



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERNATIONAL HIGH SCHOOL AT UNION SQUARE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M438

PRINCIPAL: GAYLEA PRICHARD-SILVERS **EMAIL:** gprichardsilvers@schools.nyc.gov

SUPERINTENDENT: TAMIKA MATHESON

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
Gaylea Prichard-Silvers	*Principal or Designee	
Thomas Hasler	*UFT Chapter Leader or Designee	
Heike Hempel	*PA/PTA President or Designated Co-President	
Yizhong Li	DC 37 Representative, if applicable	
Jia Qi Su Eric Maria	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sara Newman	CBO Representative, if applicable	
Yoshua Ben Levi	Member/	
	Member/	

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

Annual Goal #1

Develop teacher effectiveness in integrating English language instructional strategies into all content areas (the Internationals Approach) through the use of the Internationals Network for Public Schools (INPS) Classroom Rubrics. By June 2012, 75% of teachers will have advanced at least one level in one strand of the INPS Classroom Rubrics.

Comprehensive needs assessment

Improving teacher effectiveness improves student performance. As a second-year school exclusively for English Language Learners (ELLs) that has several teachers who are both new to teaching ELLs and the Internationals Approach, our pedagogical staff requires support in implementing English language instructional strategies in the content areas. Additionally, the DOE has requested that we use research-based rubrics to provide feedback to teachers on their practice. Our teacher effectiveness goal addresses these two needs.

Instructional strategies/activities

- Teachers self-assess on four of the five core principles of the INPS Classroom Rubrics: (1) Heterogeneity and Collaboration, (2) Experiential Learning, (3) Language and Content Integration, and (4) Localized Autonomy and Responsibility.
- A teacher-led professional development committee develops and implements a classroom intervisitation plan for teachers to observe one another implementing English language instructional strategies in project-based lessons and to provide informal feedback within the structures of the rubrics and the teachers' goals.
- Interdisciplinary teacher teams use weekly curriculum development sessions to look at student work and share and get feedback on English language instructional strategies they plan to implement.
- Principal and a new teacher mentor who is an ESL teacher assist teachers in the implementation of the Internationals Approach. Teachers set their goals based on the INPS Classroom Rubrics.
- By June 2012, principal conducts six formative observations for each teacher using selected components of the INPS Classroom Rubric to provide meaningful feedback.

Strategies to increase parental involvement

- Teachers provide parents the opportunity to experience the Internationals Approach as their children do during New Student Orientation Day before school opening in early September and again during Curriculum Night for Families in mid-October. Teachers engage families in collaborative project tasks that implement ESL strategies in these events.
- Teachers share student work samples that include English language instructional strategies in all content areas with families during fall and spring Parent Teacher Conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- All current teachers are highly qualified.
- Our teacher-led personnel committee invites interested candidates to our winter and end-of-year student portfolio presentations to act as visitor evaluators. Additionally, beginning in February, interested teacher candidates are invited to observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.
- INPS, in conjunction with Long Island University (LIU) and NYC DOE Teaching Fellows Program, has a two-year apprenticeship program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year while completing required graduate-level coursework at LIU. Apprentices may work as certified teachers in our school during the second year of the program.

Service and program coordination

- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the school year. INPS also created the research-based rubrics that we use for teacher support.
- Long Island University, NYC Teaching Fellows, and INPS provide coaching for teachers in their certification program.
- Columbia University Teachers College Peace Corps Fellows (PCF) and ESL Program teaching candidates do student teaching at our school. PCF also provides coaching for teachers in their certification program.
- Math for America provides professional development that includes regular coaching to teachers who graduated from their certification program.
- NYC Leadership Academy provides school leader coaching to principal.

