



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Comprehensive Educational Plan (CEP)

School Name : _____Henry Street School for International Studies_____

dbn (district/ borough/ number i.e. 01M000): _____01M292_____

principal: _____Erin McMahon_____ email: _____emcmahon2@schools.nyc.gov_____

superintendent: _____Tamika Matheson_____

03-05-2012

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
Erin McMahon	*Principal or Designee	
Michael Tarasovic	*UFT Chapter Leader or Designee	
Doratheia Cody	*PA/PTA President or Designated Co-President	
David Orama	DC 37 Representative, if applicable	
Aaron Cody	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Julie Cancel	Member/Parent	

Stephanie Hasandras	Member/Teacher	
Trina Schattenkirk	Member/Teacher	
Daniel Ellis	Member/Teacher	
Peter Comisari	Member/Parent	
Jean Comisari	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.

Every student will make one year's gain* in NYS Assessments.

- *Under-credited: make 20% gain in previous year (2 more over previous year)
- *Overage, one year's promotion
- * One year's growth in Math and ELA for NYS exams
- * 9th grade: minimum of 10 credits
- * 10th, 11th, 12th - at least 11 credits a year based on 9th grade baseline (attendance, credit accumulation, grades from LS, NYS assessment)

In the HS component, we are **creatively programmed**:

- Our ninth and tenth graders, so they would have 70 minute blocks of instruction in each core academic class (ELA, Math, Science, SS) two days a week in the morning. In addition, our block program allows each class to travel with the same group. We also grouped students according to need.
- Two 70 minute blocks allows for teachers to go deep into the curriculum, using the extra time for project based assessments, performance tasks, group work, and small group instruction.
- We grouped students based on where they are and where they need to be using individual credit accumulation and regents pass rate as the gauge. For instance, students who receive special services, like special education and/or ESL are grouped so they can receive the individual attention necessary. We offer this service in both a push-in and pull out model. Tenth grade students who had little or no success in the area of regents and credit accumulation in the ninth grade were targeted in the tenth grade to insure that they had a small class size and all resources necessary for their success. .
- Within the 70 minute block structure, we alternated the days of the week so that one class would not have the same class each morning, so that chronic lateness would not adversely effect one core academic class.

- In the eleventh and twelfth grade we programmed each student individually according to their unique needs, with the goal of every student graduating with his/her peers, and with a regents diploma.
- We approached our Advisory program differently this year, rebranding the name to core. Each morning all students have twenty minutes with their core class and teacher for the purpose of organizing themselves for the day (materials, homework, supplies, assignments). The same students meet with their core teacher on Tuesdays and Thursdays for a full period of instruction. At this time, the core teachers fosters an advisory relationship with their students and engage them in discussions that develop their social and emotional intelligences.

Comprehensive needs assessment – Report Cards

5. 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.

- The NY State Report Card indicates that we are in Corrective Action (year 2) for our Middle School Math and ELA; in Year One for Improvement in ELA and our Graduation Rate. Last year we participated in the ESCA review which indicated that we needed to raise student engagement and provide opportunities for deeper levels of inquiry for students.
- The 2010-11 Quality Review echoed the same results, specifically working to raise student engagement through performance-based work and scaffolding based on students' needs.
- The City-wide progress report for Middle School indicated that we made adequate progress in growth of students but the percentage of students in math and ELA who were on grade level (Level 3) was 9 and 14% respectively; an increased focus on literacy across the curriculum was recommended.

Instructional strategies/activities – PD Plan – please see attached

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

- evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

Our school community is heavily vested in developing our staff professionally and building capacity, so we can keep the investment capital in our school.. The feedback received from the ESCA and Quality Review have shaped our Professional Development plan. This year we have 90 minutes of Professional Development every week built in to the school day. Through a SBO, we were able to release our students early on Thursdays to allow for this PD time. We have organized and structured the time as follows:

- **Part A (2:00-2:45 pm) Going Deep with Danielson's Framework** - In advance of these meetings, teachers were issued the Danielson Framework book and asked to read excerpts and to be prepared to participate in weekly discussions. At the meetings, one Administrator facilitates a group discussion about the application of the framework. For instance, teachers have an opportunity to work with their colleagues on ways to plan and deliver highly effective instruction. Insofar, teachers have evaluated lesson plans, student work, and set up inter-visitations.
- **Part B (2:50-3:30 pm) Grade Team/Content Area Team Meetings** - Every week teachers meet in their grade team and their subsequent content area teams. Team leaders were selected by teachers in September and they are responsible for running the meetings. Each team leader has identified three SMART goals to achieve by June. The Administrative team strategically supports the efforts of the grade and content area teams by meeting with them each month. At these meeting we insure that their SMART goals are aligned with the city-wide expectations and our school goals. We review their weekly minutes with the leaders and offer suggestions and support.
- **UBD**
- **Facilitative Leadership**

Strategies to increase parental involvement

- a. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- b. Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to

ensure that current staff becomes highly qualified, in order to achieve this goal.

See PD Plan

Service and program coordination

c. 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.

Henry Street Settlement

Budget and resources alignment

d. 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.

According to the State Report Card, as a result of Title I and status, our school must continue to offer Supplemental Education Services in 2011-12. See Galaxy.

