



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE SCHOOL FOR INTERNATIONAL STUDIES

DBN: 15K497

PRINCIPAL: FRED WALSH      EMAIL: FWALSH@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Fred Walsh	*Principal	
Nicola Grant	*SLT Chair / CSA Representative	
Jeffrey Tripp	*UFT Chapter Leader/Teacher	
Allison Boston	*PA/PTA Co-President/Parent	
Lena Alhusseini	Member/CBO	
Jake Keyel	Member/CBO	
Jacob Jones Tulani Sinclair Akeem Watson	Student Representatives	
Neil Seidel	Member/Teacher-UFT	
Fred Raphael	Member/Teacher-UFT	
Gladys Sotomayor	Member/Teacher-UFT	
Coleen Mingo	Member/Parent	
Christine Francis	Member/Parent	
Leah Solomon	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August, 2012, make adequate yearly progress and increase graduation rate to 70% for the 2012 accountability cohort.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

2011 graduation rate was 62%, below the NYSED accountability target of 70%. The low graduation rate can be attributed to several factors: Newly arrived English language learners, over-aged and under-credited student transfers and students with IEP's who were unable to meet standards on NYS exams, despite a wide range of AIS, SETSS, after-school and Saturday programs.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **Activity 1:**

Beginning in September, students identified in ARIS as off-track will receive parental guidance and referrals for alternative diploma programs. By BEDS day (October 5<sup>th</sup>) we will remove off-track seniors from the accountability cohort.

#### **Activity 2:**

Weekly 12 grade team meetings, including all 12 grade teachers, guidance counselor and supervising AP will discuss student attendance, lateness and progress toward meeting credit requirements and regents preparation. Periodic 12<sup>th</sup> grade town halls will be conducted to provide information, group guidance and motivation.

#### **Activity 3:**

The high school AP will conduct regularly scheduled cohort meetings with senior GC to ensure individual student action plans are followed through and parents are well informed. 12<sup>th</sup> grade teachers will maintain accurate records on student progress and communicate it regularly to guidance, admin., students and parents.

#### **Activity 4:**

Curriculum will be designed with a college preparatory focus. Specifically, writing will focus on the personal essay combined with comparative non-fiction writing. Classroom assessments will be used to monitor and revise curriculum. The use of a common rubric with CCLS language to provide specific feedback to student regarding their work. Teachers will use formative and summative data to set individual goals for students.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be trained to use ARIS parent link. Teachers will also be trained to use the school web-site ([www.s4is.org](http://www.s4is.org)).

Parents will participate in workshops on the college and financial aid application process.

Parent will receive mid-year updates on their child's progress to June graduation. Students at risk, will be visited at home by AP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A. Teachers are highly qualified in this area.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students at risk receive counseling by SUNY Downstate social worker, SPARK counselor, Teen Talk (Training Institute for Mental Health) counselor. Attendance teacher is assigned to track and provide support to students with at-risk attendance.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2011-June 2012 as indicated below:

Professional instructional materials to support curriculum development during the regular school day.

Teacher per session (6 Saturday's in May and June – 3 hours per).

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase academic achievement in mathematics. By June 2012, Integrated Algebra students will demonstrate proficiency by scoring an average of 80-85% on the regents.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments and credit accumulation in ARIS, it is clear that 9<sup>th</sup> grade students who achieve success in Mathematics after their first year are more likely to graduate. Students receiving high quality math instruction with clear expectations, routine assessments, timely feedback and multiple opportunities for academic intervention statistically show a strong 4 year graduation trend.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- Professional Development: Classroom assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of department team use case studies and data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing students in math instruction.
- Responsible Staff Members: Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

### **Activity #2**

- Teacher Effectiveness and Danielson Framework.
- Differentiate instruction so that students are challenged.
- Provide individual support for at-risk students through individual conferencing.
- Have more intense planning and confer with cross-cohort subject counterpart.
- Utilize Acuity and ARIS data to develop groups.
- Work with subject grade partner to develop mini-lessons on the common standard weaknesses of students.
- To address the difference in performances amongst race, high expectations and procedures will be clearly set at the beginning of the year; parent contact will be utilized for open communication.

- To address the difference in performance amongst students attending AIS, the lowest performing students will be identified at the beginning of the year by a diagnostic assessment and targeted for intervention services early on; students may revolve in/out of AIS throughout the year depending on a review of their class performance.
- To address the difference in performances amongst students attending Saturday Scholars, lower performing students will be targeted early on and parental contact will be made to encourage these students to attend!
- Make resources needed in classroom accessible to students by obtaining more textbooks, graphing calculators and rulers.

