	46.6	47				
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							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1 Basic <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input checked="" type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	X		

Math:	Y	Math:	Y
Science:	Y	Graduation Rate:	Y

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	X	√	√	70
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-	√	√		
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-		
Students with Disabilities	Ysh	√	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√		X	√		
Student groups making AYP in each subject	5	5	1	1	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/A	Overall Evaluation:	√
Overall Score	84.5/ 70.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.7/ 7.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	22.8/ 16.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	47.2/ 42.1	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8/ 5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = 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.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

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Needs Assessment

For the 2009-10 school year, our middle school received a progress report grade of "A" and our high school received a "B". In August of 2010, under NCLB, the school was identified as SINI Year 2 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 2010-11. They are as follows, in order of priority:

1. Increase the 4 year graduation rate and weighted 4 year graduation for all students, with targeted improvement for the economically disadvantaged sub-group. The 2009-10 PR indicated a graduation rate of 66.7% and 47% weighted graduation rate.
2. Increase participation rate and performance on the New York State Integrated Algebra Regents exam for all students with a particular focus on the economically disadvantaged sub-group.
3. 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 2009-10 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. and the B.E.S.T. Instructional Team).

Student Performance Trends

Middle School: As indicated on the 2009-10 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 improved from the 2008-09 year-- from 64.3 to 66.7. Our weighted diploma rate improved significantly from 2008-09 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 2008-09, and compared with our peers and with with the City is above average.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Increase 4 year graduation rate to 70%-- a gain of 3.3% with targeted improvement for the lowest 3rd %.	<input type="checkbox"/> This year there are approximately 80 students in the 12th grade cohort who entered 9th grade in 2007 and are expected to graduate in June, 2011. Based on current credit accumulation, scholarship and regents data, we expect a minimum of 70% to graduate.
Increase and improve teacher and student use of instructional technology.	<input type="checkbox"/> Increase and improve teacher and student use of instructional technology. Teachers and students will have more access to lap-tops and other instructional tools to promote learning.
<input type="checkbox"/> Increase progress on NYS regents examinations for English Language Learners.	<input type="checkbox"/> Increase regents test scores for ELL's in content area subjects to ensure progress toward graduation.
<input type="checkbox"/> Provide parents with training on how to use available resources (School Website, ARIS Parent Link, etc.) to help stay informed and monitor their child's progress. Additionally, the school will increase opportunities for parents to celebrate the achievements of their children.	Provide parents with training on how to use available resources (ARIS, etc.) to help monitor their child's progress. Additionally, the school will increase opportunities for parents to celebrate the achievements of their children.
<input type="checkbox"/> Increase performance on the NYS Integrated Algebra regents, with the goal of making AYP, per NCLB in every category.	<input type="checkbox"/> Increase performance on the NYS Integrated Algebra regents, with targeted improvement in the economically disadvantaged subgroup.

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 2010-11 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, PLA, 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

All Subjects

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Increase 4 year graduation rate to 70%-- a gain of 3.3% with targeted improvement for the lowest 3rd %.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> All seniors will be offered Saturday scholars regents and RCT preparation classes in the 6 weeks leading up to the exam period. The AP of high school guidance meets each week with 12th grade counselor to closely track the academic standing of each student in the 2007 cohort, particularly students with IEP's and students identified economically disadvantaged.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Title 1 ARRA SWP- Per session.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Marking period progress report data will be closely monitored throughout the year. A reevaluation of the projected graduation rate will occur after the second marking period. Results will determine individual student action plans and interventions.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase and improve teacher and student use of instructional technology.</p>
<p>Action Plan <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><input type="checkbox"/> Using SINI allocations, school leaders will assemble a technology task force to set school wide improvement goals in the use of instructional technology. The team will arrange for and provide professional development for all teachers. The team will also work during the summer to upgrade the state of the school's computer lab and classroom computers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> \$60,000--SINI Improvement allocation.</p> <p>\$70,000 -- District 15 City Counsel Funding for Computer lab upgrades</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