Budget Amount	Remaining	Allocation	Program	Job Id	Title	Organization Category	Commit.	QuickCode	Section Name
\$30,713.10	\$3,071.10	TL Fair Student Funding HS	none	GHSAO	teacher - regular grades - per session	after/before school student programs	\$27,642	74556	Per Session
\$5,495.00	\$3,115.00	Title I ELL Program FY12	rigor		educational software	classroom/cluster	\$2,380	11687	OTPS
\$4,313.00	\$1,391.00	TL Fair Student Funding HS	none		transportation of staff - non-contract	professional development	\$2,922	64559	OTPS
\$2,000.00	\$0.00	TL Fair Student Funding HS	options for college		curriculum & staff development contracts	professional development	\$2,000	64559	OTPS

Henry Street School for International Studies Professional Development Plan

What we do: Build capacity of every faculty member to meet the needs of every student in our school.

How we do it: We will do this by learning to plan, differentiate, and assess each child based on New York State Standards and developing a common practice through the Teaching Effectiveness Framework.

Why we do it: Our belief is that IF we develop and work together as a professional learning community THEN we will be equipped to achieve our school-wide goals.

- **We will design Assessment and Instruction by:**
 - Using **the Four Pillars of ISSN to inform the design of assessment and instruction.**
 - Following **the backward design model** to determine the goals of learning, assessment, and instruction.
 - **Creating meaningful performance tasks** that hold students to high expectations while still show the relevance of the work.
 - Planning our **lessons for every student** but we also will plan **to adjust in the moment.**

- **We will evaluate student learning by reviewing:**
 - All student work to determine progress toward the ISSN Graduate Profile and make individual student modifications to ensure success.
 - State assessment and summative assessment data to determine modifications in curriculum and instructional focus.
 - On-going student work to determine what modifications to make in real time to instruction.

- **We will develop student ownership by:**
 - Providing a concrete picture of what students will be able to do at the end of the course and continuously plan with each student to get there.
 - Establishing key criteria for student work so that students can see their progress over time.
 - Developing students' capacity to work independently and provide feedback and guidance along the way.
 - Celebrating accomplishments.

- **We will create safe and respectful environments by:**
 - Getting to know every student so we can effectively reach him or her.
 - Creating a common set of expectations for every classroom in the school: respectful, responsible, organized and safe.
 - Enforcing those expectations through consistency in our words and our actions.

DRAFT of Proposed Template - July 2011 10

- Fostering collaboration among our students to better understand one another and the world around them.

Strategies Aligned Henry Street School for International Studies Professional Development Plan

1. Design Assessment and Instruction	2. Evaluate Student Learning	3. Develop Student Ownership and Achievement	4. Create a Safe and Respectful Environment
<p>Effective Strategies:</p> <ul style="list-style-type: none"> a. We bridge gaps across the curriculums by working on our tasks in grade level teams. b. We catalogue skills students struggle with and work to address them vertically and horizontally. c. We develop our collaboration time so that departments and grade teams can work on performance tasks. d. We differentiate for teachers who know how to create tasks. 	<p>Effective Strategies:</p> <ul style="list-style-type: none"> a. We can have our ESL and ELA teachers teach common strategies in writing. b. We can look more at instruction rather than data. When we look at data, it is typically to identify student deficiencies whereby looking at instruction and student work can identify issues in the classroom. c. We can incorporate making changes (based on student performance) in our backwards planning. 	<p>Effective Strategies:</p> <ul style="list-style-type: none"> a. We can ask ourselves, "What are the necessary conditions for students to learn positive classroom, high expectations, etc. b. Focus on 2A/2C for classroom/learning environments c. Master 1E: learn how to clearly communicate a learning objective: <ul style="list-style-type: none"> --What are the standards? --What has worked well? --Reason why I am doing d. Support teachers in mapping out a course that is anchored in ISSN, state standards, and effective pedagogy. 	<p>Effective Strategies:</p> <ul style="list-style-type: none"> e. We will get to know every student so we can effectively reach him or her. f. We will create a common set of expectations for every classroom in the school: respectful, responsible, organized and safe. g. We will enforce those expectations through consistency in our words and our actions. h. We will foster collaboration among our students to better understand one another and the world around them.

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.

Students will set goals to increase their personal attendance by 5% in the 2011-12 School Year resulting in a school-wide rate of 89%.

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.

School-wide attendance average is 85.7% for 2009-10.

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:
 - e. strategies/activities that encompass the needs of identified student subgroups,
 - f. staff and other resources used to implement these strategies/activities,
 - g. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h. timeline for implementation.
- Work engages kids.
- Core/Advisors set individual attendance goals and review monthly
- Adults build relationships with students by and every child has at least one adult they choose an advocate

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 work with us to support student attendance

- School Messenger
- Weekly attendance meetings
- Attendance teacher 1x per week

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.

See PD Plan

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.
 - See Chancellor's Regulations on attendance.
 - Full-time COSA/Dean staffed

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.

See Budget on next page.

- Daily phone calls
- Admin/guidance review of monthly attendance
- Admin speak to Advisors
- Advisors talk to kids and parents
- Kids talk to each other: 12 to 8th, 11th to 7th, 10th to 6th and 9th