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and department teams to review student data gathered from unit assessments.
- Staff determined that a 2% increase in student performance would be the benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Unit Assessment Dates: November 2011, January 2012, March 2012 and May 2012

**Strategies to increase parental involvement**

- Describe the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
  - Parents will be trained on how to use ARIS Parent Link and the S4IS school website.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community based organizations such as the Arab American Family Support Center and the Catholic Charities Organization provide after-school tutoring for middle school and new 9<sup>th</sup> grade students.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2011-June 2012 as indicated below:  
Professional instructional materials to support curriculum development during the regular school day.  
Teacher per session (6 Saturday's in May and June – 3 hours per).

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students in grades 6-8 will increase their progress on the NYS ELA and NYS Math exams demonstrated by achieving an 8 point increase on the ELA Median Adjusted Growth percentile from 62 points to 70 points and an 8 point increase on the Math Median Adjusted Growth percentile from 60 points to 68 points as reported on the school's New York City Progress Report

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student progress data on state assessments, student progress was trending upward for two years on both NYS ELA and NYS Math exam. For the 2010-2011 school year, there was a decline of 11points in student progress on the ELA exam and a 2 point decline in student progress on the NYS Math exam.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity # 1: Administer and analyze periodic assessments to track student progress and adjust instruction based on assessment results**

- ELA: teachers administer TC reading assessments in September and February to track individual student reading progress. Teachers analyze results of Acuity ITAs and Predictive assessments to track individual student progress. Based on results of these assessments, teachers will revise instruction to target specific skills. Teachers will also use a variety of individual, small group and large group instructional strategies to target skills areas.
- Math: teachers administer diagnostic assessment in September and adjust instruction based on assessment results. Teachers analyze results of Acuity ITAs and Predictive assessments to track individual student progress. Based on assessment results, teachers will revise instruction to target specific skills. Teachers will use a combination of individual, small group and whole group instructional strategies to target skill areas.

- Professional Development: Teachers will receive support in creating, administering and analyzing assessments from Administrators; Math Consultant; Network ELA staff developer. Teachers will meet in monthly department meetings and will attend outside workshops and lab sites to support this activity
- Responsible Staff: Administrators, ELA teachers, Math teachers, Math Consultant; Network ELA staff developer
- Implementation Timeline: September 2011-April 2012.

**Activity #2: Provide additional instructional support for targeted students who did not make progress on the NYS ELA and NYS Math exams during the 2010-2011 school year**

- Period 1 Small group instruction: identified students will receive 37.5 minutes of small group instruction (no more than 10 students and no more than 5 students in Special Education class) on Tuesdays, Wednesdays, and Thursdays. Students programmed for either ELA or Math support according to their performance and progress on the state exams.
- Math AIS: targeted students programmed for two additional 45 minute Math periods twice week. Math AIS teacher identifies skill areas to target and instruction is individualized according to student academic need
- ELA AIS: targeted students programmed for two additional 45 minute ELA periods twice a week. ELA AIS teacher identifies skill areas to target and instruction is individualized according to student academic need. Online reading programs such as Reading A-Z are used to support student instruction.
- Saturday Scholars program: targeted students participate in six weeks of ELA and Math instruction on Saturdays.
- Professional Development: monthly department meetings; weekly grade level meetings; internal and external workshops; curriculum planning and revision meetings
- Responsible Staff: ELA teachers, Math teachers, Administrators, ELA AIS teacher, Math AIS teacher, Guidance Counselor, Math Consultant, Network ELA staff developer
- Implementation Timeline: September 2011- May 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
  - Parents will be trained on how to use ARIS Parent Link and the S4IS school website to streamline communication between school and home and also so parents have immediate access to student attendance and academic data
  - Parents will attend ELA celebrations throughout the school year
  - Technology workshops offered to parents

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Teachers who are not Highly Qualified are offered funds from Title 1 allocation to become Highly Qualified
  - School offers both internal and external professional development to attract and retain Highly Qualified Teachers

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - School Nutrition program offers daily Breakfast program for students attending 37.5 minute small group instruction on a daily basis; healthy snacks served during Saturday Scholars program'
  - To promote positive socio-emotional growth in students workshops offered on bullying by outside organizations such as Big Apple Playback Theater ; full time SPARKS counselor on site; Computers for Youth program provides desktop computers for 6<sup>th</sup> and 7<sup>th</sup> grade students, parent and teacher technology workshops, technology consultant and on site computer tech

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - AIS teachers: split funded with Title III, Title I, FSF
  - Saturday Scholars program funded with Title III, SINI and FSF
  - OTPS for supplies, Professional Development, Consultants and Non-contractual Services funded with Title 1, Title III, SINI and FSF
  - Computers for Youth funded with FSF

