



**CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: CSI HIGH SCHOOL FOR INTERNATIONAL STUDIES**  
**ADDRESS: 100 ESSEX DRIVE**  
**TELEPHONE: 718-370-6900**  
**FAX: 718-370-6915**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 353100011047      **SCHOOL NAME:** CSI High School for International Studies

**SCHOOL ADDRESS:** 100 ESSEX DRIVE, STATEN ISLAND, NY, 10314

**SCHOOL TELEPHONE:** 718-370-6900      **FAX:** 718-370-6915

**SCHOOL CONTACT PERSON:** Joseph Canale      **EMAIL ADDRESS:** Jcanale2@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Karolyn Mangiero

**PRINCIPAL:** Joseph Canale

**UFT CHAPTER LEADER:** Kimberly Lombardi

**PARENTS' ASSOCIATION PRESIDENT:** Denise Taylor

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Breanna Pizzolo

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** MARISOL BRADBURY/Marie Rousseau

**SUPERINTENDENT:** Aimee Horowitz

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Aimee Horowitz	Principal	
Joseph Canale	CSA - Council of School Admin	Comments: YES

\* 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.

College of Staten Island High School for International Studies (CSIHSIS) provides a nurturing educational environment in which students are actively engaged in developing literacy and problem solving skills enabling them to succeed in post secondary education, advanced courses of study, and the world of work. At CSIHSIS students, staff, and parents collaboratively create a vibrant learning community. CSIHSIS students participate in rigorous, inquiry based instruction and learning that integrates world issues, languages and cultures. The integration of a thorough course of study with internationally themed content coupled with community involvement provides students with the skills and experiences to be responsible and ethical participants in a global society.

CSIHSIS, a small, personalized learning community formed in collaboration with Asia Society and College of Staten Island (CSI), is a college preparatory program. In addition to completing the New York City graduation requirements, students also complete four years of second language learning through their study of Mandarin, Japanese, or Spanish, 120 hours of service learning, a yearly portfolio project and presentation, and an internship. Through our partnership with CSI, our students earn college credits by taking college courses at CSI as well as at our school. We also offer a broad array of Advanced Placement courses. Students regularly participate in international travel, exchange, and study abroad. Prior programs have included China, Germany, Italy, France, Spain, Ecuador, Costa Rica, England, Switzerland, and Bahrain. CSIHSIS graduates are proficient thinkers and problem solvers, collaborative team members, have perspectives consciousness, state of the planet and cross cultural awareness, knowledge of global dynamics and an awareness of human choices enabling them to be global citizens.

Our curriculum prepares our students to be informed, ethical and active participants in a global society by infusing international content, issues and problem solving into all areas of study. Through this internationalized curriculum, using a project-based learning approach, by involving our students in their communities, and by having our students grapple with "real" global issues, we empower students to use global content to gain understandings about our world and as a vehicle for other learning. CSIHSIS students use technology to blog, communicate, and collaborate with students around the world as they work on projects and report for our award winning school newspaper, The International Insider. Students gain an understanding of others' perspectives through participation in our Model United Nations program. CSIHSIS is actively involved in the local and global communities through our partnerships with diverse organizations including iEARN, Kiwanis Club, Students on Ice, World Savvy as well as through the many grants we have been awarded. Our students work on immigration has been exhibited on Ellis Island; their artwork has been displayed at galleries throughout New York Cit and is currently on display in San Francisco.

A key component of our students' school experience is our advisory program. Each student is a member of a small advisory group that has the same advisor for their entire four years in school. Advisory has been described by students as "a group that's like a family within the school." Advisory gives students the opportunity to have one adult in the school that knows him or her very well and is a

go to person for students and parents. Goals for advisory include to building a collaborative school culture, having students develop a sense of belonging to our school community, helping students develop life skills and habits of mind so that they can be accountable and take responsibility for their own learning, and empowering students to organize their own community service/service learning projects. Advisory and small class size personalize students' learning environment, allow teachers to know students' strengths and weaknesses and work with them both individually and in groups to enhance their strengths and overcome their weaknesses, and provide students with a time and a place so that they can acquire the skills needed to manage their own learning.

The school also supports a large Leadership Team where parents, students, and staff work together for the benefit of the entire school community. The team includes six parents members, four faculty members, two administrators, and two students, and a representative from College of Staten Island. Annual elections, held in September, insure a strong start for the new school year. According to Clara Hemphill's publication, New York City's Best Public High Schools, "CSI HS for International Studies was founded in 2005 with a progressive, almost utopian vision that students learn best when given freedom to decide how to spend their time. AT CSI HS for International Studies, making friends and learning to get along with others are considered as important to students' development as academics are. The school is best known for its international studies, but the regular academic courses are as strong as any in the city."

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	CSI High School for International Studies								
<b>District:</b>	31	<b>DBN #:</b>	31R047	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.8	93	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.3	98.43	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		19.5	15.4	32.6		
Grade 8	0	0	0						
Grade 9	115	166	147	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	84	112	158	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	99	84	110		2	0	TBD		
Grade 12	0	93	77						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	298	455	492	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	55	62	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	13	30	Superintendent Suspensions	4	4	TBD		
Number all others	16	27	30						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	16	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	0	0	Number of Teachers	19	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	6	TBD
				Number of Educational Paraprofessionals	0	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	31.6	29.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	42.1	48.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	81	TBD
American Indian or Alaska Native	1.7	0.9	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83	91.7	TBD
Black or African American	14.8	14.1	11.4				
Hispanic or Latino	16.1	16	17.9				
Asian or Native Hawaiian/Other Pacific Isl.	13.8	13.2	11.8				
White	53.7	55.6	57.7				
Multi-racial							
<b>Male</b>	41.6	41.3	42.1				
<b>Female</b>	58.4	58.7	57.9				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<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 AYP in each subject</b>				2	2		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	86.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	48.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	5	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Student performance trends:

Additional special education students have been assigned to College of Staten Island High School for International Studies, thus expanding our CTT and SETSS programs. Ensuring that students are well-served by staff who are new to teaching and/or new to our school and/or CTTSETSS is a top priority.