**High School Science, Social Studies,
Math and English**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase progress on NYS regents examinations for English Language Learners.</p>
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<p>Action Plan <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><input type="checkbox"/> English language learners will receive mandated ESL as well as additional push-in supports during school, before and after school and on Saturdays. ESL teachers will collaborate with content area teachers to ensure understanding of key content area concepts and vocabulary.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title III, Fair Student Funding, Title 1 ARRA SWP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Practice regents with accommodations will be administered prior to the testing period. This will provide ESL and content area teachers with useful data to inform their planning and teaching strategies.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Provide parents with training on how to use available resources (School Website, ARIS Parent Link, etc.) to help stay informed and monitor their child's progress. Additionally, the school will increase opportunities for parents to to celebrate the achievements of their children.</p>
<p>Action Plan <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>The strategies to achieve this goal will be decided, in collaboration with the parent coordinator during the summer of 2010</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1 Parent involvement. Inquiry Team allocations.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The parent coordinator will monitor parental use of the school's web-site and collect feedback on its use periodically throughout the year.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase performance on the NYS Integrated Algebra regents, with the goal of making AYP, per NCLB in every category.</p>
<p>Action Plan <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><input type="checkbox"/> Students in the 2007 and 2008 cohorts in the lowest 3rd will be targeted for intervention in mathematics. This group will be encouraged to take advantage of SES tutoring by the parent coordinator and by guidance and teachers to attend Saturday scholars sessions in the fall and spring.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> SINI Allocations.</p>

Indicators of Interim Progress and/or Accomplishment

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

Scholarship data and academic progress will be closely monitored throughout the year. Periodic assessment and scholarship data will help teachers modify their unit planning and interventions offered.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: 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	2		
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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Zero period Academic Intervention (37 1/2 minutes) 3 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> <p>- Enrichment HS English Language Learners will receive additional support 3X wkly. during the day through technology -based instruction . Both Middle and High school students will be provided a systematic immersion program during the hours of 3-5 , 4 days wkly. Grammar, syntax and vocabulary will be taught in our teacher/student facilitated Language Lab. The Program, Rosetta Stone, will be implemented with the purpose of addressing our population of ELLS who require extra support in acquiring a second language. Periodic assessments will be provided. II The program will further be studied and evaluated to determine it's value for struggling native- English Learners, such as our Sp. Ed and other students that comprise the lower- third of our struggling readers.</p> <p>- Other afterschool enrichment: (60-90 minutes) 3-4 times weekly . Licensed Reading teachers will utilize such programs as REWARDS and strategies from other reading programs such as Wilson to enhance the learning skills of HS ELLs and Special Education students.</p> <p>.</p> <p>- Saturday Scholars Institute (3 hours) Test prep weekly for High School and Middle School ELA students.</p> <p>,- SETSS, Special Education Teacher Support Services (50 minutes) 5 times weekly during the day by licensed Special Education Teacher.</p> <p>- .</p>

Mathematics:	<input type="checkbox"/> - Zero period intervention (37 1/2 minutes) 4 mornings weekly for 40 minutes. - Science teacher provides tutoring 2 - 3 times weekly (small group and 1 to 1 instruction). - Saturday Scholars Institute (3 hours) weekly test prep for Middle School and High School students.
Science:	<input type="checkbox"/> <input type="checkbox"/> - Zero period intervention (3 times weekly). - Push -In Support to High School ELLs. - Co-Teaching model used for poor performing students in U.S. History.
Social Studies:	<input type="checkbox"/> <input type="checkbox"/> - Zero Period Intervention (3 times weekly). - Push-in support to High School ELLs. - Co-teaching model used for poor performing students in U.S. History.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> - At -risk Counseling (as needed). - School-based Support Specialist Counseling for students in Crisis - Guidance participated weekly grade team meetings. - Pupil Personnel Committee - consultation and planning. - Committee-based Learning Teams
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <input type="checkbox"/> - IEP mandated counseling. - At-risk counseling. - Weekly Pupil Personnel Committe Consultations.

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <input type="checkbox"/> - At-Risk Counseling - Weekly Pupil Personnel Committee Consultations.
At-risk Health-related Services:	<input type="checkbox"/> <input type="checkbox"/> At-Risk counseling through CBO-Long Island College Hospital. Basic Health Issues addressed on a daily basis. Special Health Care given by appointment. Substance Abuse Prevention Intervention Services (SAPIS) -

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

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

Section II. Title III, Part A LEP Program Narrative

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.

□

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.

□

□ 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.