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	0	16	0	0	0	0	0	0
<b>7</b>	15	0	0	0	0	0	0	0
<b>8</b>	18	18	0	0	0	1	6	0
<b>9</b>	16	0	10	10	0	0	7	0
<b>10</b>	0	0	10	10	0	0	1	0
<b>11</b>	2	0	10	10	0	0	4	0
<b>12</b>	0	0	0	10	0	0	1	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA – REWARDS, RAZ KIDS</b>	<p>A.M. Intervention (37 1/2 min.) T, W &amp; Th. Licensed ELA Teacher provides students instructional strategies within a small group environment.</p> <p>The REWARDS program is used with Middle School students in a small group setting during the school day. The RAZ-KIDS computer software program is used with Middle and High School students in a small group setting during the school day. In addition to these programs AIS teachers work closely with ELA teachers to provide assistance with student work in their ELA classroom.</p> <p>Saturday Scholars Institute; weekly intervention and enrichment towards State testing. 2 hour individualized and small group instruction is provided to all students taking the State Regents exams and to M.S. students taking the Standardized tests by teachers licensed in the area of study.</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- A. M. Intervention (37 ½ min) T, W, &amp; Th.</li> <li>- AIS Math Support M.S.</li> <li>- Afterschool Homework Help, 3x wkly ( One-to-one &amp; sm. group instruction)</li> <li>- Mainstreaming for sp. needs students who demonstrate an aptitude in a given discipline.</li> <li>- 2hr Individualized and small group instruction is given to <u>all</u> students</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>-A.M. Intervention; T, W &amp; Th. – weekly</li> <li>-Co- teaching LAB Support for Sp. Ed. &amp; ELL students</li> <li>-ESL Support Class for Beginning ELL, - H.S.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>-A.M. Intervention ; T, W &amp; Th.- Weekly</li> <li>-Push –in support for H.S. ELLs</li> <li>-Peer-to-Peer Student Support in ESL Classrooms</li> </ul>

<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>- Counseling as needed for students</li> <li>-Mandated counseling for students with IEPs</li> <li>-Guidance driven grade team meetings</li> <li>- Pre- HS Planning Sessions; 8<sup>th</sup> Gr. Students (2-3x per yr.)</li> <li>-In- class Academic Guidance Sessions; HS students (3-4x per-semester)</li> <li>-Transiton Sessions; Planning for Post-Secondary Options</li> <li>-Parent Support sessions</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>- IEP Mandated counseling</li> <li>- At- Risk Counseling for students in Crisis</li> <li>- Periodic Staff development on matters of teen development</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>- private counseling for students and families in crisis</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>-At- risk counseling and health welfare intervention is provided to our students through community- based outreach; SUNY Downstate Medical Center at Long Island College Hospital; an overall clinic providing all medical care to the students attending the school, i.e.: Health Physicals, Vaccinations, Immunizations &amp; Working Papers</li> <li>-<u>S</u>ubstance <u>A</u>buse <u>P</u>revention; <u>I</u>ntervention <u>S</u>ervices are also provided.</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**PARENT INVOLVEMENT POLICY (PIP)**

Title I Parent Involvement Policy

1. The School for International Studies will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the develop discussion of Title 1 parent involvement policy and will be an active participant in the development of such policy.
  - Parent Association meetings will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the development of such policy.
2. **The School for International Studies** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenging State student academic achievement standards.
3. **The School for International Studies** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
  - Pupil Personnel Committee meetings;
  - At Risk 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> 9<sup>th</sup> Grade parent meetings
  - Standardized test workshops for parents
  - Evening Parent Conferences;
  - On-going individual parent meetings
4. **The School for International Studies** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation

of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- School Leadership Team will conduct midyear and end of year assessment survey of parent population, and make recommendations based on the findings of that survey.
5. The School for International Studies will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments;
    - iv. The requirements of Title I, Part A;
    - v. How to monitor their child's progress; and
    - vi. How to work with educators.
  - Evening Parent Conferences will be held whereby the school will provide materials to parents that will cover the areas listed above. Active discussions will cover any questions parents have with regard to the State's academic standards for achievement as well as the ways in which a parent can monitor his/her child's success. Strategies for communicating with educators and how to make the most of conferences will also be covered.
  - b. The School for International Studies will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
  - c. The School for International Studies will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
    - The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.
  - d. The School for International Studies will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as

Parent Resource Centers, that support parents in more fully participating in the education of their children by:

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

#### **IV. Adoption**

The policy was adopted at an SLT meeting in February 2011, provided to the parent body at open school nights and subsequent PTA meetings, and posted on the Parent Coordinator bulletin board. We will review it at the December PTA meeting of the 2011-2012 school year, and renew it's adoption. Parent involvement practices are evaluated and revised through an ongoing dialog with the PTA and SLT throughout the school year, and new information is posted online and backpacked out in hard copy in a timely fashion.