Regents passing percentages for June 2009 have significantly increased across all subject areas.

Regents data and item analysis indicate that in order to increase our students' level of achievement, we must better develop students' content area literacy and ability to make inferences in all subject areas. This will not only improve Regents data but will better prepare our students for post-secondary education.

Greatest accomplishments over the last couple of years:

Quality Review: Scored "proficient" in 2008-2009.

We made Adequate Yearly Progress for all subgroups.

88 out of 92 Seniors graduated this June and 2 additional seniors graduated in August.

The school has a very effective advisory program that ensures every student has at least one adult in the building who knows him/her well, that every student receives regular support and guidance as part of a small group for both their academic and personal needs, and that every student has the opportunity to develop leadership skills through our service learning program.

The English Department has organized and scheduled an independent reading program which has been implemented in all grades through our advisory program.

95.56% of freshman, sophomore, and junior students earned 10+ credits.

Since the school's inception we have maintained an attendance rate of over 93%, we are in the top 15% of city schools.

94% of all freshman, sophomore, and junior students in the lowest third of the school's population earned 10+ credits.

In English Language Arts and United States History, Regents pass rates were higher than 70% of all city schools with well over 90% of our students passing the ELA Regents during both administrations of the exam. Likewise for the June 2009 administration of the Regents Examination in United States History, well over 90% of our students earned passing scores.

To more fully prepare our students for post-secondary education and to meet the learning needs of all students, we offer a broad array of Advanced Placement and enriched courses.

We are continuing to use engrade.com, a grading program to facilitate greater parental involvement, increased student accountability for learning, and greater staff communication with parents to further empower students and parents in the educational process.

Through our partnership with College of Staten Island our students earn college credits through various programs including College Now and a tuition waiver grant program. In addition, this year through our partnership with the College of Staten Island our students have a unique opportunity to participate in a hybrid College Now course, which combines both college and high school students in a course of study.

To further foster our commitment to integrating the arts into education and to infusing international content into our students' educations we have expanded our dance and music programs to include not only Percussion Ensemble/Drumming Circle, but also Guitar Ensemble, and a Dragon Dance Team. Both programs participated in the Staten Island Columbus Day parade.

To foster our commitment to interdisciplinary learning and to integrating the arts into education we have created and implemented Creative Writing Through the Arts.

All students take Global Technology to acquire and develop the skills necessary to be successful in the 21<sup>st</sup> century. The Global Technology program is also piloting an international digital story telling curriculum developed in collaboration with Asia Society's International Studies Schools Network.

The librarian at the College of Staten Island facilitated a series of workshops for AP Biology students on how to perform research by using academic journals and proper citation culminating in students doing a research project applying the skills they learned.

Students regularly participate in international travel and exchange, and study abroad as well as learn with students in other countries in their classes. Last year students at CSIHSIS participated in a foreign exchange in France and this year they will participate in the program with Switzerland. Students also traveled to Japan, Greece, and Turkey. We are also hosting a Swedish exchange student.

Students regularly participate in experiential learning. Earth Science students participated in a geological field trip led by Dr. Alan Benimoff and their science teacher.

Forensic Science- Students can take an elective and earn credit learning the basic techniques of criminalistics/forensics. Analysis of a crime scene, learning to draw to scale, collecting evidence, finger-printing and electrophoresis analysis are a few of the skills and topics that are developed in this class.

Our International Journalism program has produced certified Daniel Pearl Youth News Reporters and has involved students in all phases of newspaper production including fundraising, lay out, editing, reporting, and photography as well as creating bonds between students of all grade levels and empowering seniors to teach younger students. This year the award winning program has created a multimedia website and corresponds with other high school newspapers around the world and extends stories in the print version of the paper.

Our Senior Instructional Leadership Core (SILC) continues to empower seniors to be instructional leaders and role models as they collaborate closely with teachers to plan lessons and work in classrooms, while maintaining a strong connection to our school during their senior year.

3 of our students along with 9 other New York City High School students were selected to participate in the Secretary General's Summit on Climate Change at the United Nations.

This year the freshmen class is employing the Village Voices Social Justice English Curriculum developed in collaboration with the CSIHSIS staff and the Asia Society. Students took a pre-assessment exam, which created base line data that students and teachers will use to identify student strengths and weaknesses. They will begin to use the data to create goals in their English class. The math department is following a similar plan.

Rock-n-Knit has been revived. It is a service-learning club where students knit hats and blankets for babies in Third World countries.

All 10<sup>th</sup> graders participate in a week long residency with poet Lamont Dixon. The residency culminates in a poetry slam, in which students read their own work and the work of published poets competing for a top prize.

The Key Club continues to collaborate with the Kiwanis Club to work with community leaders and organizations to inform and connect our students with their local and global community through community service and service learning.

Participation in Impact Broadway grant to make theatre available to groups that have been traditionally denied access to Broadway

#### Significant Aids to Achievement:

Hard working, dedicated, and collegial staff.

Use of Engrade system to provide students and parents with continual access to their grades and their progress as well as regularly producing progress reports.

The mobile computer lab has been widely used in Social Studies, English, Mathematics and Science.

Both students and teachers have found this to be invaluable in a variety of ways. Students are better at meeting the demands of today's society in terms of electronic "know-how".

Smart Boards, LCD players, DVD players, have been made accessible to teachers and they have been receptive to their use. New textbooks now come with many support resources including: interactive software, video and animation analysis and description, test materials, enhanced reading/comprehension aids, visual learning devices, and graphic organizers.