Budget and resources alignment

- FSF - funds personnel salaries; per session for professional development; materials for professional development; coverage pay for teachers to go on visits to other schools; materials for instruction
- Title I – partially funds salaries for math teacher and social worker; funds contracts for teacher professional development; course tuition for teachers to get ESL or bilingual certification
- Title III – funds per session for ESL teachers to attend professional development; materials for professional development; materials for supplemental support to students in before and afterschool activities

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Students will show progress in using evidence to support arguments in their writing. By June 2012, 50% of students will make progress by advancing one or more rating levels on the New York Performance Assessment Consortium graduation rubric from our winter portfolio assessment period to our June portfolio assessment period in the area of using evidence to support arguments in Global History and Geography. All students in our school are enrolled in this course.

Comprehensive needs assessment

- The DOE has outlined goals around student engagement in performance tasks and teacher curriculum and instructional development as related to the Common Core Learning Standards. Teachers will develop lessons that incorporate English reading, writing, listening, and speaking skills needed for students to use evidence to support arguments in their writing. Such lessons will improve our students' writing skills.
- 100% of grades 9 and 10 students either scored at levels 1 or 2 on the NYS grade 8 social studies test or did not take the test because they were newcomer ELLs.
- The average writing score for all students on the Fall 2011 ELL Periodic Assessment was 66%.

Instructional strategies/activities

- Global History and Geography teachers collaboratively develop at least two Common Core-aligned units of study that incorporate opportunities for students to conduct research using informational texts and to use evidence to support arguments in their writing.
- Global History and Geography teachers meet weekly in Collaborative Content Area Prep periods to (1) assess student work and (2) plan lessons that include opportunities for students to conduct research using informational texts and to use evidence to support arguments in their writing.
- Global History and English teachers who are on the same instructional team meet regularly to align their writing expectations for students on their team.
- Our CFN instructional coach meets monthly with Global History and Geography teachers to support their development and incorporation of Common Core-aligned units of study.
- Each student will present his or her written research project that includes the use of evidence to support their arguments in a winter portfolio presentation in January or February 2012; each student will present a second similar written research project in an end-of-year portfolio presentation in June 2012. These research projects serve as periodic performance assessments in Global History and Geography.

Strategies to increase parental involvement

- Parents are invited to be visitor panelists for winter (January or February 2012) and end-of-year (June 2012) portfolio presentation sessions.
- Teachers provide parents the opportunity to experience the Internationals Approach as their children do during New Student Orientation Day before school opening in early September and again during Curriculum Night for Families in mid-October. Teachers engage families in collaborative project tasks that implement ESL strategies in these events.
- Teachers share student work samples that include research project performance assessments with families during fall and spring Parent Teacher Conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- All current teachers are highly qualified.
- Our teacher-led personnel committee invites interested candidates to our winter and end-of-year student portfolio presentations to act as visitor evaluators. Additionally, beginning in February, interested teacher candidates are invited to observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.
- INPS, in conjunction with Long Island University (LIU) and NYC DOE Teaching Fellows Program, has a two-year apprenticeship program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year while completing required graduate-level coursework at LIU. Apprentices may work as certified teachers in our school during the second year of the program.

Service and program coordination

- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the school year.
- New York State Performance Standards Consortium provides teacher professional development in area of performance-based assessment and PBAT rubrics for social studies research projects. We are part of the Consortium DYO Periodic Assessment Program.

Budget and resources alignment

- FSF - funds personnel salaries; per session for professional development; materials for professional development; coverage pay for teachers to go on visits to other schools; materials for instruction
- Title I – partially funds salaries for math teacher and social worker; funds contracts for teacher professional development; course tuition for teachers to get ESL or bilingual certification
- Title III – funds per session for ESL teachers to attend professional development; materials for professional development; materials for supplemental support to students in before and afterschool activities
- DYO Assessment – funds per session for professional development with Consortium; materials for performance assessments; per session for evaluation of student assessments
- ARRA RTTT Citywide Instructional Expectations – funds per session for professional development on use and implementation of Common Core Learning Standards and performance tasks; materials for creating performance tasks

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Students will show progress in modeling in mathematics. By June 2012, 50% of students will make progress on the New York Performance Assessment Consortium rubric from our winter portfolio assessment period to our June portfolio assessment period in the area of modeling in mathematics in Integrated Algebra. All students in our school are enrolled in this course.

