



# **INTERNATIONAL HIGH SCHOOL AT UNION SQUARE**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 02M438**  
**ADDRESS: 40 IRVING PLACE, NEW YORK, NY 10003**  
**TELEPHONE: (212) 533-2560**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M438      **SCHOOL NAME:** International High School at Union Square

**SCHOOL ADDRESS:** 40 Irving Place, Room 805, New York, NY 10003

**SCHOOL TELEPHONE:** (212) 533-2560      **FAX:** (212) 228-2946

**SCHOOL CONTACT PERSON:** Gaylea Prichard-Silvers      **EMAIL ADDRESS:** gprichardsilvers@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rachel Balsam

**PRINCIPAL:** Gaylea Prichard-Silvers

**UFT CHAPTER LEADER:** Aaron Johnson

**PARENTS' ASSOCIATION PRESIDENT:** Will be elected 11/3/2010

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 02      **CHILDREN FIRST NETWORK (CFN):** CFN106

**NETWORK LEADER:** Cyndi Kerr

**SUPERINTENDENT:** Elaine Gorman

**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
Gaylea Prichard-Silvers	*Principal or Designee	
Aaron Johnson	*UFT Chapter Chairperson or Designee	
Will be elected 11/3	*PA/PTA President or Designated Co-President	
Will be chosen after 11/3	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
Zi Jie Chen Sthephanee Galvez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yizhong Li	CBO Representative, if applicable	
Rachel Balsam	Member/SLT Chairperson	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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The mission of International High School at Union Square (IHS-US) is to prepare a diverse, multilingual student population of recent immigrants to New York City for graduation and college. Our students are immersed in project-based instruction in all content areas in order to facilitate their English language development while increasing their content knowledge. Our students learn to critically analyze and respond to real-world issues through their course work, including a freshman year service learning course and an internship in their junior year.

The vision of IHS-US is to ensure that our recent immigrant English Language Learner students (ELLs) are prepared academically, culturally and linguistically for college and full participation in our global community. We regard diversity among our students as an important strength upon which we can build.

In alignment with this mission and vision, our educational program is driven by the following core values:

#### *Heterogeneity and Collaboration*

Students need to demonstrate the ability to work effectively and respectfully with diverse teams to be successful in the 21<sup>st</sup> century workplace and in life. When working in heterogeneous teams that include members with varied English language ability, native language, and cultural perspective, students gain experience in leveraging their social and cultural differences to create new ideas and increase the quality of their work.

#### *Experiential Learning*

Students learn best by *doing*. Service learning projects and internships provide students with language-rich opportunities in English which connect classroom learning with real-world experiences and promote personal growth. Students' experiential learning will be framed by the themes of Care for Self, Care for Community, and Care for Earth.

#### *Language and Content Integration*

Students need to understand, speak, read and write English with near-native fluency to realize their full potential within U.S. society. Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study.

#### *Localized Autonomy and Responsibility*

When working collaboratively, members of teams should have the liberty to make most of the decisions that directly affect them.

#### *One Learning Model for All*

Students learn more deeply from what is modeled than from what they are told. School staff, families, and community partners share the responsibility of modeling collaboration for students to ensure their success in school and life.

## 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 school's 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?
- 

As a new school for newcomer English Language Learners, we have a limited amount of data about our students. On the first day of the school year, we had 44 students on our register that came to IHS-US from New York City middle schools. Since then our student population has doubled to 88 students with the newer students being recently arrived immigrants.

The primary barrier to our school's success is our students' unfamiliarity with NYS content and assessments. 46% of our students have not previously taken a NYS standardized test. In addition to teaching these students the content knowledge in English that is measured by these tests, we must address the additional challenge of developing our students' standardized test-taking skills. We have begun administering the LAB-R to our new immigrant students; however, we have not yet received their confirmed test scores.

54% of our students took one or more of the Grade 8 NYS Tests. Of those students who took the:

- ELA test, 100% scored at performance level 1.
- Math test, 58% scored at level 1 or 2 and 42% scored at level 3 or 4.
- Science test, 51% scored at level 1 or 2 and 49% scored at level 3 or 4.
- Social Studies test, 76% scored at level 1 or 2 and 24% scored at level 3 or 4.

Another significant barrier to our school's positive development is our location in the Washington Irving campus. The two largest schools in the campus follow a traditional 45-minute class period schedule while we follow a 60-minute class period. When we use the cafeteria and gyms, we sacrifice our longer class periods and follow a 45-minute schedule at certain intervals during the schools day. A 45-minute class period is an insufficient amount of time for our teachers to provide content area instruction in English to our students when they are teaching them to work collaboratively. Additionally, our small non-teaching staff must spend the passing periods for the campus' 45-minute bell schedule in the hallways redirecting students from other schools out of our small school space.