SILC (Senior Instructional Leadership Core), a program in which senior students collaborate with teachers and assist in classes.

College of Staten Island student tutors

Library with multi-media resource room

Teacher Academy students from College of Staten Island assist in science and math classrooms

Outside speakers to engage students in international issues including speakers from UN4U and Global Classrooms

Informing students about career and higher education options through College Tours, Career

Roundtable with Warner Music Corporation, Grammy Career Day with NARAAS, meetings with medical professionals for AP Biology students, representatives from a variety of colleges conducting seminars at our school, and a senior parent/student day at College of Staten Island for parents and students to learn about CUNY programs and opportunities

Weekly email parent newsletter to more than 95% of parents

#### Significant Barriers to Achievement:

Inadequate space for smaller classes, sharing physical education space, one cafeteria, one library, etc. three other schools causes culture and scheduling difficulties.

A high percentage of our teachers are in their first three years of teaching.

Financial resources are a challenge in reference to implementing new programs and hiring the staff necessary to conduct them; these programs would be geared at improving the students' numeracy and literacy skills, creating additional opportunities for credit retrieval, Saturday academies, college guidance, additional Advanced Placement courses, creating additional opportunities for students to be involved in after school activities, etc.

Fundraising is limited.

Attracting highly qualified teaching staff.

Staff turnover.

Low number of parents that attend PTA meetings.

This is our second location in four years and we are still experiencing challenges due to our physical plant

No permanent custodian

Foreseeable problems

Additional budget cutbacks

Inability to attract qualified teachers of Mandarin

Staff turnover

Lack of physical space to implement additional classes despite increasing register



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To increase opportunities for parents to be involved in school programs by implementing a minimum of 10 parent activities during and after school by June 2011	<input type="checkbox"/> To achieve the goal.
<input type="checkbox"/> To increase outlets for student leadership through the implementation of 5 newly developed student leadership programs by June 2011.	<input type="checkbox"/> To achieve the goal
<input type="checkbox"/> By June 2011, increase the percentage of students achieving a 65+ on the Geometry Regents by 5% for first time takers.	<input type="checkbox"/> Data analysis of 2010 regents data shows that 45% of all students taking Geometry Regents received a 65 or higher.
<input type="checkbox"/> All academic departments will create goals,action plans and curriculum maps through common planning and in alignment with inquiry data and Graduate Profile System, to enhance student achievement by June 2011	<input type="checkbox"/> Teachers of all departments will analyze results of final exams and identify trends and patterns within their designated discipline area. They will create department goals and action plans based on these trends. Revisions of current curriculum maps and the incorporation of the Common Core Standards will allow for increased student achievement and outcomes



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area** **All Subject Areas/Admin/Parent**  
**(where relevant) :** **Coordinator/GC**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To increase opportunities for parents to be involved in school programs by implementing a minimum of 10 parent activities during and after school by June 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>	<p><input type="checkbox"/></p> <p>Maintain a CSIHSIS blog to encourage communication between administration, faculty, parents, and students.</p> <p>Hold Sweet Talk, a social, where parents, faculty and students meet in an informal setting to build relationships and foster a strong and supportive CSIHSIS community.</p> <p>CSIHSIS will participate in Parent Week, a Chancellor’s initiative to offer parents insight into their child’s school life, during which time parents will be invited into school to observe and participate in their child’s classes.</p> <p>New teachers, parents, and students will be trained in the use of engrade.com, a web based grading system, through which students and their parents can monitor assignment completion, test performance, progress, etc. to better inform students and their parents about academic performance and progress and aid students in becoming more accountable for their learning and achievement.</p> <p>CSIHSIS will host a Simulated School Night, which will provide parents an opportunity to experience their child’s schools day. Parents will experience an abbreviated school day following their child’s program. Parents will be able to meet teachers and become informed about the content and skills their children will be learning in each of their classes and how they can support their learning and achievement.</p> <p>The parent coordinator will facilitate several ARIS Training workshops. In addition, she will post her Power Point presentation on the CSIHSIS website, which provides parents with a step-by-step guide on how to use ARIS.</p>

Per the request of the PTA, the guidance counselor will facilitate a parent meeting. The meeting will be held in November and outside experts will provide parents with important college information, information on how they can support their children as they prepare for SAT/ACT, and guide them through the college and financial aid application process.

A family handbook, which is an A-Z detailed guide of everything the parent and child need to know about CSIHSIS and the school year, will be published. Each parent was given a hard copy at the beginning of the school year and it will be posted on the CSIHSIS website.

The parent coordinator will continue to distribute a weekly newsletter to parents to keep them apprised on pertinent information and events during the school year. In addition the PTA is following suit by publishing their own monthly newsletter to communicate with all parents whether or not they attend PTA meetings. This will include messages from the principal as well as from faculty about what students are learning.

Parents/guardians will be invited into the school to share in their children's learning during our Day of the Dead Celebration, into junior English Language Arts classes for ELA Regents presentations, to the culmination of our sophomore poet in residence Poetry Slam, to our Global and US History Regents Night to learn a variety of strategies to help their child prepare for the Regents Examination in Global and US History, to our senior capstone fair and to portfolio presentations, and to our Winter and Spring Concerts and Celebration of the Arts.

It will be mandatory for parents/guardians to participate in two Student Led Conferences per year.

Principal and assistant principal will participate in PTA meetings and present workshops on how students earn credits in high school, graduation requirements, how to read your child's transcript, PSATs, programs with College of Staten Island, etc.