Section III. Title III Budget

School: The School for International Studies
BEDS Code: 331500011497

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,393.57	<input type="checkbox"/> After School Program for students grades 6-8. 4 teachers x 15 sessions x 1 hour x \$49.73 = \$2,983.80. Intensive NYSESLAT PREP course Grades 6 - 8. 2 teachers x 19 sessions x 1 hour x 49.73 = \$1,889.74. Saturday Regenst Prep Tutorial Academy. 4 teachers x 8 sessions x 3 hours x \$49.73 = \$4,774.08. Intensive NYSESLAT PREP course. 1 teacher x 15 sessions x 1 hour x \$49.73 = \$745.95.
Purchased services - High quality staff and curriculum development contracts	\$0.00	<input type="checkbox"/> Our budget does not allow for the purchasing of services.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,256.43	<input type="checkbox"/> Differentiated reading level libraries to support content area learning. Multi-level books to support independent reading of ELL students.

		Software to support ELL learning.
Educational Software (Object Code 199)	\$0.00	<input type="checkbox"/> The school is being resourceful in that we are utilizing the many materials and resources provided to us through past funding.
Travel	\$0.00	<input type="checkbox"/> There are currently no projected travel plans for ELL teachers.
Other	\$350.00	<input type="checkbox"/> Parent Involvement - refreshments and snacks.
TOTAL	0	

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

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.

□

1. Parents are given Home Language Survey (HLS) to determine students proficiency. Parent meets with the student's guidance counselor and AP; and when possible, the on-site Parent Coordinator. Next, the student is assigned a "Buddy". The buddy is usually an academically successful, as well as social former ELL who, in most cases speaks the same native language as the newly arrived ELL. 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 or luncheon 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 (SIH) Simultaneous Interpretive Hardware. The mechanisms are 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 2010-11. 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 2010 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, 2011 - 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

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. The parent coordinator has set -up a weekly e-mail system as part of the communique through our website; www.s4is.org. the site has been developed as a model to help determine the best way to remain in contact parents, students and staff members during the 2010-11 school year. The program was first introduced at both the PTA and SLT meeting in September. Students were trained on how to use it during the months of Sept. and Oct. 2010. Parents other than PTA and SLT members were informed of the site via the children and newsletter. In October of 2010 the School for International Studies (s4is) website became a fully functioning website. To ensure that the parents of ELLs understand the importance of such a website, a parent orientation/workshop has been developed. It will be given 2x during the school year. Documentation of attendance and school-to-parent support will be evaluated for parental satisfaction, i.e. A feed-back sheet titled What I wanted to know and What I know Now- will be distributed as an essential component of each meeting. It will be translated for all languages of our student population. all workshops are intergenerational the next meeting will be held during Regents Week. Feed- back sheets are used as informational tools and will drive future workshops

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 -1. Improvement over the next 2 - 3 years - home visits, mid-term calls, student/parent-teacher progress meetings, newsletters discussed with high school students. Translations will be conducted by volunteer teachers, our guidance counselors, our multi-lingual school

psychologist and the parent coordinator(via the SIH systems and DOE Translations/Interpretation support system)and on certain occasions , but not exclusively, specially trained students from our newly formed Language Club.

2. Multi/bi-lingual teaching assistants and guidance counselors will be available

be available during Fall and Spring Tern Parent -Teacher Conferences.

3. Registration of newly- arrived students: Parents are encouraged to bring an English speaking friend or relative for support as well as translation purposes.Bilingual parent support personnel are on call in the languages of Arabic, Spanish, Creole and French

4. Cover letters are available to parents in order that they themselves can aquire translations.

5. Posted in the Main office telephone # to the DOE/NYC Translation and Interpretation unit

6. Periodic Trainings, conducted by the parent coordinator. will provide parents with skills to help them better navigate through thecourse of their childrens educational career. Postings about such meetings will be done on the s4is website in all major languages.

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 becasue of language differences. Align school liaison or guidance counselor with Community Associations of parents native language, community business, etc.

The Parent Coordinator and Guidancesconselors serve as liaisons between the school. parents and community. All such problems are managed,recorded, reported to the Principal and then evaluated as a component of our Crisis Management Team. Meetings are held by monthly and chaired by one a guidance counselor. Periodically we have guest visitors from such organizations as the Arab-American Association and the NYPD(Special Community Division)

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 2010-11:	350,610	93,376	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,506		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,530	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,061	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

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

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.

□

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.

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

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.