**(Please note that signatures are not required)**

### **School Parent Compact School Responsibilities**

**The School for International Studies will:**

- **provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, implementing a curriculum aligned to the Common Core State Learning Standards; as follows:**

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

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

In addition to the two parent/teacher conference dates that are scheduled as indicated below, Saturday parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. A special meeting for our At Risk 7<sup>th</sup> and 9<sup>th</sup> grade students will be held prior to the end of the fall term in order to develop strategies for success. Progress reports will be used as an additional communication tool prior to the 1<sup>st</sup> marking period grades.

October 27 and 28, 2011  
March 29 and 30, 2012

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

School Report cards, student report cards, in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.

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

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

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

Parents are encouraged to participate in their child's education by attending Saturday school sessions in our computer labs. They are afforded an opportunity to learn along side of their child. They are also invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

## **Parent Responsibilities**

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

- ❖ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed;
  - monitoring the amount of television my children watch;
- ❖ participating, as appropriate, in decisions relating to my children's education;
- ❖ participating in school activities on a regular basis;
- ❖ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ❖ reading together with my child every day;
- ❖ providing my child with a library card;

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

## **PART II – OPTIONAL ADDITIONAL PROVISIONS**

### **Student Responsibilities:**

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

Specifically, we will:

- ❖ come to school every day and be ready to do our best and be the best;
  - ❖ come to school with all the necessary tools of learning – pens, pencils, books, a book bag, etc.
  - ❖ listen and follow directions;
  - ❖ participate in class discussions and activities;
  - ❖ be honest and respect the rights of others; follow the school's/class' rules of conduct.
- 
- ❖ follow the school's/class' rules of conduct;
  - ❖ ask for help when we don't understand;
  - ❖ complete all assignments on time;
  - ❖ study for exams;
  - ❖ read at least 40 minutes every day outside of school;
  - ❖ get adequate rest, eat well and exercise;
  - ❖ give to our parents/guardians, all notices and information we receive at school every day.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_\_\_15K497\_\_    **School Name** The School for International Studies

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

---

### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - School was identified for High School Graduation Rate, All Students. The Specific Academic issues that caused the school to be identified:
    - Significant number of ELL students who did not meet Regents requirements
    - Significant number of overage/under-credited transfer students
    - Significant number of non-attending long term absentee students
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Saturday Program which will run 14 Saturdays from March through June targeting ELL students and under-credited students to give them academic intervention services so they will earn credits in their programmed classes
  - Saturday Program which will run 5 Saturdays from May through June targeting ELL students and all students who need Regents credit. The Saturday Program will provide Regents test prep for the June 2012 Regents exam

---

### Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Math Consultant: will work with the school for 20 days to provide professional development to new Integrated Algebra teacher; work with HS Math department to revise current Math curriculum to ensure that it incorporates Common Core Standards
  - Assistant Principal: lead Department Meetings focused on Curriculum Revision incorporating Common Core Standards

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Administrators will use the Danielson Teacher Observation model to work with teachers on identifying areas of strength and areas for improvement in their teaching. Administrators and teachers will work collaboratively to develop strategies their teaching practice based on observations made on the Danielson rubric
  - Teachers will also use Danielson Teacher Observation tool to provide feedback to their colleagues and use inter-visitations to model effective teaching strategies
  - Study Groups will be formed around Danielson Competencies so that teachers and administrators can become "experts" on the competency and implement strategies in their classrooms which will be open for visitation by teachers in the school
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - Letters will be mailed home to parents. Translated letters will be provided to families.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### B. Language Allocation Policy Team Composition [i](#)

Cluster Leader/Network Leader <b>Jami Weckstein</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>497</b>
School Name <b>THE SCHOOL FOR INTERNATIONAL STUDIES</b>			

### C. Teacher Qualifications [i](#)

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>1</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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>498</b>	Total Number of ELLs	<b>76</b>	ELLs as share of total student population (%)	<b>15.26%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

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

## Part II: ELL Identification Process

(NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

**IDENTIFYING ELLS** The population of English Language Learners is approximately 13 % of the student population this year. It consist of students of grades 6-12 who are learning to acquire English as a second language. The English Language Learning students' levels of acquisition can vary from no ability to speak a language other than their native language to emerging-through stages-to become proficient speakers and writers of the English language. English Language Learners are required, with support of ESL instruction, to acquire English and learn content knowledge.

Step 1: The Pupil Personnel Secretary will notify the guidance and ESL Coordinator to conduct an interview with the parents and the student. The Home Language Interview Survey will be given at this time. Prior to signing off on the HLIS form, the ESL Coordinator makes certain the parents of the student understand, completely, that the program to be offered is a Freestanding program. All three types of program choices will be described, by the ESL Coordinator, to the parents and student. Whenever necessary, a translator will be present in order to assist parents and students.

Step 2: Post registration, each student is given a buddy, a former ELL or Intermediate/Advanced ELL, by the guidance counselor and a program and placed into classes.