A third barrier is a lack of parent participation thus far. We are a citywide school with a majority student population that does not live in District 2. We had an attendance rate of about 10% for our first parent event – Curriculum Night. More than 90% of our students receive free or reduced lunch, which indicates that the vast majority of our students' families are poor. As a result, many students'

family members work several jobs, both day and night, rendering them unavailable to attend parent events.

The most significant aid to our school's positive development is our affiliation with Internationals Network community and our Children First Network. For our first parent event – Curriculum Night – we were able to provide translation for our families in six languages by graduates and grade 12 students from other Internationals schools. In addition, a few Internationals graduates volunteer on Fridays to work with our students in their native languages and model for them how to work collaboratively in groups with classmates from other countries. Due to their experiences with all of the Internationals schools, our Children First Network staff has been effective in addressing our new school development needs in a timely and supportive manner.

## 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.

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### **GOAL 1:**

Grade 9 students will have an attendance rate of 90% by June 30, 2011.

- *In order to ensure student progress in English language acquisition and academic achievement, students will be in attendance each school day to participate fully on project teams in each of their courses.*

### **GOAL 2:**

80% of grade 9 students who are on register by October 31, 2010, and who are still on register on June 30, 2011, will earn 10 credits or more by August 31, 2011.

- *Students will accumulate sufficient course credits in grade 9 so they will be on track to graduate after a four-year high school career.*

### **GOAL 3:**

90% of grade 9 students who are on register by October 31, 2010 will participate in two or more small group service learning projects in the community by June 30, 2011.

- *Like all students, our grade 9 English Language Learners students benefit from working collaboratively with their peers in an advisory setting. The fact that our students do not have strong oral English skills, however, makes it a challenge for them to connect with their peers on advisory topics. Therefore, our goal is that our Service Learning Advisory course will provide students with a project-based means of personal and leadership development as they engage in meaningful volunteer work in the community.*

**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 (where relevant):** GOAL AREA 1: Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 1: Grade 9 students will have an attendance rate of 90% by June 30, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) Late students get late pass in main office.</li> <li>2) 1<sup>st</sup> period teachers take daily official attendance and submit to main office. Absences and lateness also recorded on class section sheets that will travel with each class and be updated by teachers throughout the day.</li> <li>3) Attendance Coordinator enters attendance data into ATS.</li> <li>4) Attendance Coordinator/translators make daily phone calls home for absent and late students and keeps a log of contacts.</li> <li>5) ATS daily attendance report generated and reviewed by principal; weekly reports reviewed by teacher team.</li> <li>6) Publish monthly perfect attendance lists to recognize students with excellent/perfect attendance. Implement procedures for monthly celebrations for classes with best attendance.</li> <li>7) Schedule advisory period four class periods each week. Teacher-advisors set attendance, academic, and personal goals with advisees and collect related data. Teacher-advisors hold conferences with advisees regarding progress toward goals.</li> <li>8) Guidance Counselor supports teacher-advisors in implementing intervention strategies with students to improve progress toward goals.</li> <li>9) Team of teachers chooses one teacher to serve as advisory support liaison (ASL) to collect and share best practices for intervention strategies.</li> <li>10) At-risk meetings held as needed with student, parent, advisor, and Guidance Counselor during which student action plans to improve attendance are created.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Per session pay for advisory support liaison to collect and disseminate best practices.</li> <li>• Per session pay for Guidance Counselor and advisors to organize and implement monthly celebrations for best attendance class.</li> <li>• OTPS funds for monthly celebrations.</li> <li>• Translation services for at-risk meetings with parents paid with Title I Targeted Assistance funds.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance reports reviewed on monthly basis.</li> <li>• Logs of advisors' intervention strategies reviewed in middle and end of each trimester to identify patterns and adapt strategies as needed.</li> <li>• At-risk meeting records and student action plans reviewed in middle and end of each trimester to identify patterns and adapt strategies as needed.</li> <li>•</li> </ul>

**Subject/Area (where relevant):** GOAL AREA 2: Credit Accumulation

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 2: 80% of grade 9 students who are on register by October 31, 2010, and who are still on register on June 30, 2011, will earn 10 credits or more by August 31, 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1) Schedule advisory period four periods each week. Teacher-advisors set attendance, academic, and personal goals with advisees and collect related data. Teacher-advisors hold conferences with advisees regarding progress toward goals.</li> <li>2) Students analyze their mid-term progress reports and end-of-term grades in relation to their academic goals. Advisors and peers assist students in devising action plans for improving course grades.</li> <li>3) Teacher team meets with an inquiry focus on a weekly basis to review samples of student work that are not satisfactorily completed along with accompanying instructional materials. Teacher team works collaboratively to suggest ways that instruction might be modified to improve student outcomes. Teachers write professional goals for their own practice in helping students reach their academic goals. Student work, feedback from teacher peers, and course grades used to determine teachers' success in meeting professional goals.</li> <li>4) Students in need of academic support outside of class time will be referred to our before- or after-school small-group or one-on-one tutoring.</li> <li>5) At-risk meetings held as needed with student, parent, advisor, and Guidance Counselor during which</li> </ol>