Teachers will participate in PTA meetings to enhance relationships and communication between teachers and parents.

hone messenger to inform parents about meetings, to invite them into classes, to remind them about important events, to let them know about testing

Progress reports will be mailed to parents six times per year along with other pertinent information about learning opportunities

Guidance conferences with families of students at risk for failure and for not meeting graduation requirements

Principal and assistant principal intervention meetings with families of students and their parents in collaboration with outside agencies to support at risk students

Teachers will regularly phone parents to discuss student progress and learning expectations

Freshman/Parent breakfast with student created and facilitated workshops entitled "Understanding the High School Transcript and the Story It Tells"

	<p>School will host "The Franci Film Festival"- a presentation of original student films about global governmental issues in which parents will be invited  Parents and community members will be invited to participate in student led community Drum Circles  Parents and Senior students will be invited to participate in a CUNY College Information Day at The College of Staten Island  Families will be invited to facilitate Career Day workshops  Parents will be invited to the National Honor Society Induction ceremony to celebrate outstanding scholastic achievement and community involvement.  Families of Junior students will be invited to Junior Rite of Passage celebrating Juniors' Journey into Senior year  Senior parents will be invited to "Senior Awards Night" celebrating Senior achievement and community involvement  Mid-winter Honors ceremony and reception for students and parents celebrating academic achievement in the fall semester. Families and local officials will be invited.  Students who have participated in international exchange or travel will host and facilitate Global Seminars to which the school community is invited. Students will share their experiences creating cultural awareness.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding for participation in after school parent workshops and events; Contract For Excellence Per Session Funding  Funding for postage and paper to mail information to parents; TL FSF and Title I  ARRA  Funding for phone messenger system; NYSTL software  Funding for index cards and computer ink for materials for Parent Night; TL FSF  Funding for Engrade system; NYSTL Software  Funding for Parent Coordinator; funding from Tax Levy parent Coordinator Funds, TL FSF and TL CFN Support</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Parent attendance at College Night, Sweet Talk, PTA Meetings, parent Simulation School Night and Afternoon Conferences, Open School Week, Franci Film Festival, and Day of the Dead Celebration</li> <li>• Phone master Log as evidence of outreach</li> <li>• ilog records as evidence of communication with parents</li> <li>• Conference logs</li> <li>• Copies of Progress Reports</li> <li>• Teacher Phone logs</li> <li>• Participation in blog by faculty and parents <input type="checkbox"/></li> </ul> <p><input type="text"/></p>
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**Subject Area (where relevant) :** All subject areas/Administration/Parent Coordinator

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase outlets for student leadership through the implementation of 5 newly developed student leadership programs by June 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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Reconstitute student parliament to meet the needs of our school's increased enrollment and allow for maximum student participation</li> <li>• Students will act as apprentices in classes and participate in a leadership seminar through SILC (Senior Instructional Leadership Corp)</li> <li>• Students who participate in Summer Freshman Academy will facilitate a parent workshop entitled "The High School Transcript and the Story it Tells"</li> <li>• Implement a drum circle facilitator's course. The course will train students to lead community drum circles. Students will then invite community members to participate in community drum circles and work with lead drum circles for District 75 students from accross the city. The course will promote leading, following, and communicating through music.</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish the CSI Ambassador's Core. Students involved will be responsible for representing our school at borough-wide High School fairs, assuming responsibilities as tour guides and student panalists for open house events. Student leaders will showcase school to press, politicians and representatives from partner organizations. Furthermore, students will lead freshman orientaion for incoming students.</li> <li>• Implement College Summit curriculum for seniors through which 20-25 students will be trained as peer leaders regarding college choice and the application process.</li> <li>• Senior Counsel- representatives of senior class will create, plan and execute senior events. These events include senior trips, breakfast, yearbook distribution gala, senior themed days, t-shirt design, and senior prom</li> <li>• Multi-level journalism course will provide opportunities for upperclassmen to mentor emerging writers for our school newspaper.</li> <li>• Institute NHS peer tutoring program</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <p>Funding for College Summit; Title I ARRA Funds  Funding for Music Teacher (Drum circle); TL Fair Student Funding  Funding for journalism teacher; TL FSF, Title I ARRA funds  SILC, Drum Circle Facilitators Class, Multi-Level journalism course; TL FSF</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Parliament will develop a governance document<input type="checkbox"/></li> <li>• Schedule of events with District 75 students</li> <li>• Enrollment list for Drum Circle Facilitator's Course</li> <li>• List of students who attended College Summit leadership training</li> <li>• Materials and artifacts from Parent workshop led by students</li> <li>• Materials from student workshops held during freshmen orientation</li> <li>• Job descriptions and organization chart from journalism class</li> <li>• Parliament agaenda</li> <li>• Photos of events planned by Senior Counsel</li> <li>• Organization of video yearbook as coordinated by Senior Counsel</li> </ul> <input type="checkbox"/>

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**Subject Area  
(where relevant) :**

**Math Department**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, increase the percentage of students achieving a 65+ on the Geometry Regents by 5% for first time takers.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Math Teacher teams will meet weekly to create, align and modify current curriculum maps in Geometry          Team teaching in Geometry class by certified and experienced mathematics teachers will aid to improve student achievement          Professional development pertaining to practical strategies for success will be ongoing. Opportunities will be sought externally and internally          After-school tutoring opportunities in relation to individual student need surrounding Geometry Regents will be made available          Institute Saturday Academy for specific small group support in geometry          Continue the use of hands on instructional materials to support geometric thinking in all learners (geo-boards, Geometer's Sketchpad, reflective mirrors)          Infuse the use of technology into curriculum through tools such as Smart Notebook math tool, Airliner Slate for SmartBoard, and Geometer's Sketchpad          Monitor student outcomes through ongoing assessments and adjust curriculum accordingly. Assessments will be both summative and formative in nature. This year, classrooms will be equipped with the Interactive Response System to compliment the use of technology in math classrooms. This will allow for ongoing/daily assessment of student learning goals in an effort to inform instruction throughout unit.          Gather and analyze data regularly through detailed item analysis of summative assessments</p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Funding for two certified math teachers to teach Geometry; TL FSF</li> <li>• Funding for per session in after-school/ Saturday Academy; Contract for Excellence</li> <li>• Scantron Item Analysis equipment; TL FSF</li> <li>• Funding for Interactive Response System; TL- One Time Allocation for HS</li> <li>• Funding for Airliner Slate SmartBoard equipment; TLFSF</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>□ Increased pass rates on Geometry regents for first time takers</li> <li>Curriculum maps that are aligned to common core standards</li> <li>Small group instruction based on multiple assessment results</li> <li>Increased pass rates on classroom summative assessments</li> </ul>