Annual Goal #2 Budget

Budget Amount	Remaining	Allocation	Program	Job Id	Title	Organization Category	Commit.	QuickCode	Section Name
\$0.01	\$0.01	TL Fair Student Funding HS	repl stavon brown	GI8EE	teacher - regular grades - per session	after/before school student programs	\$0	74556	Per Session
\$1,547.14	\$1,547.14	State Misc 16	extended day	GINU7	supervisor per session	after/before school student programs	\$0	28616	Per Session
\$8,688.88	\$7,202.88	TL Mandated Counseling Shared	[opt]	GIH2C	guidance counselor - per session	after/before school student programs	\$1,486	84911	Per Session
\$0.01	\$0.01	State Misc 16	none	GIM6Y	bulk: supv school aide	pupil personnel services	\$0	28616	Per Session
\$5,000.00	\$340.00	TL Fair Student Funding HS	none	GIERH	school secretary - per session	pupil personnel services	\$4,660	14556	Per Session
\$820.00	\$47.00	Title I ELL Program FY12	prof dev	GHSAM	teacher - regular grades - per session	summer student programs	\$773	11687	Per Session
\$876.00	\$0.00	TL Fair Student Funding HS	[opt]		telephone and other communications	administrative support	\$876	14556	OTPS
\$200.00	\$0.00	Title I ELL Program FY12	metro cards		non-contractual services	after/before school student programs	\$200	11687	OTPS
\$9,700.00	\$0.00	TL Fair Student Funding HS	[opt]		non-contractual services	attendance / outreach	\$9,700	14556	OTPS

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.

We will have continued positive change in the Learning Environment Survey.

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.

We earned 5 of a total 15 points on the Learning Environment Survey.

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:
 - i. strategies/activities that encompass the needs of identified student subgroups,
 - j. staff and other resources used to implement these strategies/activities,
 - k. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l. timeline for implementation.

100% gain in all four categories - communication, academic expectations, engagement, and safety and respect as evidenced by 50% response rate among parents (city average); 85% of students; and 100% response rate by faculty.

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.

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.
 - Goal-setting
 - Performance tasks

<ul style="list-style-type: none"> • Communication
<p>Service and program coordination</p> <ul style="list-style-type: none"> • 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. <p>See PD Plan.</p>
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> • 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. <p>See Galaxy.</p>

Annual Goal #3

Budget Amount	Remaining	Allocation	Program	Job Id	Title	Organization Category	Commit.	QuickCode	Section Name
\$68,000.00	\$68,000.00	TL Fair Student Funding HS	place holder	GI1M0	teacher - regular grades - per session	after/before school student programs	\$0	74556	Per Session
\$820.00	\$47.00	Title I ELL Program FY12	prof dev	GHSAM	teacher - regular grades - per session	summer student programs	\$773	11687	Per Session
\$750.00	\$29.00	Title I ELL Program FY12	translator		non-contractual services	summer student programs	\$721	11687	OTPS
\$2,600.00	\$0.00	Title I ELL Program FY12	touring bus		non-contractual services	summer student programs	\$2,600	11687	OTPS

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
6	12	8	2	4				
7	14	9	3	3				
8	10	10	5	2				
9	25	25	25	25	50	18	18	15
10	58	58	20	24	25	20	20	15
11	32	32	30	30	20	10	10	15
12	50	50	25	25	11	10	10	12

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: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
Science:	Ninth Grade students are given a Research Science Class to establish a foundation in the skills necessary to apply math, writing, analytical and inquiry skills associated to Science. Ninth grade students are currently offered 2 periods every day.
In-School Tutoring Services	Students who have failed to meet identified standards (level 3 or higher on 8 th grade Math/English test, failure to pass required Regents exam or not promoted due to low credit accumulation) are identified and programmed for additional tutoring support during the school day.
Social Studies	We offer US History and Global Studies prep classes for students that have failed to meet Promotional standards by achieving a passing grade on the Regents exam. This class meets 5 days per week. This class is a supplement to the student's history class for the term. We also have lab periods for additional support.
At-risk Services Provided by the Guidance Counselor:	Students will be engaged in small counseling groups' during school. Students will understand and assess their academic progress by learning how to read their transcripts and monitoring their credit accumulation. Students will understand the NYS promotional requirements.
At-risk Services Provided by the School Psychologist:	The School Psychologist teams with administrators, teachers and guidance counselors to ensure that the Special Education students in the school are properly evaluated – which in turn promotes a skill focused, healthy and supportive environment.
At-risk Services Provided by Turning Points:	As part of a grant from New York State Health Department, Social workers from the Turning Points organization provide group and individual counseling services to students during lunch periods.
At-risk Health-related Services:	At-risk health related services include documenting immunization status, eye examinations, providing nursing care for acute illnesses and injury, assisting the doctor with screening examinations and providing condoms.

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _01M292_____ **School Name:** The Henry Street 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.

The feedback we received from the SQR was that we are not examining the root causes of why students are not coming and/or not passing classes or State exams. We need to examine organizational, curricular, and instructional decisions in a systemic way. Otherwise, capacity building is negatively impacted. Ms. Hermann, QR reviewer explained that we were treating the symptoms through giving incentives to improve attendance, offering credit recovery classes, before/after school tutoring, Saturday school, but not the infection, which she said was student engagement.

The ESCA review surfaced the similar issue of student engagement and increased care of the articulation of 8th to 9th grade for our 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.

This year we examined the organizational, curricular, and instructional decisions in a systemic way.