	<p>student action plans to improve academic are created.</p> <p>6) Mid-term progress reports and trimester report cards are mailed to parents and discussed during Open School Evening/Afternoon events and during Parent Association Meetings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Per session pay for before- and after-school academic supports and tutoring paid with Title I Targeted Assistance funds.</li> <li>• Translation services for at-risk meetings with parents paid with Title I Targeted Assistance funds.</li> <li>• Per session pay for teacher team inquiry meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Course pass rates analyzed at end of each trimester. 80% of grade 9 students will have accumulated 5 credits at the end of Trimester 1.</li> <li>• Attendance rates of before- and after-school activities analyzed.</li> <li>• At-risk meeting records and student action plans reviewed in middle and end of each trimester to identify patterns and adapt intervention strategies as needed.</li> </ul>

**Subject/Area (where relevant):** GOAL AREA 3: Service Learning

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 3: 90% of grade 9 students who are on register by October 31, 2010 will participate in two or more small group service learning projects in the community by June 30, 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1) Five teachers will lead a 4 hours/week Service Learning Advisory course on a different topic (ex. environment, health and nutrition, civic participation)</li> <li>2) Service Learning Advisory groups will conduct an initial community assessment during which they will use video and still cameras to record observations that they bring back to the classroom. Their observations will be used to design small group projects and to develop their English language skills.</li> <li>3) We will partner with NYCares to identify service learning opportunities for small groups of students.</li> <li>4) The Guidance Counselor and a teacher who will serve as the Service Learning Coordinator will organize and oversee service learning outings and projects.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Per diem pay for teachers to do PD with NYCares</li> <li>• Per session pay for teachers to collaborate in planning service learning lessons for the classroom</li> <li>• Per session pay for teachers and guidance counselors to accompany student groups on evening and weekend outings</li> <li>• OTPS for purchase of video and still cameras to record community observations</li> <li>• OTPS for purchase of service learning project materials for presentation to the community</li> <li>• Translation services to share Service Learning course objectives and final projects with parents/families</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Service Learning course mid-term and end-of-term attendance. 75% of grade 9 students will have completed one small group service learning project by December 22, 2010.</li> <li>• Service Learning project grades</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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								
7								
8								
9	88	88	88	88	10	N/A	N/A	N/A
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of <b>small class sizes</b> in all core subjects (20-27 students per class);</p> <p>All of our students have a 60-minute <b>Study Hall/Sustained Silent Reading</b> class during the school day on Fridays;</p> <p><b>Before/After School Tutoring:</b> small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
<b>Mathematics:</b>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of <b>small class sizes</b> in all core subjects (20-27 students per class);</p> <p><b>Before/After School Tutoring:</b> small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
<b>Science:</b>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of <b>small class sizes</b> in all core subjects (20-27 students per class);</p> <p><b>Before/After School Tutoring:</b> small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
<b>Social Studies:</b>	<p>All of our students receive extra academic assistance through increased individualized attention as a result of <b>small class sizes</b> in all core subjects (20-27 students per class);</p> <p><b>Before/After School Tutoring:</b> small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counseling:</b> guidance counselor provides one-on-one private counseling sessions to students in order to support their social-emotional development; students are either referred or voluntarily seek out guidance. Guidance counselor also runs a weekly College Preparation class for all seniors in order to support them in the college application process as well as in transitioning out of high school
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	A social worker from our School-based Health Clinic (operated by Beth Israel) provides health instruction to our students in collaboration with our Physical Education/Health teacher.

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

*NCLB/SED requirement for all schools*

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

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

**\*NONE – NEW SCHOOL**

**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.

**\*NONE – NEW SCHOOL**

- 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)   9   Number of Students to be Served  108  LEP   0  Non-LEP

Number of Teachers   7   Other Staff (Specify)  1 Principal, 1 Secretary, 1 Guidance Counselor, 1 CBO Staff Member, 1 Part-time Campus Assistant Principal Security 

**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.

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**At International High School at Union Square we utilize a content-based ESL program for our recent immigrant ELL students. Teams of teachers design and implement their own standards-based, interdisciplinary, project-based curricula for the students they mutually share. All classes are taught in English and teachers in all content areas infuse their curricula with ESL methodologies and strategies for language development. Most course work in the classroom is completed in collaborative learning groups, where students are heterogeneously mixed (by language, academic level, gender, and ethnicity) so as to optimize opportunities for language development. All core academic classes (English literature, math, science, social studies, and the arts) meet four times weekly for 60 minutes each. Additionally, all students take a Service Learning Advisory course for 180 minutes per week. In this course, they study communities both in and out of school and collaboratively develop projects to address their needs. Through this coursework, students develop their social English language skills.**

**All of our recent immigrant ELL students have the opportunity to enhance their English further through participation in language-rich after school clubs designed to meet their unique linguistic needs, including: music, school magazine, and computer programming. Our newest ELLs gain further support through before- and after- school tutoring.**

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

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**1. Weekly professional development meetings, which will include the following topics:**

- o Differentiation of instruction**
- o Language development**
- o Analysis of student work in order to improve instruction/design interventions**
- o Analysis of student assessments (formative assessment, progress reports, report cards, etc.)**
- o Scaffolding instruction**
- o Incorporating technology in the curriculum**
- o Peer critiques of teacher-generated curricula**

2. Peer observations – teachers will observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result

3. Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

4. International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly to visit our sister IHSs across the city and learn from them.