**Subject Area  
(where relevant) :**

**All Subject Areas**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> All academic departments will create goals, action plans and curriculum maps through common planning and in alignment with inquiry data and Graduate Profile System, to enhance student achievement by June 2011
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• June 2010- Administration of final exams. Teachers analyze results and meet in departments to create goals and action plans for inquiry</li> <li>• August 2010- Professional development for all staff members on Common core Standards</li> <li>• September 2010- Revisit department goals and modify as needed in respect to updated data released by DOE (ie, Progress report, AOR, Regents results, course results)</li> <li>• September 2010- ongoing- Faculty members will meet 3-4 times per week to collaborate with colleagues to create plans of action, identify target population, research strategies, modify curriculum maps, create aligned assessments and engage in lesson studies.</li> <li>• Teachers will engage in intervisitations as a component of lesson study and to further develop pedagogical practice</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Per session for after school professional development; Contract for Excellence</li> <li>• Professional texts, videos, to support collaborative work in teacher teams;</li> <li>• Funding for coverages in support of classroom intervisitations;</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Curriculum maps that incorporate GPS and Common Core Standards</li> <li>• Learning walks performed and facilitated by teachers</li> <li>• Weekly common planning time for advisors and grade teams</li> <li>• Daily common planning time for departments and CTT partnerships</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/>Lunch/after school/Regents Prep/Senior Instructional Leadership Core (SILC)/Credit Recovery/Learning Support Class during the school day/Collaborative Team Teaching/Study Hall during the school day, before and after school tutoring. Targeted small classes. Saturday Regents Prep Program</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/>Before and after school tutoring/Collaborative Team Teaching/Learning Support/SILC/Regents Prep., Saturday Academy, CSI College Tutors, CSI Teacher Academy Teaching Assistants in classes.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/>Before and after school tutoring/collaborative team teaching/learning support/SILC/After school Regents Prep /Credit Recovery/Extra period of instruction for AP Biology and for Chemistry/After school make up labs. Saturday Finals and Regents Review for Living Environment</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/>Lunch and after school tutoring/collaborative team teaching/learning support/SILC/After school Regents Prep for Global and United States History Regents/Credit Recovery/AP United States History Seminar (after school), Saturday Regents Academy</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/>Mandated counseling, advisory, college guidance, crisis intervention, non-mandated, general education at risk counseling.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/>N/A</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/>Crisis intervention, at-risk counseling, non-mandated counseling, student observations.</p>

**At-risk Health-related Services:**

A full time SAPIS counselor is available for at-risk counseling, non-mandated and crisis intervention.

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 NCLB/SEA by the manner 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.

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

Please note, we are not in receipt of Title III funding.

**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 **Professional Development Program** 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III parts will be reviewed for DOE and SED approval. Distribution will be the schools' professional development staff for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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.**

<b>Allocation Amount:</b>		
<b>Grade Level(s)</b>		
<b>Budget Category</b>		
<b>Number of Students to be Served:</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>LEP-1</b> <b>Professional salaries (schools must account for fringe benefits)</b> - Per session <b>Number of Teachers 29</b> - Per item <b>Other Staff (Specify) N/A</b> <b>School Building Instructional Program/Professional Development Overview</b>	N/A- Due to our low number of ELLs, our school does not receive Title III allocations	<input type="checkbox"/> (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> <b>Section II, Title III, Part A LEP Program Narrative</b> <b>Language Instruction Program</b> High quality staff and curriculum development contracts	(e.g., \$5,000)	<input type="checkbox"/> (Example: Consultant, Dr. John Doe, working with teachers and

		administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<input type="checkbox"/> (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<input type="checkbox"/> (Example: 2 Rosetta Stone language development software packages for after school program)
<b>Travel</b>	0	N/A
<b>Other</b>	0	N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

We use the Home Language Survey, ATS information, and our 9<sup>th</sup> grade student/parent orientation to assess the extent to which we will need written and oral translation and oral interpretation to ensure that our students' parents and guardians are provided with appropriate and timely information in a language they can understand. Although we have one ELL student, we also have a small number of families who are more proficient in languages other than English. At our school we have set up several services to ensure appropriate communication to families. Our two Spanish teachers, our Spanish Speaking Special Education teacher, our Chinese teacher, our Italian speaking guidance counselor, as well as other faculty members who speak and write Polish, Arabic, and Japanese are available to work with parents who speak those languages and can also be present at meetings with teachers and parents when translation services are required. When needed, they can also translate documents. We also use the DOE translations services unit to translate documents and other information on an as needed basis.

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.

The school found that it is relatively rare that we need to have staff available to translate for teachers and advisors or to interpret for parents. During our staff meetings, teachers and advisors were made aware of which designated staff that would be available for translation during parent conferences, as well as phone conferences. This included a number of teachers, paraprofessionals, and our guidance counselor. They also know which staff members are available to translate letters for parents so that information is disseminated in a timely fashion. They are also aware that we can use the DOE translations services unit to translate documents and the information for such services has been posted in a central offices.

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Either we use the DOE translation services unit or staff in our school that can translate written communications from the school to the families. If there is written communication to be translated, it is given to the principal for approval before and after it is translated.

HSST/STARS also has Spanish options for communication with parents regarding students report card grades.

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.

The school uses school staff during conferences, phone calls, and meetings. Our electronic home contact program, school messenger, also has multiple language options.