Step 3: The LAB-R will be administered within ten (10) days of registration at which point the student's stage of language acquisition will be determined' and the student will be paced into the appropriate ESL class.

Step 4: Notification Letter will be sent, by LAB Administrator informing the parents of the student's ESL placement.

During the Parent Orientation, the Parent Coordinator will distribute Parent Choice Letters

Over the past three years the trend of parent choices has been: Freestanding

### A. ELL Programs

# Part III: ELL Demographics

Transitional bilingual education program	Yes	No	If yes, indicate language(s):																						
Dual language	<div style="background-color: #800000; color: white; padding: 5px;">                 This school serves the following grades (includes ELLs and EPs)                  Check all that apply             </div>												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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							7	14	8	12	19	9	7	76
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	7	14	8	12	19	9	7	76

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	56	Special Education	13
SIFE	7	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	56	<input type="checkbox"/>	4	12	<input type="checkbox"/>	4	8	<input type="checkbox"/>	5	<input type="checkbox"/>	76
Total	56	<input type="checkbox"/>	4	12	<input type="checkbox"/>	4	8	<input type="checkbox"/>	5	<input type="checkbox"/>	76

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

### C. Home Language Breakdown and ELL Programs

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									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	

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: <u>5</u>	Asian: <u>0</u> Hispanic/Latino: <u>26</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>41</u> Other: <u>3</u>

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	8	1	5	4	2	4	26
Chinese														0
Russian														0
Bengali									1	1		1		3

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic							5	5	6	5	12	4	3	39
Haitian											3	2		5
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>19</b>	<b>9</b>	<b>7</b>	<b>76</b>

### 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

## Part IV: ELL Programming

## A. Programming and Scheduling Information

Instruction is delivered mostly by the pull-out ideal of freestanding classes ESL teachers provide instruction in English to all levels of English Language Learners; ELLs, LTE, Sp. Ed. ELLs and SIFE students. Extra special attention is given to our newcomers by way of Buddy Systems, Transition Classes and Former ELLs Assistance in the classroom.

Classes are heterogeneously mixed of varying grade levels, 6-8 middle school and 9-12 on the high school level. Although the students are taught together by grades their proficiency levels, or lack thereof, dictate their placements-Beginner, Intermediate and Advanced. The initial plan for SIFEs is to, at registration, clearly identify their language ability in their native language, this can be done in certain languages with the ALLD assessment materials. Once determined student will be properly placed. Students are appropriately evaluated in their native language via the teachers here at the school or in the case of Special ed ELLs, by a contracted bilingual specialist.

Our plan for the students receiving services for 4-6 years is to provide additional small group services by the licensed ESL teacher with a concentration on grammar and vocabulary skill development. The same intensive plan will apply to the over six year students. In alignment with the weekly intensive study these students will be required to attend the Saturday Test Prep Program as well as before and after school intervention.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

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

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

**A. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

What new programs or improvements will be considered for the upcoming school year?

What programs/services for ELLs will be discontinued and why?

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Do required services support, and resources correspond to ELLs' ages and grade levels?

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

What language electives are offered to ELLs?

25%

Dual Language

100%

75%

50%

25%

Freestanding ESL

100%

75%

50%

25%

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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

**A. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

What new programs or improvements will be considered for the upcoming school year?

What programs/services for ELLs will be discontinued and why?

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Do required services support, and resources correspond to ELLs' ages and grade levels?

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

What language electives are offered to ELLs?

**A. Schools with Dual Language Programs**

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

## A. 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.

All ESL teachers will lead the LAP Team. the team will meet regularly to design professional development in the areas of: Grammar, Vocabulary and Syntax- Learning to learn in English. Focus: Learning to Learn in a Second Language theory by Pauline Givens  
Materials: Learning to learn in a Second Language by Pauline Givens. A book study will be used as a tool to guide and support teachers in the instructional plans to include ESL strategies such as; Think-Pair-Share, graphic organizers . also used will be vocabulary builders as displayed in the Frayer Model. this year's book will scaffold last years progress made through the methods introduced by the ESL region specialist and studies achieved by the book choice titled ;Classroom Instruction that Works with English Language Learners by Hill and Flynn. All teachers will be given the opportunity to participate in off-site professional development workshops  
Push-in support will be provided by way of native language teachers, student mentors, and guidance counselors with multi-language abilities

## A. Parental Involvement

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

1. Parent involvement is encouraged through:

- Weekly phone messages in English and Spanish highlighting upcoming events
- Daily attendance calls when students are absent from school
- School wide mailings of calendars and post card reminders, as well as email notification to parents with email access
- Email accounts on the school website, [www.s4is.org](http://www.s4is.org), available to all parents to facilitate home/school communication
- An online calendar and Parents and Guardians page on our website
- Parent accounts on the website which give parents access to students' online class pages
- PTA and SLT opportunities for leadership
- Content workshops by the parent coordinator to inform parents of Title 1 benefits, introduce parents to the uses for the s4is website, participate in family math night, science night with the Brooklyn Botanic Garden, family trips to the NY Hall of Science and more
- Family Learning Workshop for 6th grade families through our CFY partnership

Written materials are translated into Arabic and Spanish and translators are made available as needed.