- Our ninth and tenth graders are innovatively programmed, having 70 minute blocks of instruction in their academic courses (ELA, Math, Science, SS), two days a week in the morning. This allows teachers to go deep with their curriculum giving them time to offer more performance based tasks, group work, and small group instruction. We expect to improve student engagement in giving teachers more time to facilitate this type of learning. In addition to creating a block program for our under classmen, students travel with their class giving them both class and individual independence and autonomy.
- We grouped students based on where they are and where they need to be using individual credit accumulation and regents pass rate as the gauge. For instance, students who receive special services, like special education and/or ESL are grouped so they can receive the individual attention necessary. We offer this service in both a push-in and pull out model. Tenth grade students who had little or no success in the area of regents and credit accumulation in the ninth grade were targeted in the tenth grade to insure that they had a small class size and all resources necessary for their success. .
- Within the 70 minute block structure, we alternated the days of the week so that one class would not have the same class each morning, so that chronic lateness would not adversely affected one core academic class.
- In the eleventh and twelfth grade, we programmed each student individually according to their unique needs, with the goal of every student graduating with his/her peers, and with a regents diploma.
- We approached our Advisory program differently this year, rebranding the name to core. Each morning all students have twenty minutes with their core class and teacher for the purpose of organizing themselves for the day (materials, homework, supplies, assignments). The same students meet with their core teacher on Tuesdays and Thursdays for a full period of instruction. At this time, the core teachers fosters an advisory relationship with

their students and engage them in discussions that develop their social and emotional intelligences. We are incorporating social/emotional issues in Core and focusing on bullying.

- In and after school, we are working on ways for staff to connect with students to build a sense of community or develop personal connections which leads to students feeling engaged and part of the school.
-

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.
 - Title 1 10% - \$25,000 – We are working in a concerted way to train teachers on how to do performance tasks and backwards plan from the Common Core and New York State Standards. Allison Zmuda, a preeminent leader in UBD, has worked with us for two years. We have PD for the following dates: 8/31/11, 12/1/11, 1/31/11, 3/15/11, and 6/09/11 (\$4000 per visit). In addition, we have partnered with NYU to provide facilitation and coaching support for our teacher leaders. The provider is Marlene Roy. The total cost of the contract is \$7,000.
 - Title 1 5% Highly Qualified - \$19,513 - \$18000 goes to our contractual partnership with the Asia Society. We have provided professional development in all content areas on rotating Tuesdays in the fall and the spring. The remaining \$1513 goes to the remainder of the NYU bill.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have developed a content area and grade team level mentoring system that provides support for new teachers. Ms. Roy is coaching our co-heads as well as the grade and content area teachers in how to coach and mentor others.

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.

We will inform our parent community of our status through a notification letter. Translated versions of the parent notification letter will be available in Chinese and Spanish. Parent notification letters will be backpacked home with students no later than January 31.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 112/K. Pellis	District 01	Borough Manhattan	School Number 292
School Name Henry Street School for International St			

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

Principal Erin McMahon	Assistant Principal Edgar Lin
Coach N/A	Coach Dan Ellis
ESL Teacher Edward Lentol	Guidance Counselor Patti Penski
Teacher/Subject Area Peter Ortiz/Science	Parent Julie Cancer
Teacher/Subject Area Maria Lasanta/Spanish	Parent Coordinator Migdalia Rodriquez
Related Service Provider Amy Fink	Other type here
Network Leader K. Pellis	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	37
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	420	Total Number of ELLs	103	ELLs as share of total student population (%)	24.52%
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Part II: ELL Identification Process

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

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

When a new entrant into the NYC Department of Education arrives at our school, the pupil accounting secretary gives the parent/guardian a HLIS form in the parent's native language and notifies the ESL teacher about the new student. All office staff has been given copies of ESL faculty schedules and ESL faculty (Ms. Wang, Ms. Levey, and Mr. Lentol) are expected to administer the HLIS. Ms. Wang is assigned to all 11th and 12th grade new admits. Ms. Levey is assigned to all 9th and 10th grade new adminst. Mr. Lentol is assigned to all middle grades new admits. After the parent has filled out the HLIS survey, an informal interview is conducted by the ESL teacher in the parent's native language. School support staff or bilingual teachers often assist. If the parent's answers to the HLIS indicate that the student is eligible for the LAB-R initial assessment, the assigned ESL teacher (see above) schedules administration of the LAB-R within 10 days of the student's registration. In addition, if a student's home language is identified as Spanish, the assigned ESL faculty will also administer the Spanish LAB-R within 10 days of the student's registration. Based on the student's performance on the LAB-R, the student is assigned LEP status, and the parent is given an entitlement letter in the parent's native language. The ESL teachers have also received extensive professional development on LEP student intake. All staff are qualified to ensure that the screening, identification, and annual assessments of LEP students are done in an efficient and complete manner.

Our parents are given the opportunity to choose a program of their choice once their child has been identified as an English Language Learner. Parents are shown a video to help them choose the appropriate program. The programs that are offered to the parents are transitional bilingual, dual language, and free standing ESL. Parents who choose to enroll their child in our school (which currently offers free standing ESL) are given a parent orientation. This orientation is presented in the language spoken at home. During orientation, parents are given the opportunity to meet teachers, get information about the classes offered, and ask questions. Throughout the year, parent meetings are held to provide parents updates on their child's progress. These meetings are also used to connect parents with community organizations that offer adult literacy classes.

If the student is granted LEP status after taking the LAB-R, the parent is asked to return to school for an orientation with the ESL teacher. This entire process should take less than two weeks barring difficulty contacting the parent and arranging a meeting. Parent orientations are given individually as students come into our school year round. During the orientation, the parent is shown the DVD provided in the EPIC kit that details the three program models offered in New York City. The DVD program and the conference that follows are all conducted in the parent's native language, through oral interpretation if necessary.

After the video and the conference, the parent then chooses the program that best fits his or her child's needs. If the student chooses the ESL program model, the student is placed in the appropriate program based on his or her LAB-R results. If the parent opts to place the student in a transitional bilingual education or dual language program, the ESL teacher and the guidance counselor work with the parent to ensure that the student is transferred to a school that honors their programming decision. Parent Survey and Program Selection Forms are collected and maintained by assigned ESL faculty in a Bilingual /ELL Binder located at the main office, with copies also maintained by the administrator supervising Biligual/ELL programs.