**Section III. Title III Budget**

**\*NEW SCHOOL – No data from previous year\***

**School: International High School at Union Square (02M438)**

**BEDS Code: \_\_\_\_\_**

<b>Allocation Amount:</b> Estimated at \$11,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3,991.20  \$3,891.42	-Before- and After-school Writing Center to support ELL students: 2 hrs/wk x 20 wks for 2 ESL teachers = 80 hours x \$49.89 = \$3,991.20  -Read Aloud program: 6 teachers x 1 hr/wk x 13 wks = 78 hours x \$49.89 = \$3,891.42
<b>Purchased services</b> - High quality staff and curriculum development contracts.		No cost
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2317.38	-ELL-friendly English (graphic and elementary reading versions) books for “Read Aloud” program, including: The Chronicles of Narnia, Harry Potter series, the Twilight series, and other titles from Attanasio & Associates (SIFE Collections) -Book bins, head phones, books on disc

<b>Educational Software (Object Code 199)</b>		No cost
<b>Travel</b>		No cost
<b>Parent Involvement</b>	\$800	Translation/Interpretation services
<b>TOTAL</b>	\$11,000	

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

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

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

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

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

**As our students are all recent immigrant English Language Learners, almost all of their parents are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication. We also surveyed our students and parents to find out in which language they would like all written and oral communication from the school.**

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.

**Survey results, both formal and informal, show that all families require oral and written communication in languages other than English. These results were shared with both staff and the families of our students.**

#### **Part B: Strategies and Activities**

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

**All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of school correspondence when we have adequate time (in Bengali, Arabic, Chinese, French, Spanish), including templates that we can adapt for:**

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.

**Because we have identified the need to have interpretation services for some students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:**

- a. **Open School Night, Family Association Meetings, SLT meetings and other evening school events**
- b. **Discipline meetings with the administration**
- c. **Meetings with teachers about their children's academic performance**
- d. **Enrollment of new students in our school**

**Our guidance department also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.**

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>.

**See above strategies, all of which meet Chancellor's Regulations**

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$79,409	-	\$79,409
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$794	-	\$794
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,970	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$7,941	*	

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

**New school 2010-2011**

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.

**\*Not applicable**

\* 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 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.

**Part of the salary of one veteran ESL teacher who acts as Dean of Instruction is paid with Title I funds. This teacher works with all other teachers to develop their English language and content integration instructional skills and pushes into class to provide small group instruction. Additionally, this teacher uses Netbooks and language software with our lowest literacy level students that were purchased with Title I funds.**

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

**Over 90% of our students live in poverty according to income levels reported on meal forms; thus, the majority of students in all classes are entitled to Title I services. As such, all instruction and support programs are planned with these students in mind.**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

**All of the International High Schools in the city follow the Internationals Approach. This instructional approach is built upon five core principles that inform all aspects of our structure, pedagogy and operations. They are described in Section III.**

4. Coordinate with and support the regular educational program;

**Methods and strategies described in question 3 are our regular educational program.**

5. Provide instruction by highly qualified teachers;

**100% of our teachers are highly qualified.**

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

**See Appendix 2, Part B, Section II – Professional Development**

**Veteran ESL teacher pushes into all classes to provide professional development support to teachers and small group instruction.**

7. Provide strategies to increase parental involvement; and

**See Appendix 3, Part B, Question 2**

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

**Violence prevention and nutrition programs have been folded into our service learning advisory and health classes, which all students take. Topics like nutrition, body image, drugs/alcohol, dating/relationships, tolerance/violence prevention are explored and discussed in these classes.**

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

**Currently, International High School at Union Square has 1 student living in a shelter.**

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

**We have set aside Title I funds for the purchase of clothing and basic school supplies (backpacks, folders, pens, etc.) for our students in temporary housing situations. Furthermore our before- and afterschool tutoring and clubs are open to them.**

### **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.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	INTERNATIONAL HIGH SCHOOL AT UNION SQUARE					
<b>District:</b>	2	<b>DBN:</b>	02M438	<b>School</b>		310200011438

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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				
Kindergarten			0				
Grade 1			0				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			89				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
<b>Total</b>			<b>89</b>				

<b>Attendance - % of days students attended:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			60.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions			
Number all others			0				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Early College HS Program Participants</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11				
# in Transitional Bilingual Classes			TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Dual Lang. Programs			TBD
# receiving ESL services only			TBD
# ELLs with IEPs			TBD

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.			