□

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

Section I: Schoolwide Program (SWP) Required Components

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Progra	Fund Source	Program Funds Are	Amount Contributed to	Check (X) in the left column below to verify that
--------	-------------	-------------------	-----------------------	---

m Name	(I.e., Federal, State, or Local)	"Conceptually" ¹ Consolidated in the Schoolwide Program			Schoolwide Pool (Refer to Galaxy for school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Improvement (year 1) - Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. The School for International Studies was identified as needing improvement in the area of Secondary ELA in June 2009. In 2009-10 the school made AYP in all areas for secondary ELA. However, in 2009-10 SINI year 2, the school did not make AYP for graduation rate (2006 cohort) and secondary math in the economically disadvantaged sub-group.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

- Students needing academic intervention support for math receive 5 additional periods each week for the fall and spring semesters.
- A math consultant was hired and programmed to work with high school math faculty to examine the 2010 Algebra regents item analysis and to address the specific learning needs the data shows.
- 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, Corrective Action, or Restructuring

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.

Title 1 SINI funds have been set aside for AUSSIE math consultant PD days and Ramapo for Children- on site faculty coaching.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Lead Teacher meets with teachers of ELA, ESL and Special Education to develop teacher effectiveness in the area of reading and writing instruction. Lead teacher also provides mentoring for new and untenured teachers.

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.

Parent coordinator sends NCLB letter by USPS-- translated in Spanish and Arabic.

The school's SINI status is also posted on the school's web-site www.s4is.org

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
5
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:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_15K497_110110-073355.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 308	District	School Number 497	School Name School for Internati
Principal Fred Walsh	Assistant Principal type here		
Coach Diana Halluska	Coach Rick Swan		
Teacher/Subject Area Jeff Chetirko	Guidance Counselor M. Cadot, S. Chasabenis		
Teacher/Subject Area Gladys Sotomayor	Parent type here		
Teacher/Subject Area Judith Willoughby	Parent Coordinator Carol Scott		
Related Service Provider Carol Jeffery	Other type here		
Network Leader Kathy Pellis	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	483	Total Number of ELLs	67	ELLs as Share of Total Student Population (%)	13.87%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Step 1: Parent and student are interviewed by the Guidance counselor and Pupil Personnel Secretary, at which time the HILS is completed. The LAB- R Coord. also assists with this process. the parent is usually assisted by a professional who speaks the native language. In preparation for annual NYSESLAT administration of students a Fall and Spring periodic assessment will be administered. Results will be electronically scored by Pearson. Results will then be downloaded and analyzed by the ESL Committee. Outcome: Instruction will be driven by an systemized evaluative process of student assessment. Step 2. Structures in Place- On-site translators in Spanish and Arabic. Parents are offered a tour of the program and the school in general. Step 3 LAB Coordinator will organize official parent letter with appropriate status based on the results of the LAB- R. Follow- up phone calls will be made by Parent Coordinator. Calls will be documented. A list of returns will be kept on file by the P.C. A copy will be sent to the supervisor in charge. Step 4: An interview with theparent/s by some one who speaks the native language will be conducted. the questioning process is designed to best determine whether the student is a SIFE student. Upon determination; if positive and where necessary (example in Spanish) the student will be administered the Academic Language and Literacy Diagnostic (ALLD). An outcome of said diagnostic will provide the receiving teacher with a better understanding of the individual needs of the student. The teacher will then tailor instruction accordingly. Step 5: At the SIS the Trend in Program Selection is: The Freestyle ESL Program. Step 6: YES.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	8
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Total	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										1				1
Russian														0
Bengali											1			1
Urdu													1	1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	0	1	3								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