The school Testing Coordinator and Administrator supervising Bilingual/ELL works in conjunction with the ESL faculty (Mr. Lentol:

Grades 6-8; Ms. Levey: Grades 9-10; Ms. Wang: Grades 11-12) to ensure that all components of the NYSELAT are administered as directed. When the annual NYSELAT scores are published in August, the ESL faculty and the administrators consult RNMR using ATS as well as NYSTART data to work together to create a program that meets the needs of our school's ELLs per the minimum CR Part 154 mandated minutes. After our program is in place, parents of entitled students receive a continued entitlement letter in the parent's native language to inform them of their students continued LEP status, with copies maintained in the school's Bilingual/ELL Binder. A parent orientation for all parents is provided in the fall semester for both the lower school and the upper school. During this parent orientation, oral interpretation is provided, and the ESL teachers detail the year's program, their programming rights, and resources for the parents within the community. After reviewing the parent surveys, a high percentage of parents that are registering at our school are requesting free standing ESL. Some parents are requesting bilingual and dual language programs, however, we need more parents requests for these programs in order to initiate a bilingual program or dual language this current year. The parent choice data is recorded and trends have been compiled into a spreadsheet. The program at our school is currently aligned with parent choice. If we get more requests for a bilingual or dual language program in the following year, we will work to initiate a program to accommodate parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1	2	2	2	2	11
Push-In							1	1	1		1			4
Total	0	0	0	0	0	0	2	2	2	2	3	2	2	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	80
SIFE	0	ELLs receiving service 4-6 years	13
		Special Education	12
		Long-Term (completed 6 years)	10

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	80		4	13		6	10		2	103
Total	80	0	4	13	0	6	10	0	2	103

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	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
TOTAL	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: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	2	4	21	13	12	8	65
Chinese							1	5	7	7	6	4	2	32
Russian														0
Bengali										2	1			3
Urdu														0
Arabic										1				1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	6	8	12	31	20	16	10	103

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school currently follows a self-contained and push-in (team teaching) model. In the middle school, all ELLs are in the same class. Students are self contained for ESL instruction and also receive services in social studies and science using the push-in model. In the high school, there is one beginner ESL class designed for new-comers, an intermediate ESL class, as well as ESL classes for both 11th and 12th graders. Students are serviced in their core area subjects (science and social studies). The ESL teachers work with the core area teachers to differentiate instruction for ELLs. The ESL teachers in the high school use a team reaching model to accommodate the needs of all ELLs. The groups are heterogenously mixed in the middle school and high school. All ELLs receive mandated minutes as per CR Part 154. Explicit ESL instructional minutes are delivered by careful programming. The ESL teachers work together to service the middle school and high school students. Since we have a higher number of high school ELLs needing a higher number of minutes, the teachers and administrators work diligently to ensure that programs are created to accommodate mandated minutes.

The content area classes are delivered in English with native language support. The ESL teacher has weekly meetings with the content area teacher to plan and differentiate instruction to meet the needs of all the ELLs with various levels. ELLs are also provided with translated texts in some content areas. In other classes where a translation is not provided, student are given language support through bilingual dictionaries. We also have bilingual tutors that assist our students.

We currently do not have SIFE students. However, if a SIFE students enter our school, we will work to have a specialized newcomer program that targets their area of academic weakness while simultaneously providing support for development of second language acquisition skills. The teachers will focus on a literacy based approach and build a thematic approach to content vocabulary and related skills. The concentration will generally be focused on intensive development of social and academic language and development of literacy skills.

The teachers work with newcomers to develop their language skills. They use a variety of pictorial and graphic representation of language in the content areas. The teachers work together to promote academic and linguistic achievement in the areas of listening, speaking, reading, writing and comprehension for our newcomer English language learners. In order to prepare for ELA testing, ELLs are given

A. Programming and Scheduling Information

frequent opportunities to demonstrate the writing process by composing, drafting, editing, and revising. They are also given the opportunity to listen, speak, read, write, view, and represent information critically. Throughout the year, ELLs also build vocabulary through the use of word walls, rhymes, and personal dictionaries. They participate in independent reading, shared reading, self-selected reading, and guided reading. These learning opportunities are used to prepare our newcomers for the ELA assessment.

Ells who have been in the program for 4-6 years are given the opportunity to use Problem Solving and Critical Thinking. This cohort of English language learners are encouraged to interact with their peers and teachers in a risk-free environment by demonstrating respect for themselves and the diversity of others, engaging in cooperative and collaborative tasks, and by learning and applying cognitive strategies. The students receive explicit instruction in learning cognitive and metacognitive strategies to develop the ability to regulate their own learning, apply prior knowledge, and search for meaning through the use of higher order thinking skills. Students plan, monitor, elaborate, and evaluate their own learning and acquisition of language.

In order to improve linguistic and academic skills, the ESL teachers work with the main stream/core area teacher to differentiate instruction for LTEs. Weekly team meetings are held with the teachers to review student progress and develop lesson plans and activities to address the specific needs and challenges for this group. We also have an Academic Intervention program before school to target the Long Term ELLs. Students have an opportunity to work with content area teachers and their ESL teacher to address the academic and linguistic challenge that they face as Long Term ELLs. These students are paired with general education students in their classrooms and in the AIS program to help them improve and become English proficient.