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			9.0				
Hispanic or Latino			53.9				
Asian or Native Hawaiian/Other Pacific			33.7				
White			3.4				
<b>Male</b>			59.6				
<b>Female</b>			40.4				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	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:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

#### 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**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



# INTERNATIONAL HIGH SCHOOL at Union Square

40 IRVING PLACE, ROOM 805 • NEW YORK, NY 10003  
212-533-2560 • [main@ihs-us.org](mailto:main@ihs-us.org)

## School Parental Involvement Policy – 02M438

### I. General Expectations

The International High School at Union Square agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;  that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The International High School at Union Square will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- a. send a special flyer advertising the Parents' Association meeting where the CEP is to be discussed;
- b. explain the importance of the CEP during the SLT and Parents' Association meeting;
- c. request that parents become involved in the process of writing the CEP;
- d. involve all parent volunteers in the writing process;
- e. reach out to translators from the NYC DOE and from within the community to help out both during the meeting and during the writing process.

2. The International High School at Union Square will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. The principal will share on a quarterly basis information related to our school's progress toward meeting our yearly targets in course pass rates, end-of-year promotion, and exam results, and attendance. When the school's numbers are not aligned with the targets, the parents will be engaged in a discussion about how we can make sure the targets are met.
  - b. Parents will take part in a focused school walkthrough that will take place once a year (midyear);
  - c. During the debrief period, parents will discuss their observations and make suggestions for improvement;
  - d. All suggestions will be given due consideration by the SLT and will be implemented wherever possible if they are believed to result in a benefit to the school.
  
3. The International High School at Union Square will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. The school will hire translators whenever possible in all major languages represented at our PA meetings.
  - b. The school will provide monetary resources (Title I and others) to assist parents in developing activities that will strengthen their involvement in school.
  
4. The International High School at Union Square will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: N/A
  
5. The International High School at Union Square 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 school quality. 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 the findings of the evaluation about 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.
  - a. Our parents will receive a survey asking them to rate our parent involvement program specifically regarding accessibility of school staff, clarity of communications and frequency, and number and type of activities per year during which parents participate. The PA, with the assistance of the parent coordinator, will be in charge of preparing and distributing this survey. Once the survey returns, members of the PA will be the only people allowed to handle the returns.
  - b. We will log the rates of attendance at different parent events for the purposes of measuring parent participation.
  - c. Administrators and teachers will keep a log of all phone conversations with parents for the purposes of measuring parental involvement that does not include parent presence at school.
  - d. All data will be disaggregated and analyzed by ethnic and language group (as well as by student grade level). Our goals for our parent involvement program for the following school year will be directly connected to this data. The parent coordinator, the PA officers, and the principal will be involved in this evaluation.
  
6. The International High School at Union Square will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. 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

1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of subject- specific standards.
2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.

-the State's student academic achievement standards

1. Parents will be invited to a curriculum night during which all subject area teachers will provide an explanation of student academic standards.
2. Parents who do not attend will receive a summary via mail in the four major languages spoken at our school.

-the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: The school 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, by:

1. Through curriculum night and subsequent PA meetings, parents will learn about our school and how students are assessed. In addition to these, the school will provide ESL and technology education for parents using grant funding (pending). This is particularly important given the need for parents to access ARIS-link.
  2. Our parents, particularly the parents of SIFE students, will also be provided with a series of literacy workshops in order to learn literacy techniques that could be worked on at home.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by:
- i. Providing professional development to staff members before the school year starts in how to talk to parents regarding their children's progress.
  - ii. Disseminating information regarding the Department of Education's Translation Unit and making phones with conferencing capability accessible to staff.
  - iii. Designating a private area of the school as a parent lounge so that teachers and other staff and parents may engage in conversations about school.
  - iv. Supporting home visits as staff deems appropriate and necessary.
- c. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of 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:
- i. All written communications will be translated into any languages spoken at school that are supported by the Department of Education's Translation Unit.
  - ii. Every notice will include a contact number that parents can reach should they have any questions about the written communications.

### **III. Discretionary School Parental Involvement Policy Components**

None.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by International High School at Union Square on **TBD – awaiting PA elections**, and will be in effect for the period of a school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of December 2010.

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An annual review of this policy will take place during the February 2011 Parent Association meeting.