2. The Arab American Family Support Center has been involved in our ELL parent outreach efforts, and are currently piloting an onsite afterschool tutoring program that is proposed to expand to include simultaneous ESL classes for Arabic speaking parents.

3. Survey, discussion, and online discussion board

4. Parents have multiple and sometimes conflicting needs. We attempt to address them in the following ways:

- All parent involvement activities are directly related to instruction. In this way they support the needs of the parents in being effective partners in their child's education.
- PTA meeting schedule is determined by the parent body so that parent schedules are the sole determining factor
- Parent coordinator workshops are held in the evening to accommodate working parents and generally include food so that parents don't have to worry about cooking or providing dinner.
- Siblings are welcome at all parent meetings.

## A. 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.

All ESL teachers will lead the LAP Team. the team will meet regularly to design professional development in the areas of: Grammar, Vocabulary and Syntax- Learning to learn in English. Focus: Learning to Learn in a Second Language theory by Pauline Givens  
Materials: Learning to learn in a Second Language by Pauline Givens. A book study will be used as a tool to guide and support teachers in the instructional plans to include ESL strategies such as; Think-Pair-Share, graphic organizers . also used will be vocabulary builders as displayed in the Frayer Model. this year's book will scaffold last years progress made through the methods introduced by the ESL region specialist and studies achieved by the book choice titled ;Classroom Instruction that Works with English Language Learners by Hill and Flynn. All teachers will be given the opportunity to participate in off-site professional development workshops  
Push-in support will be provided by way of native language teachers, student mentors, and guidance counselors with multi-language abilities

## A. Parental Involvement

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

1. Parent involvement is encouraged through:

- Weekly phone messages in English and Spanish highlighting upcoming events
- Daily attendance calls when students are absent from school
- School wide mailings of calendars and post card reminders, as well as email notification to parents with email access
- Email accounts on the school website, [www.s4is.org](http://www.s4is.org), available to all parents to facilitate home/school communication
- An online calendar and Parents and Guardians page on our website
- Parent accounts on the website which give parents access to students' online class pages
- PTA and SLT opportunities for leadership
- Content workshops by the parent coordinator to inform parents of Title 1 benefits, introduce parents to the uses for the s4is website, participate in family math night, science night with the Brooklyn Botanic Garden, family trips to the NY Hall of Science and more
- Family Learning Workshop for 6th grade families through our CFY partnership

Written materials are translated into Arabic and Spanish and translators are made available as needed.

2. The Arab American Family Support Center has been involved in our ELL parent outreach efforts, and are currently piloting an onsite afterschool tutoring program that is proposed to expand to include simultaneous ESL classes for Arabic speaking parents.

3. Survey, discussion, and online discussion board

4. Parents have multiple and sometimes conflicting needs. We attempt to address them in the following ways:

- All parent involvement activities are directly related to instruction. In this way they support the needs of the parents in being effective partners in their child's education.
- PTA meeting schedule is determined by the parent body so that parent schedules are the sole determining factor
- Parent coordinator workshops are held in the evening to accommodate working parents and generally include food so that parents don't have to worry about cooking or providing dinner.
- Siblings are welcome at all parent meetings.

# 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)							2	9	6	5	4	2	1	29
Intermediate(I)							2	1	2	5	13	7	6	36
Advanced (A)							3	4	0	2	2	0	0	11
Total	0	0	0	0	0	0	7	14	8	12	19	9	7	76

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

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

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	1		3				1		5
7	2		5		1		1		9
8	1		4		2				7
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5			
Integrated Algebra	19			
Geometry	3			
Algebra 2/Trigonometry	0			
Math	0		9	
Biology	0		2	
Chemistry	0			
Earth Science	3			
Living Environment	5		2	
Physics	0			
Global History and Geography	6		1	
US History and Government	7		4	
Foreign Language	2		1	
Other				
Other				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.

Our school uses DRA, TCRWP and periodic assessments to assess and monitor the literacy skills of our ELLs. What was noticed across all proficiency levels was evidence of students struggling in the areas of reading and writing. In order to address these areas, the school will use a standardized method of introducing and reinforcing both academic vocabulary and sentence structure in all content areas. Also techniques in identifying text features and structures in reading informational text, thus practices will further improve students writing skills. Our goal is to help students increase their abilities in reading by at least two levels by the end of

**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

<b>School Name: <u>School For International Studies</u></b>		<b>School DBN: <u>15K497</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Fred Walsh	Principal		1/1/01
Judith Willoughby	Assistant Principal		1/1/01
Carol Scott	Parent Coordinator		1/1/01
Andrea Balint	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 15k497      **School Name:** THE SCHOOL FOR INTERNATIONAL STUDIE

**Cluster:** 1      **Network:** CFN112

**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.

Parents of newly -arrived students will be given the Home Language Survey ( HLIS ) to determine their childs proficiency. whenever possible , the parents will be provided an assist, someone who speaks their native language, in order to help guide them through the process.