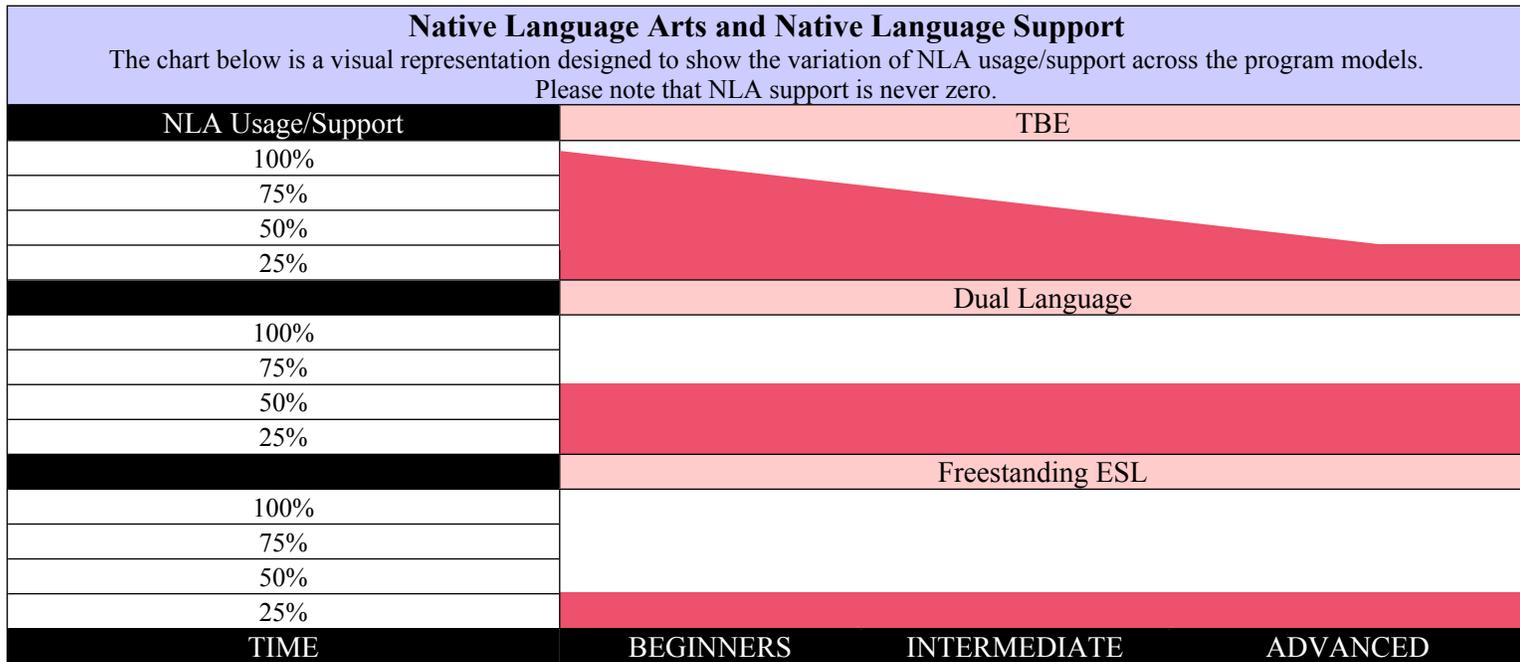
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School for International Studies					
District:	15	DBN:	15K497	School		331500011497

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.2/84.7	93.6/	91.7 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.4	93.0	89.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	58	38	37	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	59	58	42		73.0	71.2	76.9
Grade 8	43	54	60				
Grade 9	90	66	100	Students in Temporary Housing - Total Number:			
Grade 10	95	89	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	65	76	78		3	23	25
Grade 12	58	64	72				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	468	445	481	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	8	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	35	38	Principal Suspensions	135	150	56
# in Collaborative Team Teaching (CTT) Classes	0	0	1	Superintendent Suspensions	20	18	21
Number all others	54	42	46				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	41
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	40	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	17	10
# receiving ESL services only	48	51	TBD				
# ELLs with IEPs	5	17	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	6	30	% fully licensed & permanently assigned to this school	97.7	100.0	97.3
				% more than 2 years teaching in this school	60.5	65.0	77.1
				% more than 5 years teaching anywhere	37.2	45.0	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	73.0	82.9
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	85.4	88.6	84.1
Black or African American	42.3	40.7	39.9				
Hispanic or Latino	35.5	39.1	41.2				
Asian or Native Hawaiian/Other Pacific	3.4	3.1	4.0				
White	18.2	15.7	14.6				
Male	53.4	53.0	52.6				
Female	46.6	47.0	47.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					v
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: X
Math:	v	Math: v
Science:	v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	X	v	v	70
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-	v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-		
Students with Disabilities	vsh	v	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		X	v		
Student groups making	5	5	1	1	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A / B	Overall Evaluation:				NR	
Overall Score:	62.1 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4 / 6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4 / 15.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.9 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.8 / 1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 15K497

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$350,610	\$93,376	\$443,986
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,506	\$934	\$4,440
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,530	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$35,061	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. 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

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 student 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:

- 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**
- 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
- 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
- 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
- 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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality

professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$294,513	✓	Part VI Action Plan

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (ARRA)	Federal	Yes			\$92,465	√	Part VI Action Plan
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	Yes			\$15,000	√	Appendix 2 Part B
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$24,886	√	Part VI Action Plan
Tax Levy	Local	Yes			\$2,564,412	√	Part VI Action Plan