Comprehensive needs assessment

- The DOE has outlined goals around student engagement in performance tasks and teacher curriculum and instructional development as related to the Common Core Learning Standards. Math teachers will develop lessons that provide instruction and practice for students to use modeling techniques to solve application questions in mathematics. Such lessons will improve our students' ability to think critically and to model solutions for real-world problems.
- 76% of grade 9 students either scored at levels 1 or 2 on the NYS grade 8 math test or did not take the test because they were newcomer ELLs.
- 91% of grade 10 students still need to pass the Integrated Algebra Regents exam.

Instructional strategies/activities

- Math teachers will collaboratively develop two Common Core-aligned units of study that incorporate opportunities for students to model mathematical concepts in real-world projects that demonstrate these concepts.
- Math teachers meet weekly in Collaborative Content Area Prep periods to (1) assess student work and (2) plan lessons that include opportunities for students to practice modeling in mathematics.
- Our CFN math instructional coach meets monthly with math teachers to support their development and incorporation of Common Core-aligned units of study.
- Each student will present his or her math modeling project in a winter portfolio presentation in January or February 2012; each student will present a second similar math-modeling project in an end-of-year portfolio presentation in June 2012. These modeling projects serve as periodic performance assessments in math.

Strategies to increase parental involvement

- Parents are invited to be visitor panelists for winter (January or February 2012) and end-of-year (June 2012) portfolio presentation sessions.
- Teachers provide parents the opportunity to experience the Internationals Approach as their children do during New Student Orientation Day before school opening in early September and again during Curriculum Night for Families in mid-October. Teachers engage families in collaborative project tasks that implement ESL strategies in these events.
- Teachers share student work samples that include math modeling performance assessments with families during fall and spring Parent Teacher Conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- All current teachers are highly qualified.
- Our teacher-led personnel committee invites interested candidates to our winter and end-of-year student portfolio presentations to act as visitor evaluators. Additionally, beginning in February, interested teacher candidates are invited to observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.
- INPS, in conjunction with Long Island University (LIU) and NYC DOE Teaching Fellows Program, has a two-year apprenticeship program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year while completing required graduate-level coursework at LIU. Apprentices may work as certified teachers in our school during the second year of the program.

Service and program coordination

- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the school year.
- New York State Performance Standards Consortium provides teacher professional development in area of performance-based assessment and PBAT rubrics for social studies research projects. We are part of the Consortium DYO Periodic Assessment Program.

- Math for America provides professional development that includes regular coaching to teachers who graduated from their certification program.

Budget and resources alignment

- FSF - funds personnel salaries; per session for professional development; materials for professional development; coverage pay for teachers to go on visits to other schools; materials for instruction
- Title I – partially funds salaries for math teacher and social worker; funds contracts for teacher professional development; course tuition for teachers to get ESL or bilingual certification
- DY0 Assessment – funds per session for professional development with Consortium; materials for performance assessments; per session for evaluation of student assessments
- ARRA RTTT Citywide Instructional Expectations – funds per session for professional development on use and implementation of Common Core Learning Standards and performance tasks; materials for creating performance tasks

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

We will develop our teachers' ability to prevent disciplinary problems in classrooms where students from different cultures with different home languages engage in collaborative project-based lessons. The number of level 4 classroom incidents that involve physical disputes (see DOE Discipline Code) will decrease. In our school's first year with approximately 100 students we had a total of ten level 4 incidents in classrooms by June 2011. In our second year with approximately 200 students, we will have ten or fewer level 4 incidents that involve physical disputes in classrooms by June 2012.