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.

Our findings indicate the majority of our Arabic speaking parents wish to have all correspondence written in English .Our Spanish speaking parents choose both English and Spanish and our speakers of other languages are indifferent. The findigs were reporterted by way of survey,PTA conferences, guidance conferences, and teachers who belong to the particular community of interest. Our Parents of Haitian decent would prefer to speak person-to-person with some one who speaks their native language. The parent will be sent a letter in his/her preferred language, when possible, describing his/her child's ESL status.

## 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.

Subsequently, the parents will be invited to an orientation. During the orientation parents will be given the opportunity to further learn about the ESL program. Parents will be given the choice of listening to speakers in many different languages via a specialized translation mechanism. Parents will also receive informative brochures in their native languages. The brochures will further explain the differences between the various language programs offered by the DOE. The parent is, then, allowed to reconsider his/her program choice and complete the Parent Selection Form. Parents of ELLs are also invited to Meet & Greet Tea where the parent coordinator, ESL teacher and guidance counselor will familiarize the parents with all academic programs and expectations of credit accumulation in preparation for graduation. The parent coordinator will serve as the liaison between the parents and school and the interpretation office./Translation office. The IT Office is used as support to all parents and their selected schools. The IS 3Year Parent and Community Involvement Plan is in effect. Our most immediate plan of action is on-going. It is to improve communication with families about school programs and student progress. The thrust is on school-to-school and home-to-school communications. Our goal is to create channels by which families feel comfortable enough to contact teachers and administrators about their child's academic progress. We will continue to translate correspondence and continuously work towards ways by which parents will always feel welcomed into our school building. They are to know that they play an important role in the school community.

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.

Most oral interpretation services will be provided by our in-house school staff and our, soon to be developed, Senior Student Interpretation Team. The team will be comprised of seniors who fluently speak the languages of our student population. They will help host fall special parent activities. During the mid-term the SSIT will assist the guidance counselors in informing parents and students of such matters as; Positive Student Behaviors, Extended Day Instruction, and our Saturday Scholars Institute. In addition, phone calls will be made to inform parents and guardians of new semester programs. Parents will receive, not only report cards, but support cards. The cards will provide the parents with the name of a contact, liaison, who speaks their language.

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>.

All Parents will be privvy to contact numbers of the Translation and Interpretation Unit. A posting informing parents and school personal of the resource will be posted conspicuously in such public areas as ; Main Entrance to the school , near School Safety desk, Main Office and the Office of the Parent Coordinator. In addition, the School Safety Plan will provide procedures that will ensure access to pertinent information to parents.

Should the situation arise that the school is unable to provide translations in the native language( covered language and or primary language) of the parent; a cover letter will be provided to assure the parent access to a satisfactory means. The Parent Coodinator will receive periodic trainings from the OfficeFamily Engagement and Advocacy. She will also be the liaison between the school and community organizations which speak the primary languages of the school 's population.

A list of the primary language of all ELLS will be made available to all teachers and kept on file.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: International Studies	DBN: 15K497
Cluster Leader: Elizabeth Mc Cormack	Network Leader: Kathy Pelles
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 76 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: This year the School for International Studies is offering a reduced class sized, after-school and Saturday School program to target the needs of our English Language Learners in high-school, grades 9-12. The sessions for the after-school run for 10 consecutive weeks, three days a week: Tuesday- Wednesday- Thursday from 3:00- 4:30 pm, 4 ½ hours/ week, total of 42 ½ hours. The Saturday Academy will start on April 7, 2012 and end June 16, 2012 with a schedule from 9:00am -12:00 pm, for consecutive weekends, 3 hours a week. For both programs instruction is provided by a fully licensed ESL teacher. Our focus will be to support ELL students in their language acquisition of English. We also plan to support our ELLs in the core subject history classes. Our licensed history teacher, Mr. Negron , will work together with ESL licensed teacher, Ms. Balint, to provide support to our students preparing for the Global History REGENTS.

The rationale for designing the units for the supplemental instruction, which are aligned with the Common Core Learning Standards, are based on the data provided by the NYSESLAT, ELL Periodic Assessments and January and June 2011 state Regents results, classroom observations and exams, and conference notes. The modalities identified as in need of improvement are reading and writing, hence the decision to group the students accordingly.