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>.

The school distributed the Chancellor's Regulation A-663 to parents at our freshman parent orientation prior to the start of school. We will also discuss the translation and interpretation regulation at parent meetings in the fall. We also post notices from the Chancellor's office at our main entrance.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$148,533 (combined with ARRA)	\$148, 533	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,502		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,500	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$15,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
87%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Our 3 teachers who did not show as highly qualified were in that category due to licensing. All of our teachers are pursuing higher educational degrees in the license area in which they are teaching. In the interim, the school has provided professional development involving effective pedagogical practices in their discipline. These professional development opportunities have been coordinated in house, through DOE venues, through our partnerships with our SSO and Asia Society.

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

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

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

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

#### Title I Parent Involvement Policy

1. The College of Staten Island High School for International Studies will take the following actions to involve parents of the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP addendum) under section 1112- Local Educational Agency Plans of the ESEA:

- Weekly newsletter to parents via email
- Monthly PTA meetings
- Monthly SLT meeting
- Minutes of SLT meetings shared with members of PTA
- Written notification (provided in English as well as the prevalent home languages of students and their parents/guardians)
- Open invitations to all parents/guardians surrounding school events
- Phone messenger

2. The College of Staten Island High School for International Studies will take the following actions in the process of school review and improvement under section 116- Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Weekly newsletter to parents via email
- Monthly PTA meetings
- Monthly SLT meeting- where parents/guardians will have an active role in the decision making process of school improvement
- Minutes of SLT meetings shared with members of PTA
- Written notification (provided in English as well as the prevalent home languages of students and their parents/guardians)
- Open invitations to all parents surrounding school events
- Phone message

- Sharing accountability measures of CSIHS, including but not limited to, CEP goals, Progress Reports, School Accountability and Overview Report, Quality Review, Learning Environment Survey

3. The College of Staten Island High School for International Studies will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

- Monthly Parent Workshops facilitated by the Parent Coordinator
- Weekly newsletter to parents created and generated by parent coordinator

4. Further parental involvement will include building strong partnerships between school and home. These activities will include, but are not limited to:

- Outreach from the Parent Coordinator
- Phone calls and letters from pupil accounting secretary
- College preparatory workshops for students and families (i.e Financial Aide Night, Workshops about College Application Process)
- Freshman Breakfast for students and families
- Parent involvement in Parent Teacher Conferences and Student Led Conferences
- Simulated School Night- Opportunities for parents to experience their child's school day and meet teachers
- Dessert Social- sponsored by parents and teachers
- International Fairs
- Student honorary events- such as Junior Rite of Passage, National Honor Society, Open School Week, Freshman Orientation
- Creation and distribution of Family handbook which includes contact information for all staff, internal school calendar, expectations/vision/ mission of school, and other pertinent information relating to the school culture and instructional framework of CSI High School
- Engrade- used to document student progress. Engrade is an online grade book which promotes the idea of clear expectations and transparency between home and school. Students/Parents/guardians are given access to Engrade so that all stakeholders can monitor student output and contact educators when questions arise.

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

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ College of Staten Island High School for International Studies (31R047), 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), 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 highest standards. This school-parent compact is in effect during the 2010-2011 school year.

### **School Responsibilities:**

We, the faculty of CSIHSIS, will share the responsibility of improving students' academic achievement by:

- Providing high quality curriculum and instruction in a supportive and effective learning environment that enables students to reach beyond their potential. Teachers will reconstruct curriculum to ensure alignment with Common Core State Standards
- Maintaining communication with parents and students through annual parent teacher conferences, student led conferences, emails, Engrade and frequent progress reports
- Providing differentiated instruction and use of technology to make learning accessible to all learners and prepare students for the 21st century
- Offering tutoring and other forms of individual attention to enhance academic and social success

### **Parent Responsibilities**

We, the parents, will share the responsibility of improving our child's academic achievement by:

- Supporting my child's learning by making education a priority in my home (i.e. making sure that my child is on time and prepared for school everyday, monitoring attendance, talking to my child about his/her activities everyday, scheduling daily HW time, providing an environment conducive for studying, monitoring the amount of media my child is exposed to)
- Volunteering at school functions
- Participating, when appropriate, in decisions regarding my child's education
- Promoting positive use of extra-curricular time

- Staying informed about my child's education and communicating with the school by promptly reading all notices and emails from the school and responding accordingly
- Providing a reading time and place everyday, along with encouraging the use of the library
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting differences of others
- Being aware of, and respecting, the school's rules and regulations in support of the discipline policy. This may mean helping my child accept consequences for negative behavior
- Expressing high expectations and offer praise and encouragement for achievement

### **Student Responsibilities**

We, the students, will share the responsibility of improving our academic achievement by:

- Coming to school ready to do our best and be the best
- Coming to school with all the necessary tools to learn- pens, pencils, books, etc
- Listening and follow directions
- Participating in class discussions and activities
- Being honest and respect the rights of others
- Following the school/ class's rules of conduct
- Asking for help when we do not understand
- Doing our homework everyday and attending tutoring when necessary
- Studying for tests and assignments for at least 30 minutes everyday outside of the school day
- Getting adequate sleep every night

- Being resourceful when researching information
- Giving guardians all notices and information we receive at school
- Being an active participant in advisory

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

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

## Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

1. Use program resources to help participating children meet the State standards.



We have developed many programs to help our most at risk students meet state standards. Through the implementation of tutoring and credit retrieval programs which run 4 days per week, we have targeted our lowest achieving students in an effort to provide them with individualized support in smaller classes. Teachers work collaboratively to create curriculum and pacing that will allow for remediation and grade level instruction to occur.

Teachers use baseline assessments, grounded in State standards, to highlight skills that are deficient in these students. They then alter planning and develop small group instruction based on these needs. Assessment is ongoing and used to inform instruction.