Comprehensive needs assessment

Our students come to us from 30 different countries. In the 2010-11 school year, approximately 60% of our students enrolled at our school just days or weeks after arriving in the United States. Prior to enrollment, these students had not attended school with students from cultures different from their own. Most of these students were beginning-level English language learners and it was impossible or challenging for them to engage in problem-solving discourse with their peers when there was a misunderstanding based on language and cultural barriers. Students with different cultures and home languages became involved in minor miscommunications and misunderstandings that quickly escalated to physical altercations. All physical altercations in classrooms were between male students from different cultures. Sixty-percent of our student body is male.

Instructional strategies/activities

- Interdisciplinary teacher teams meet weekly with school social worker and assistant principal in student support meetings. During these meetings, students who are not actively engaged in instruction are identified as a target group for improvement. Teachers elucidate specific instructional and classroom management strategies that they have attempted with the target group of students.
- Pupil personnel team consisting of social worker, assistant principal, and community associate meets weekly to develop behavior action plans for these targeted students. Social worker or assistant principal implements some aspects of action plan with student immediately. Other aspects are presented to teacher team for uniform implementation in classrooms.
- Teacher teams designed and will continue to implement a red card/blue card system: a timely, low-stakes, gradational reinforcement system aimed at getting students to demonstrate desired behaviors.
- Social worker and assistant principal provide professional development for new teachers in areas of youth development and behavior management strategies.
- Assistant principal uses restorative rather than punitive consequences for students when feasible.
- Principal promotes project-based lessons that exemplify Internationals core principles of heterogeneity and collaboration as means of increasing respectful engagement of students from different cultures.
- Service Learning Advisory teachers provide opportunities for team building among student body.
- In November 2011, February 2012, April 2012, and June 2012, assistant principal shares Online Occurrence Report System summary of level 4 incidents with principal and adjustments to activities to address this goal are made.

Strategies to increase parental involvement

- Parents of targeted students are invited to participate in conferences with teachers and pupil personnel team members as behavior action plans are implemented.
- Teachers provide parents the opportunity to experience the Internationals Approach as their children do during New Student Orientation before school opening in early September and again during Curriculum Night for Families in mid-October. Teachers engage families in collaborative project tasks that implement ESL strategies in these events.
- Parents are invited to participate in team building events during the school day and during after school clubs.

Strategies for attracting Highly Qualified Teachers (HQT)

- All current teachers are highly qualified.
- Our teacher-led personnel committee invites interested candidates to our winter and end-of-year student portfolio presentations to act as visitor evaluators.

Additionally, beginning in February, interested teacher candidates are invited to observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.

- INPS, in conjunction with Long Island University (LIU) and NYC DOE Teaching Fellows Program, has a two-year apprenticeship program for potential INPS teachers. Apprentices serve in the classroom of an experienced INPS teacher one year while completing required graduate-level coursework at LIU. Apprentices may work as certified teachers in our school during the second year of the program.

Service and program coordination

- NYC DOE Translation unit provides written translation and oral interpretation services for our families.
- Internationals Network for Public Schools provides regular new school development, teacher professional development, and school leader coaching services throughout the school year.
- INPS provides a network of academically successful grades 11-12 students who do internship at our new school and graduates who work at our school.
- Social worker assists students with their application to service programs including, but not limited to *Day One*, *TORCH*, *Futures and Options*, *Museum of Modern Art*, *Citizen's Committee for Children*, *The Door*, *Sponsors for Educational Opportunity*, *Big Brothers Big Sisters*, *Global Action Project*, *New Settlement Apartments*, *Museum of Jewish Heritage*, *All Stars Project*, *Central Park Conservancy*, *The Point*, *92nd St Y*, *BMCC Step*, *Read Alliance*, and *Nurse-Family Partnership*
- New York Cares coordinates service learning activities for all of our students.
- 21st Century Programs grant provides funding for academic and recreational clubs on campus that are open to our students.
- Beth Israel school-based health clinic provides health services to our students.