The middle school and high school ESL Programs also integrate content and language instruction to promote academic language development for ELLs with special needs. Additionally, ESL and content area staff plays a huge role in the development of academic language through their content instruction. The language acquisition supports in our program include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. Our classroom model uses elements of the sheltered instruction approach for ELLs, a class structure wherein content mastery and academic language skill are developed concurrently. Although the class is conducted in English, students and teaches who speak the ELLs' native language assist. The teacher creates an environment that legitimizes the students' appropriate use of the native language to support the learning of academic content.

Since our LTELLs and students with special needs sound like native speakers of English but don't have well-developed literacy skills, the teachers plan together to develop lessons, strategies, and activities that will develop their academic content and language. This support system in the classroom will help our population become proficient and meet the state standards for graduation. The school also offers tutoring programs with in-school support from America Reads. Our students participate in this program and receive support in the classroom and after school.

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:

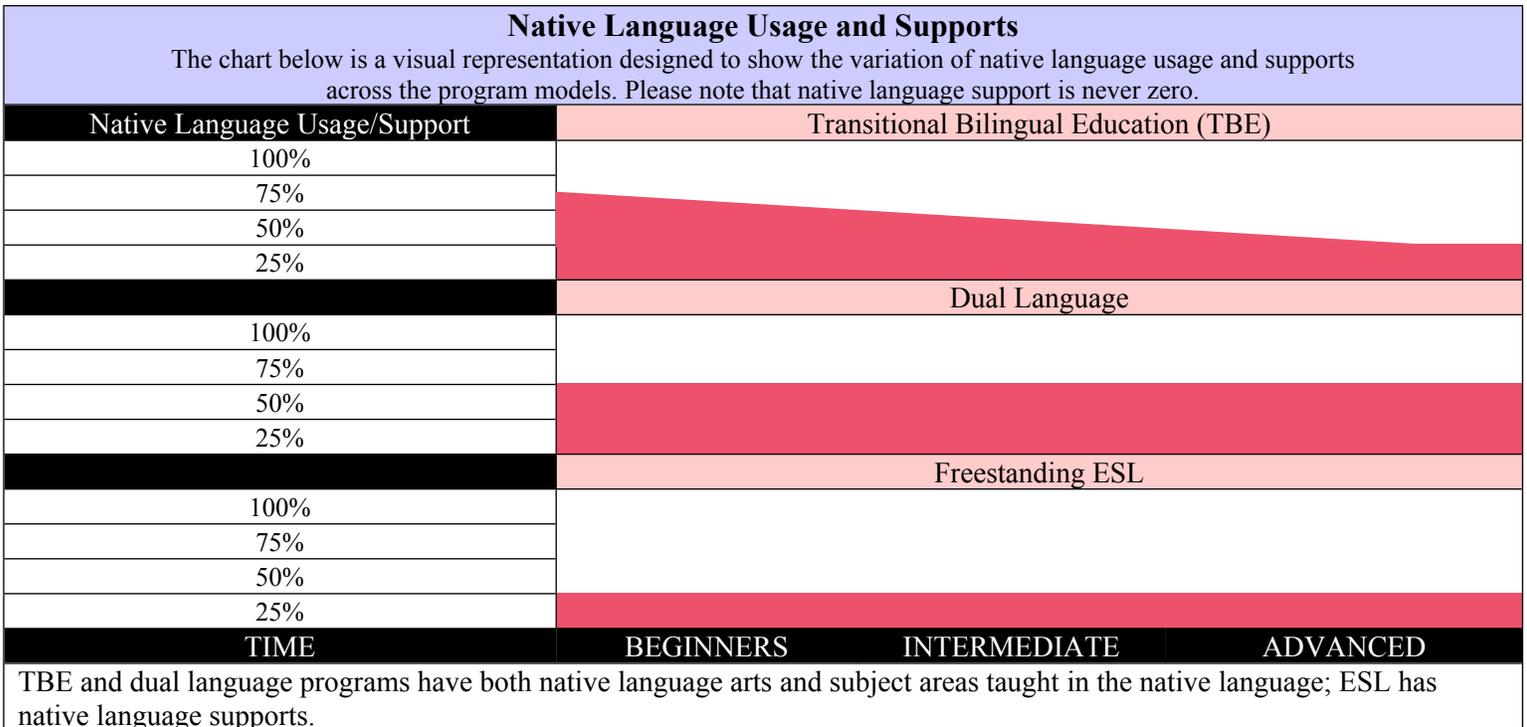
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

Several steps are taken to work with students in ELA, social studies, and other content areas. Keeping in mind the level of our English language learners, the teachers determine the standard or objective; select the concepts to teach; and eliminate unnecessary information that will be too difficult for ELL students of low English proficiency. The ESL teacher and core area teachers choose key specific vocabulary to pre-teach and also develop assessments to test that content. The following steps are taken:

Identify vocabulary words that you think might be difficult for English language learners to understand when they read the text. Write ELL-friendly definitions for each - that is, simple, brief definitions ELL students can easily understand.

Determine which visuals, artifacts, gestures the teachers need to make the meaning of the words clear to the ELL students. Visuals are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract content. Students need to know essential vocabulary in order to comprehend the text.

Create interest in the subject by using pictures, real objects, maps, or personal experiences. Repeat vocabulary words as often so that ELL students can remember them.

Relate material to students' lives whenever possible.

Build text-specific knowledge by providing students with information from the text beforehand, particularly if the text is conceptually difficult or has an abundance of important information.

Explain difficult concepts and label them with key words ELL students can remember.

Use highly illustrated books of various levels of difficulty to teach the content.