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

Currently, we have used our at risk students as the focus for our inquiry work. Students who have entered our school in the lowest third, faring as levels 1 and 2s, have been part of our target population.

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

Teachers are working collaboratively to create standards based curriculum which focuses on the newly adopted Common Core State Standards. Teachers meet daily to plan lessons with colleagues and enhance current curriculum based on literacy needs and college readiness.

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

We do not disrupt instruction during the school day for students. Instead we create opportunities before/after school and during lunch, so that students who are at-risk can receive targeted support without excluding them from their regularly scheduled instructional day.

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
N/A
2. Please describe the services you are planning to provide to the STH population.  If we should receive students in temporary housing, we will provide social-emotional supports through the use of our shared social worker and full time guidance counselor. The academic needs will be met by offering a wide range of tutoring opportunities afterschool along with credit retrieval if necessary. These venues have been developed to meet the needs of high risk students through the use of baseline and formative assessments and targeted pacing of a curriculum that focuses on higher order skills.

### **Part B:**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
0 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
N/A
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.  
N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_31R047\_112410-165725.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 403</b>	District <b>31</b>	School Number <b>047</b>	School Name <b>CSIHSIS</b>
Principal <b>Joseph Canale</b>		Assistant Principal <b>Lauren Torres</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Kimberly Lombardi/Science/UFT</b>		Guidance Counselor <b>Marie Pastena</b>	
Teacher/Subject Area <b>Heather Provasti/English</b>		Parent <b>Denise taylor/PTA</b>	
Teacher/Subject Area <b>Karolyn Mangiero/History</b>		Parent Coordinator <b>Annette Lentini</b>	
Related Service Provider		Other	
Network Leader <b>Marisol Bradbury</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>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</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>0</b>

#### C. School Demographics

Total Number of Students in School	<b>526</b>	Total Number of ELLs	<b>1</b>	ELLs as Share of Total Student Population (%)	<b>0.19%</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.

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). Historically, College of Staten Island HS for International Studies has not has a large population of incoming ELLs that require services. After reviewing the HLIF, we run weekly ATS reports to identify students that are eligible for the LAB-R and NYSESLAT (RLER, RLAT). There is also an informal oral interview with the parents to clarify points on the survey during our freshman orientation. Once these students have been identified, we contact parents to explain the resources available at our school for their child. If a parent speaks little or no English, this interview is done by a teacher who speaks the parent's native language (Italian, Polish, Spanish, Arabic, Japanese, and Chinese). If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting AND it is the child's first time enrolled in NYC public school, the LAB-R is administered. A letter is sent, in the home language, to the parent informing of the child's ESL identification.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. Currently, our school is pursuing an ESL teacher for our sole ELL student. Parents are made aware of our limited resources and are given the option to choose a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

The Pupil Accounting Secretary is responsible for the administration of the Home Language Identification Survey. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

## 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	0	0	0	0	0	0	1	0	0	1
<b>Total</b>	0	0	0	0	0	0	1	0	0	1

Number of ELLs in a TBE program who are in alternate placement: 1

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	1								1	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	1	0	0	0	0	0	0	0	1	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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										1				1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</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.

The College of Staten Island High School currently provides instruction for approximately 526 students in grades 9-12. The school is located in the Jerome Parker Campus located at 100 Essex Drive in Staten Island NY. We share a building with three other schools, which means we share the cafeteria, gymnasiums and library with the other schools. Our demographics are as follows: 1% Native American, 11% Asian, 18% Hispanic, 11% Black and 59% White. Approximately 40% of those students are eligible for free or low-cost lunches.

The number of ELL students has historically been small with prior years reflection no ELLs. As in previous years, we reviewed the HLIF carefully, which also indicated that we have no students with a home language other than English. In running the RLER and RLAT daily at the start of school, we noticed that we had a student who was a long term ELL, also with an IEP, this school year. We have adopted the Inclusion

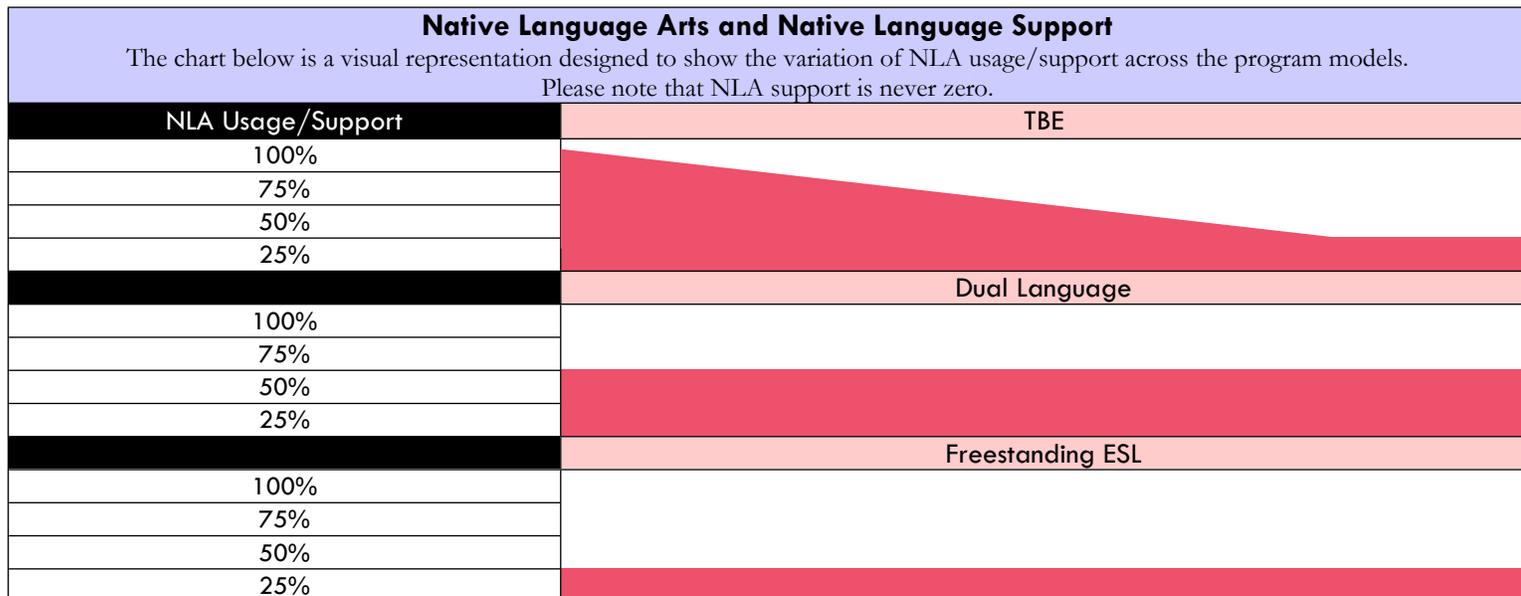
model with collaborative team teaching and SETSS teachers in the majority of our classrooms, and have capped class size at around 32 students, and where possible have reduced that number even further. We have also developed a Learning Support class for students who are most at risk, to enable targeted support in a small class size led by a licensed Special Educator and 2 paraprofessionals. Currently three of our staff are fluent in Spanish, one in Polish, one in Italian, one in Chinese, one in Arabic and two in Japanese. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of identified students.