## **INTERNATIONAL HIGH SCHOOL** at Union Square

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212-533-2560 • [main@ihs-us.org](mailto:main@ihs-us.org)

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### **School-Parent Compact**

The International High at Union Square, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### **School Responsibilities**

The International High School at Union Square will:

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

Students at The International High School at Union Square receive a complete high school curriculum combining interdisciplinary study of all subject matter with intensive study of English. Students attend 60-minute core classes as well as Service Learning and Physical Education classes each week. Faculty integrates English as a second language techniques into their content area courses while providing students with opportunities to further develop their native language skills through peer-mediated instructional activities and instructional materials and books in their native languages. All classes are heterogeneous; that is, students are not grouped according to language level, achievement level, age, or grade level. Our instructional team develops thematically-based courses of study designed to ensure that students have the opportunity to meet or exceed city and state standards in all content areas. Students stay with the same interdisciplinary team of teachers for two school years. As part of their course work, students work on performance-based tasks. While performance assessment is a key component of this program, International at Union Square uses this work to support students' development towards mastery of state standards.

The goal of our professional development program is to ensure that every faculty member is fully equipped to support all students in meeting graduation requirements. To meet this goal, our teachers are engaged in ongoing efforts to align curriculum and classroom assessments to graduation standards. The weekly team meeting is the cornerstone of our professional development program. During team meeting, our staff hones in their proficiency in the following techniques:

- Managing a student-centered classroom by facilitating cooperative learning within small groups of students;
- Accommodating heterogeneity by designing and differentiating curriculum so that it is accessible but challenging for students with different degrees of academic experience and levels of native language literacy and English language proficiency;
- Integrating both native and English language development with content areas in classrooms where students may speak many different languages and have widely varied levels of proficiency in English; Constructing an interdisciplinary course of study that permits students to make connections, solve meaningful problems and apply learning to new areas without sacrificing the rigor of the individual disciplines.

We strongly believe that teacher learning should parallel student learning, and all our staff development initiatives reflect this belief.

Our advisory program is a good source of academic and affective support for our students. During advisory teachers conference with students and develop a cohesive school community through team building activities. The advisor is the person responsible for maintaining contact with a student's parents. In fact, it is the advisor who interfaces with the parent during parent/teacher conferences. In addition to advisory planning meetings every other week, teachers also attend guidance meetings, during which the progress of individual students is discussed.

In summary, The International High School at Union Square is a place that holds students' social, emotional, and academic needs at the fore. We are a learning institution, and as such, believe that all members of our community—students, parents, staff, and administrators—are constantly involved in learning and growing.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences to discuss a child's individual achievement take place by appointment twice a year. Parents are contacted by the child's advisor, who is responsible for giving parents their child's report card and communicating the child's strengths and areas of growth. Parents can speak to individual subject teachers at any time by appointment. However, the child's advisor is able to provide parents with all of the information needed to help the child grow as a learner.

We require two things: 1) Children must be present during the conference. Should the child not attend the conference, the conference needs to be rescheduled. 2) Parents should make every effort to attend on the scheduled day. However, if parents are not able to attend, the child's advisor will make every effort to schedule the meeting at a time that is more convenient for the parent.

Our school was created in order to serve the very specific needs of immigrant students whose first language is not English. In order for our students to learn and grow, we do all we can to enlist the help of their families.

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

Parents receive five reports each year. Parents have the opportunity to review each report with the child's advisor upon request.

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

There are two opportunities for all parents to come in, once in the fall and once in the spring, to sit with the child's advisor for half an hour to review the student's progress. This is the formal process. However, advisors are very accessible, via phone, home visits, and school visits by appointment to meet with parents at any time that is convenient to both parties.

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

Our school has an open door policy for parents. We prefer that they notify us in advance if they want to visit. However, we welcome them whenever they come in. For the next academic year, we hope to create a new school tradition, the monthly parental visit and classroom sharing. This goal of this new structure is to institutionalize parental involvement in the classroom and make parents a permanent presence in the school.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. PA and SLT meetings take place once a month. During these meetings, which are well publicized, parents are invited to be part of the decision making process where school improvement policies are concerned.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. PA and SLT meetings take place once a month, with special meetings taking place as needed. During these meetings, which are well publicized, parents are invited to be part of the decision making process where school improvement policies are concerned.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. All school communications are sent to the DOE's Translation Unit for translation into Spanish, French, Chinese, Bengali and Arabic.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. Through curriculum night, other informational sessions, and the parent handbook, parents are kept informed of our school's program and goals.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. As a small school, it is easier for us to work with parents as requests come up. We always accommodate parental requests for meetings, whether with individual teachers/advisors or with school administration.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Parents receive five progress reports a year. Final report cards for the fall and spring terms are mailed home.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. We have never been in this situation, but if this should occur, we will notify parents in the six languages mentioned above in a timely manner.