In order to support students who have reached proficiency, the ESL teachers continue to develop individualized plans for these students. Former ELLs have the opportunity to meet with ESL teachers before school and still receive tutoring in academic intervention services. These students continue to receive support from content area teachers and the ESL teacher.

This year, the ESL teachers are working on developing a morning program for newcomers. Since our school has a growing number of newcomers, the program will focus on the development of the four modalities: listening, speaking, reading, and writing. Technology is a useful tool to use with ELLs. Our school uses laptops and SMART BOARDS to help the students with language development.

ELLs are given equal opportunity to join all after school programs that include: Model UN, Student Council, Basketball team, running team, Arts club, Yearbook club, and various content area clubs (the Math club, the Spanish Club, the Chinese Club).

Native language support is provided to our ELLs with the use of bilingual dictionaries, translated texts, and tutors who are bilingual.

These tutors are New York University students who come daily to assist our ELL population. The language electives that are offered in our school are Chinese and Spanish.

To assist newly enrolled ELLs in the beginning of the year, the ESL teachers and administrators work together to organize an orientation for our students. This orientation is provided in the languages that represent our school population. Parents are invited to come to meet their child's teachers and the administrators.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

The teachers at Henry Street School of International studies are given the opportunity to attend professional development that can help them with ELL instruction. The content area teachers are also given the opportunity to have an in-house staff development bi-weekly conducted by the certified ESL teachers. The content area teachers can discuss their concerns about ELLs. The teachers also share strategies and methodologies that work best for ELLs in middle school and high school. The teachers are presented with instructional practice that is linked to content standards and addresses cultural literacy in a comprehensive approach that gives teachers time to practice, implement, reflect upon and receive feedback on their efforts. The Comprehensive staff development that is offered consists of theory and classroom application, demonstration lessons, and coaching.

Minimum 7.5 hours of ELL training for all staff is completed by monthly Lunch-and-Learn PD turn-keyed by our ESL faculty who attend targeted professional development offered through OELL and partner organizations, including NYU.

E. Parental Involvement

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

All English Language Learner related documents are downloaded in translation and kept on file by the ESL teachers. All documents necessary for enrollment and/or published by NYC Department of Education are available in translation in the main office. Translation for other school related documents is done on an as needed basis. Chinese and Spanish are our school's most predominant native languages. Our foreign language teachers are available to translate into both of these languages. Our payroll and pupil accounting secretaries are both bilingual in Spanish. We also have a school aide who is bilingual in Chinese. Over ten languages other than English are spoken by the staff, and all our students' languages are represented. At all public parent meetings, a list of these teachers are provided for oral translation. This list is maintained by the ESL teachers.

Translation and oral interpretation needs is articulated through the PTA, the Parent Coordinator, ESL teachers, advisors, and parents requesting translation. Notification letters to the school community and any other documents are translated as needed in a timely manner by the staff indicated above. All oral interpretation services will be provided in-house. Staff needing oral transportation during parent meetings will have the assistance from the school support staff first and the foreign language teachers second. This is to create as little disruption to instruction as possible. For languages other than Spanish or Chinese, the bilingual teacher needed will be notified with adequate time. For emergency oral interpretations, coverages will be given to the bilingual teacher needed.

Parents of English Language Learners take part in meetings throughout the year with the ESL teacher, content area teachers, administrators and community members. The meetings are held in the parent's language. The ESL program is discussed along with ways to help their children succeed and become proficient in English. Members from the community also attend these meetings to make parents aware of programs that are available to them, including and not limited to English classes for adults and assistance with immigration questions and concerns.

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)							1	2	8	19	4	3	1	38
Intermediate(I)							1	4	3	9	10	11	5	43
Advanced (A)							1	1	1	3	4	2	2	14
Total	0	0	0	0	0	0	3	7	12	31	18	16	8	95

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	7	8	20	9	5	2
	I							1	0	3	8	9	7	3
	A							1	0	1	3	3	5	15
	P													
READING/ WRITING	B							4	4	3	10	9	2	
	I							1	4	5	10	5	7	1
	A									1	5	2	5	4
	P							1		3	6	4	2	3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	0	0	0	3
7	3				3
8	7	2			9
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3								3
7		1		2		1		2	6
8		4		4		1		2	11
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	17		2	
Integrated Algebra	33		16	
Geometry	10		4	
Algebra 2/Trigonometry	3		2	
Math				
Biology				
Chemistry				
Earth Science	21		8	
Living Environment	12		2	
Physics				
Global History and Geography	17		4	
US History and Government	9		0	
Foreign Language	3		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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:

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.

Henry Street International School of studies is dedicated to serving the needs of English Language Learners. HSSIS teachers provide ELLs support to be more successful in the content area classrooms. Teachers and administrators work together to assure that all ELLs are provided opportunities to achieve the same educational goals and standards as the general education student population. We offer free-standing ESL classes that use various strategies, with native language support, so students develop language and content knowledge in English. The students get native language support in their content area teacher through the use of bilingual dictionaries and glossaries. Our teachers work as a team to accommodate the needs of the ELLs in their classrooms. Our staff, teachers, and school leaders are given rigorous professional development in ESL instruction. We also promote parental involvement, improve material resources, and create targeted solutions for different ELL populations. We create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. We use data collected from the New York States ESL Achievement Test to determine individual needs and drive instruction. We collect data from NYS assessments to address individual student needs. Our staff, teachers, and administrators are dedicated and committed to serving and accommodating our ELL's academic and social needs.