Our sole ESL student receives special education services in accordance with the requirements of her IEPs. Content area teachers are also provided with copies of the IEPs so that they may become familiar with the special needs of this student who may have been programmed in their classrooms. Classroom are structured with two licensed teachers in an effort to provide target support around language acquisition, learning targets, and individualized education plans.

Although we do not have a licensed ESL teacher on staff, we have programmed this student for content area instruction as well as targeted support in the Learning support class. All classes have teachers who are highly qualified and who utilize ESL methodologies. The school is currently in pursuit of a licensed ESL teacher to push in to content area classes and provide language support.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Because the ELL population is below 1% , the school currently does not offer a formal English as a Second Language Program. Our main objective is to assist ELLs to achieve proficiency in literacy and academic English for success on Regents exams and the NYSESLAT. The student is a fluent speaker of the English language, and has been identified as a long term ELL (7 YOS). The students parents have articulated that they do not condone ESL services and would like the service terminated. Our obligations, as a school, are to provide students who are entitled to services the supports they need to be successful.

We are utilizing the freestanding ESL model will we recruit a licensed ESL teacher to fully support the program. Content area teachers are currently supporting our ELL through the use of visuals, repetition, glossaries in native language, small group instruction, and technology such as SmartBoards.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

At the College of Staten Island HS, development for teachers is provided by the administrative staff as well as personnel from the Children First Network 403.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- Q-TEL
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

#### **E. Parental Involvement**

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

Paste response to questions 1-4 here

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.
- Weekly newsletter to parents generated by our parent coordinator
- Open invitation to all parents to our monthly School Leadership Meetings
- Constant communication with families through phone calls from teachers, emails and the use of an on-line grading system (Engrade)
- Data from the Learning Environment Survey helps the school identify needs of parents
- School wide activities to include parents in school community- ex. Freshman Luncheon, Dessert Social, College Night, NHS, Open school week, Simulated school night, student led conferences, Junior Rite of passage
- Translation of school notices available upon request.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	1			
Math <u>Geometry</u>				
Biology				
Chemistry				
Earth Science	1			
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Math B</u>				
Other <u>Alg2/Trig.</u>				
NYSAA ELA				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The planned ESL program of this school aims to assist student in becoming proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2010, our ESL student are at the intermediate level. Also, they show that the ELL is weakest in the writing skill while the greatest strength is in listening and speaking. Although reading skills are generally good, there is room for improvement.

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2010 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and Regents exams.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher (when available) and Content Area teachers on identifying and correcting specific deficiencies in individual students.

All subsequent support activities will focus on helping the student acquire progress in language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	CSI High School for International Studies					
<b>District:</b>	31	<b>DBN:</b>	31R047	<b>School</b>		353100011047

**DEMOGRAPHICS**

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

<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	0	0		93.8	93.0	92.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	166	147	135				
Grade 10	112	158	136				
Grade 11	84	110	151				
Grade 12	93	77	104				
Ungraded	0	0	0				
<b>Total</b>	<b>455</b>	<b>492</b>	<b>526</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.3	98.4	99.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	19.5	32.6	38.6

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	0	1

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<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	0	0	Principal Suspensions	55	62	65
# in Collaborative Team Teaching (CTT) Classes	13	30	40	Superintendent Suspensions	4	4	11
Number all others	27	30	33				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	16	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	19	27	29
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	5
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	0	3	8
# ELLs with IEPs	0	0	TBD				

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
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	31.6	29.6	48.3
				% more than 5 years teaching anywhere	42.1	48.1	55.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	81.0	89.7
American Indian or Alaska Native	0.9	1.0	0.6	% core classes taught by "highly qualified" teachers	83.0	91.7	89.6
Black or African American	14.1	11.4	12.0				
Hispanic or Latino	16.0	17.9	18.6				
Asian or Native Hawaiian/Other Pacific	13.2	11.8	12.4				
White	55.6	57.7	56.3				
<b>Male</b>	41.3	42.1	42.0				
<b>Female</b>	58.7	57.9	58.0				

**2009-10 TITLE I STATUS**

	Title I						
	Title I						
	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,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category		
	In Good	v	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: v
Math:	Math: v
Science:	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				v	v		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged				-	-		
<b>Student groups making</b>				<b>2</b>	<b>2</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	78.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	19.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

<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)