### **Parent Responsibilities**

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

- supporting my child's learning by making education a priority in our home by:
  - o making sure my child is on time and prepared every day for school;
  - o interfacing with my child's advisor regularly to keep track of my child's progress in school;
  - o monitoring attendance;
  - o talking with my child about his/her activities everyday;
  - o scheduling daily homework time;
  - o providing an environment conducive for study;
  - o making sure that homework is completed;
  - o monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- reading together with my child every day;
- allowing my child to attend school trips;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- expressing high expectation and offering praise and encouragement for achievement

### **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.
- Do my homework every day and ask for help when I need to.



**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 <b>Anselmi</b>	District <b>02</b>	School Number <b>438</b>	School Name <b>Intl HS Union Square</b>
Principal <b>Gaylea Prichard-Silvers</b>		Assistant Principal	
Coach <b>Rachel Balsam/ESL</b>		Coach	
Teacher/Subject Area <b>Song Iy Diana Han/ESL</b>		Guidance Counselor <b>Marlene Mika</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>None</b>	
Related Service Provider <b>None</b>		Other	
Network Leader <b>Cyndi Kerr</b>		Other	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>87</b>	Total Number of ELLs	<b>87</b>	ELLs as Share of Total Student Population (%)	<b>100.00%</b>
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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.

1. All students admitted to International High School at Union Square from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are administered the Home Language Identification Survey HLIS (in their native language if available). This includes an informal oral interview in English and in the native language. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission.

The pedagogues responsible for conducting the initial screening instruments and administering the HLIS and LAB R (if necessary) are Marlene Mika, licensed Guidance Counselor and Rachel Balsam, licensed ESL teacher. Yizhong Li, Coordinator of Special Programs, assists with Chinese translations when needed.

All ELLs, as identified in ATS, will take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort will be made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT.

2. For parents of new enrollees, Guidance Counselor Marlene Mika or Principal Gaylea Prichard-Silvers explains the three program options available to all NYC students. At this time parents are afforded the opportunity to ask questions about each of the options. If they prefer an ESL program, we place the student in our school. If they choose otherwise, we put them in contact with schools that have dual language or bilingual programs.

We also will hold a Curriculum Night for parents/guardians to experience our ESL methodology firsthand.

3. As Program Selection forms are submitted, copies are made. The original is filed in students' permanent record folders. The copy is kept in a binder in the main office. A check-list of all students is kept in the folder and students are checked off as the Program Selection forms are returned.

Every effort is made to ensure that all Home Language Survey Forms (HLIS) and Program Selection Plans are collected during the initial screening session with the guidance counselor. If all Program Selection forms and Home Language Survey forms have not been submitted by the end of September for the fall semester or the end of February for the spring semester, they are distributed and collected at Parent Conferences. As a next step, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by the DOE. Our parents request an ESL instructional program; consequently, all of our ELLs are in an ESL instructional program.

Students are placed in our ESL program based upon selections made on the Parent Selection Form on the very day that they register. Our ESL program and the schedule are explained to students and their families in the native language when necessary; we also use the NYCDOE Translation and Interpretation Unit if we do not have a staff member able to communicate with families in the native language. If parents are interested in a program change, they are able to meet with the principal to discuss such issues, also with the help of interpreters.

5. Due to the fact that our school is in its first year of existence, we are not yet able to identify a trend. However, we are a member of

the Internationals Network for Public Schools, and our partner International High Schools report the general trend that parents request Free-Standing ESL.

6. Again, due to our status as a brand new school we do not have long-term data on parent requests. Therefore, in the short term, we align our model with parent preferences reported by other International High Schools in New York City. As we develop, we will continue to review parent program requests and respond as necessary.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										87				87
<b>Push-In</b>										0				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	87	0	0	0	87

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)		84	Special Education	0
SIFE	25	ELLs receiving service 4-6 years		3	Long-Term (completed 6 years)	0

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



**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
<b>TOTAL</b>	<b>0</b>									

**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:

Native American:

White (Non-Hispanic/Latino):

Other:

**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										46				46
Chinese										24				24
Russian										0				0
Bengali										2				2
Urdu										0				0
Arabic										3				3
Haitian										0				0
French										4				4
Korean										0				0
Punjabi										0				0
Polish										2				2
Albanian										0				0
Other										6				6
<b>TOTAL</b>	<b>0</b>	<b>87</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>								

## 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.

1a. Instruction at our school is delivered collaboratively by a team of six teachers and one guidance counselor who work to plan instruction for a group of approximately 100 9th grade students. As our school develops, we plan to continue the instructional team model, though the precise composition of teachers, additional faculty/staff and students per team is in development.

1b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students will be mixed beginning next year; we currently only have a 9th grade class. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for a specific project.

## 2. GAYLEA, CAN YOU CHECK THIS ONE?

All students are carefully programmed to be certain they have the mandated number of minutes of ESL. All ELLs classified as beginners receive a minimum of 540 minutes of ESL per week (240 minutes in Humanities/ESL class, 240 minutes in ESL through Humanities/Social Studies, 60 in SSR Reading class) and those classified as intermediates receive more than the minimum 360 minutes of ESL per week (240 minutes in Humanities/ESL class, 240 minutes in Humanities/Social Studies).