Part VI: LAP Assurances

School Name: <u>Henry Street School for Intern</u>		School DBN: <u>01M292</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
E. McMahon	Principal		1/1/01
Edgar Lin	Assistant Principal		12/19/11
Migdalia Rodriguez	Parent Coordinator		12/19/11
Edward Lentol	ESL Teacher		12/19/11
Julie Cancer	Parent		12/19/11
Maria Lasanta	Teacher/Subject Area		12/19/11
Peter Ortiz	Teacher/Subject Area		12/19/11
Dan Ellis	Coach		12/19/11
	Coach		12/19/11
Patti Penski	Guidance Counselor		12/19/11
Kathy Pellis	Network Leader		12/19/11
	Other		12/19/11
	Other		1/1/01
	Other		1/1/01

School Name: Henry Street School for Intern

School DBN: 01M292

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M292 **School Name:** Henry Street School for Internation

Cluster: _____ **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.

Home Language Surveys as well as school ELL student population sub-group data wwere used to assess school written translation and oral interpretation needs.

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.

Major finding of school written translation and oral interpreation needs are as follows: Chinese (multiple dialects) and Spanish speaking parents compose the largest sub-groups for written translation and oral interpretation needs. In addition, our school community is comprised of Haitian, Arabic, and Bengali speakers. Findings were reported to school community via ARIS.

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.

School will provide written translation services for Chinese and Spanish speakers through use of in-house bilingual staff. Translated documents for members of other identified languages will be provided through in-house staff, as well as parent/adult volunteers.

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.

School will provide oral interpretation services for Chinese and Spanish speakers through use of in-house bilingual staff. Oral interpretation for members of other identified languages will be provided through in-house staff, as well as parent/adult volunteers.

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>.

Upon registration, parents whose primary language is determined to be a covered language receives from Parent Coordinator a copy of the appropriate Bill of Parent Rights and Responsibilities. The Bill of Parent Rights and Responsibilities are also posted conspicuously in each of the most prominent covered languages (Chinese and Spanish). School Safety Plan outlines procedures for ensuring parents right to reach school administrative offices regardless of language needs. At present, parent population whose primary language is neither English nor a covered language has yet to reach the 10% threshold to obtain necessary translated signage.

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: Henry Street School for Intern	DBN: 01M292
Cluster Leader: RELLO ANSELM, CORINNE	Network Leader: Pellis, Kathy
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: 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: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

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: When our teachers present a new concept to ELLs it is essential that links are made to the students' background experiences or to past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task.

This program will take place before School and will target the development of basic communicative skills. Our newcomers need support in developing their BICS (Basic Interpersonal and Communicative Skills). Three ESL teachers along with a special education teacher and a content area teacher will work with approximately 20 students from grades 6-11. Our ESL teachers are fully certified. One of the ESL teachers speaks Chinese and can therefore support our Chinese population. The special education teacher is also bilingual and can support our Spanish newcomers. The language of instruction will be in English with native language support. The Rosetta Stone interactive program and other online tools will be used to assist our students. The teachers will work directly with individual students to help them practice with their speaking skills. Our newcomer students are often timid in class and hardly participate. This program will give them an opportunity to speak and share their thoughts while developing their English skills.

The Title III program will commence in March. The classes will take place 5 days a week for one hour before school from 7:30-8:30. The two certified ESL Teachers will team teach with the Special Education teacher and a content area teacher. The content teachers will rotate. For example, science, math and social studies teachers will rotate depending on the needs of the students. This program will start in March and continue until the second week in June. These classes will give them more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues.

Part B: Direct Instruction Supplemental Program Information

Students will also get an opportunity to have cultural experience by visiting various areas in New York City. These places will include Central Park, the Empire State Building, and South Street Seaport, Statue of Liberty, museums. Parents will also be invited to these activities. [REDACTED]

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: The School-based professional development centers around the expressed needs of our students as well as our ELL faculty. Collaborating with our ELL faculty, the administrative cabinet is charged with planning and structuring meaningful professional development that meets the needs of our faculty in the ELL department as well as all pedagogues responsible for delivering instruction to ELLs. All pedagogues are scheduled for a mandatory team-planning period, once a week, for professional development. Professional development topics to be addressed will include:

- Differentiating and scaffolding instruction
- Aligning performance standards for ESL, ELA, and NLA students
- Integrating ESL into the content areas, using the SIOP model
- Writing strategies for ELLs
- Use of graphic organizers
- Using assessment to guide instruction
- Classroom Strategies to use with Newcomers

All ESL faculty have attended QTEL as well as other relevant ELL professional development programs and regularly turnkey and lead ELL-centered professional development for school staff throughout the year. Content area teachers who work with our ESL population will get an opportunity to learn the skills and strategies developed from QTEL. This information will be shared by our ESL teachers. They will present a workshop on tools that can assist our ELL population. On a monthly basis, our ESL team will share strategies and ideas during the team-planning period. The topics that are bulleted above will be introduced during these meetings. In our team-planning meetings, grade level teachers, paraprofessionals and administrators are present. The ESL team will also attend professional development offered by the City to develop new strategies. The ESL team will research data-driven instructional tools to use in order to best assist this sub-group. Professional Development will not be paid with Title III funds.

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
- how parents will be notified of these activities

Begin description here: Research indicates that parent engagement is essential for student success. In accordance with that, parent engagement activities that highlight ELL student achievement are the center pieces of our school's efforts. Two awards ceremonies (mid-year and year end) are planned to specifically highlight and and recognized the learning and achievements of our ELL student populations. These activities will be lead by school staff. Parents will be notified via translated invitations.

Part E: Budget

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

Allocation Amount: \$12360

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$12360

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		