Through structured teaching the instructor will scaffold the production of essay writing. The teacher will establish a purpose, expose students to a variety of genres, model critical thinking, and formulate text-based arguments with supporting evidence, while working productively on independent or group tasks. Students will be exposed to a wide variety of exercises that offer practice in both working with the writing process as well as developing a final written product.

To enhance the vocabulary of our ELLs, thus improving fluency and ultimately becoming master readers, the program will emphasize the practice of vocabulary building activities using word associations and collocations. Our aim is for students to build schema and an understanding that some words typically appear in conjunction with certain words or phrases.

In the area of Global History, students will receive intense study in developing skills and techniques to help them remember important information, attack thematic essay questions and , in combination with their learned writing skills ,learn how to answer document-based essay questions.

Our belief is that students will produce more accurate writing sooner by practicing the grammar points in the target medium. Therefore, the teacher will incorporate activities like building better sentences, combining sentences, using different clauses like noun, adjective, adverb clauses in the direct instruction, followed by guided practice and finally independent work.

### Part B: Direct Instruction Supplemental Program Information

Materials: Great Writing Series :Great Paragraphs for Great Essays, Great Essays, Greater Essays

Reading Explorer: Explore Your World

\* A QUICK REVIEW OF GLOBAL HISTORY; Everything you Need to Know to Pass the Regents Examination; Jarrett Publishing Company

I

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In order that all teachers, Core Curriculum as well as ESL teachers are developed in ESL methodology, professional development must be incorporated into grade team meetings, 1X per month beginning Spring 2012 for a series of four sessions. This book study will be specifically designed to meet the needs of core subject area teachers. The group will meet to better their practices within their classrooms . An emphasis on differentiated instruction will be the major focus of each session. Learning to Learn in English. Focus: Learning to Learn in a Second Language theory by Pauline Givens

Materials: Learning to learn in a Second Language by Pauline Givens. A book study will be used as a tool to guide and support teachers in the instructional plans to include ESL strategies such as; Think-Pair-Share, graphic organizers . also used will be vocabulary builders as displayed in the Frayer Model. this year's book will scaffold last years progress made through the methods introduced by the ESL region specialist and studies achieved by the book choice titled ;Classroom Instruction that Works with English Langue Learners by Hill and Flynn. The group will meet at 3:00 p.m. on March 12th, April 23rd and May 14th.

Weekly- to Monthly periodicals, such as, Strengthening Student Work and Strengthening Student Practice, From the Common Core Library, and Developing Responsible and Autonomous Learners; A Key to Motivating Students, from the American Psychological Association Teachers's Modules will be distributed and used for studies.

Push-in support will be provided by way of native langage teachers, student mentors, and guidance counselors with multi-language abilities

Other in- house specialists will help to design professional development, based on the needs of our

### Part C: Professional Development

students and teachers in the areas of: Grammar, Vocabulary and Syntax. Other topics of focus will be:

- Learning through Texts. Presenter: . J . Chetirko, Ed.D Reading Specialist, March 2012 Faculty Conference- All Teachers

- Better Learning for ELLs through Structured Teaching  
Presenter: Douglas Fisher, Ed.D April 2, 2012 - ESL & History Teachers

- Understanding the Math and Science Demands foe ELLs  
Presenter: TBA April- 2012

All teachers will be given the opportunity to participate in off- site professional development.

Weekly- to Monthly periodicals, such as, Strengthening Student Work and Strengthening Student Practice, From the Common Core Library, and Developing Responsible and Autonomous Learners; A Key to Motivating Students, from the American Psychological Association Teachers's Modules will be distributed and used for studies.

Push-in support will be provided by way of native langage teachers,student mentors, and guidance counselors with multi-language abilities

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: In order to improve the relationship between school and home, special activities and events will be scheduled. Parent involvement is encouraged through on- going contact via the Parent Coordinator, Ms. Carol Scott and our H. S. Guidance Counselor in-charge of Transition, Mr. S. Chasabenis

Topics and Activities:

- ESL Parent Orientation; Graduation Requirements October 27, 2012 Materials :  
Brochures, Refreshments

- ESL Parent Classes ; Learn to Speak English at your Child's School ( Rosetta Stone method) November 2011- May 2012 Parents will be notified via the School'web-site. classes will be organized and taught by the Parent Coordinator, Carol Scott. The class seats 20 parents. Fall and Spring sessions will be conducted based on parent demand. Spring session begins Saturday, April 21, 2012 through May 19, 2012 Hours: 10:00 a.m. to- 12Noon ( 5 week series ).

- Stem Expo; Opening Doors to STEM Carreers for ELLs ( Teachers of ELLs , Former ELLs & Parents of ELLs) April 20, 2012

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		s.
Educational Software (Object Code 199)		
Travel	0	
Other		
<b>TOTAL</b>		