3. All students take math, science, social studies, art, physical education and ESL/English every year. Although the language that teachers use for addressing the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge. As a new school we are focused on supporting our teachers in designing language-rich project-based instruction. Teachers are supported in using leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, service learning, scaffolding and differentiation.

4a. As our school is new this year, our SIFE program is in development. We are implementing SIFE strategies in content classes when appropriate to differentiate instruction in such a way. We are providing small group support to previously identified SIFE students, and are working to identify newly enrolled SIFE students as well.

b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers also participate in Service Learning, a project-based course in which students explore New York City with companion literacy activities focusing on developing English skills in all modalities.



## **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?

5. As a first-year small school, we will be developing additional targeted interventions in all subject areas each year for the next several years. All of our targeted intervention programs are given in English. Currently we offer the following additional supports.

a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading. As a first-year small school, we will be developing additional targeted interventions over the next several years.

b. Targeted intervention programs in Social Studies include after-school small group tutoring.

c. Targeted intervention programs in Math include after-school small group tutoring and computer programming club.

d. Targeted intervention programs in Science include before-school small group tutoring.

6. We do not yet have students who have reached proficiency on the NYSESLAT are no longer considered ELLs. When we do, they are still in need of language development. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accomodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

7. Though of course our entire program is new this year, we want to emphasize our vision for Service Learning. Each member of our first class of 9<sup>th</sup> grade students is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships.

8. Having not existed last year, we have cut no programs/services this year.

9. Since 100% of our students are ELLs, all IHS at Union Square programs are “equal access.” In addition to the support and intervention services listed in the answer to question five of this section, we offer after-school music, newsletter and Chinese culture classes. While the above may not be “academic” in theme, all are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams, debate, chess and so on.

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

- Classroom libraries including English and L1 books
- Technology: iMovie, Garageband (digital voice recording), iPhoto (digital cameras)
- Rosetta Stone - English
- Internationals Network for Public Schools New Teacher Toolkits

11. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our school possesses libraries with reading materials in these native languages: French, Spanish and Chinese. We plan to continue expanding our NL classroom libraries.

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

We use an array of resources in our school including teacher-made materials, trade books at different reading levels, and a variety of non-text hands-on materials. We will continue to expand and develop our resources as we grow over the next few years. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

13. As a new school, we did not offer a pre-school orientation. We plan to do so from 2011 forward. However, we did focus our first day of school on introducing students to the Internationals Approach through language-rich collaborative activities.

14. As a new school, we do not currently offer language electives. We are investigating the efficacy of using Rosetta Stone to develop students' native languages and introduce them to foreign languages.

### **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)?

### **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.

1. All faculty and staff are considered ELL personnel. Currently, our instructional team is the primary vehicle for professional development. The team meets three times per week, with agenda that include:

- o Analysis of student work in order to improve instruction/design interventions
- o Analysis of student assessments (project-based learning)
- o Social-emotional progress of a teaching team's shared students
- o Formation and refinement of discipline specific benchmarks
- o Peer critiques of teacher-generated curricula

Each teacher also meets weekly with Rachel Balsam, ESL Coach, to develop curriculum. The Dean and Principal push in to classes regularly to demonstrate effective practices.

Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

2. As a developing school, we would like all faculty to attend external conferences to keep abreast of new trends in ESL and their content areas.

3. Although we are a new school, all professional development at our school is focused on ELL training since all of our students are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 7.5 hours of professional development mandated by Jose P. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

## **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?

1. We have held two family-focused events thus far, Curriculum Night and the first Parent Association meeting. As a new school, our plan for parent involvement is to grow our recently founded Parent Association as well as to include parents in school activities such as trips and celebrations.

2. Not yet. Yizhong Li, Special Projects Coordinator, is currently conducting outreach to CBOs to explore parent support services.

3. As a developing school, we currently evaluate parent needs simply by listening to parents when they come to register their children and from followup phone calls. As it develops, the Parent Association will be a source of information, as will Parent Surveys gathered as part of our School Report Card and feedback received at Open School conferences.

4. Curriculum Night introduced sample classroom activities to families, so that parents could experience instruction as their children do. The Parent Association should eventually be parent-driven and thus address their needs. As our school matures and we gather more information about parent needs, we can modify and add to our family programs to better address their needs.

# 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)										28				28
Intermediate(I)										17				17
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	48	0	0	0	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										11			
	I										22			
	A										9			
	P										6			
READING/ WRITING	B										28			
	I										16			
	A										4			
	P										0			

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
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?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.
  1. Teachers are gathering data in the context of content classes.
  2. We are awaiting LAB-R data for newly arrived students, who comprise about half of our student population at this point.
  3. Analysis of the data from these tests will affect instruction in that we will explore ways to most effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.
  4. As a new school, we do not yet have data to answer this question.

- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results

### **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.

## **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 <u>Special Proj. Coord</u>		
	Other		
	Other		
	Other		