Budget and resources alignment

- FSF - funds personnel salaries; per session for professional development; materials for professional development; coverage pay for teachers to go on visits to other schools; materials for instruction
- Title I – funds purchase of materials for parent involvement including translation/interpretation; contracts for teacher professional development; course tuition for teachers to get ESL or bilingual certification
- Title III – funds per session for ESL teachers to attend professional development; materials for professional development; materials for supplemental support to students in before and afterschool activities
- Parent Coordinator – funds community associate salary and materials for parent involvement

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	74	56	62	74			74	74
10	110	100	110	110			110	110
11								
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
ELA	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-27 students per class);</p> <p>All of our students have a 60-minute sustained silent reading class during the school day on Thursday or Friday;</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
Mathematics	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-27 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
Science	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-27 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>
Social Studies	<p>All of our students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects (20-27 students per class);</p> <p>Before/After School Tutoring: small groups of students receive assistance in completing content area assignments and projects from faculty two to four times weekly, either before or after school, 30-60 minutes for each meeting</p>

At-risk Services provided by the Guidance Counselor	Not applicable
At-risk Services provided by the School Psychologist	Not applicable
At-risk Services provided by the Social Worker	<p>Counseling: social worker provides one-on-one counseling sessions to students in order to support their social-emotional development; students are either referred by teacher teams or voluntarily seek counseling.</p> <p>After School/Weekend Community Involvement: social worker coordinates after school and weekend volunteer and paid job opportunities for students, which builds their career readiness skills.</p>
At-risk Health-related Services	<p>Physical and Mental Health Services: Beth Israel school-based health clinic staff provide health instruction, evaluation of at-risk health related behaviors and on-site physical and psychological evaluation and treatment of our students.</p>



INTERNATIONAL HIGH SCHOOL at Union Square

40 IRVING PLACE, ROOM 805 • NEW YORK, NY 10003
PH 212-533-2560 • FAX 212-228-2946
GAYLEA PRICHARD-SILVERS, PRINCIPAL

PARENT INVOLVEMENT POLICY (PIP)

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 Community Associate to serve as a liaison between the school and families. The Community Associate 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 Community Associate 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;
- 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.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Rello Anselmi/Kerr	District 2	Borough Manhattan	School Number 438
School Name International High School at Union Sq			

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

Principal Gaylea Prichard-Silvers	Assistant Principal Anthony Frosina
Coach None	Coach None
ESL Teacher Rachel Balsam/ESL Coordinator	Guidance Counselor None
Teacher/Subject Area Song Iy Diana Han/ESL	Parent Heike Hempel
Teacher/Subject Area Keerthi Malladi/Social Studies	Parent Coordinator None
Related Service Provider None	Other Hilary Kopple/Bil Soc Worker
Network Leader Cyndi Kerr	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	2
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	180	Total Number of ELLs	174	ELLs as share of total student population (%)	96.67%
------------------------------------	------------	----------------------	------------	---	---------------

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. 

International High School at Union Square opened in September 2010 as part of the Internationals Network for Public Schools. This school year we have 9th and 10th grade students.

1. All students admitted to International High School at Union Square from a junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. These students have already been identified as ELLs when they arrive at our school. Other newly-arrived immigrants first visit a borough enrollment office where they are identified as likely ELLs and referred to our school. Upon arrival at IHS-Union Square, these families of new admits - from out of the state or, most frequently, from their native countries - are administered the Home Language Identification Survey HLIS. This includes an informal oral interview in English and in the native language. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the ELL Identification process. Once a student's home language is identified as other than English and the screening process has determined that he is most likely an ELL, we place the student and he begins attending classes. New admits who are listed on the ATS report RLER are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission. We administer this test during morning school hours with to all eligible students. The pedagogues responsible for conducting the initial screening instruments and administering the HLIS and LAB R (if necessary) are principal Gaylea Prichard-Silvers (French proficient), and ESL teacher Rachel Balsam (Spanish proficient). Business manager Yizhong Li, who is also a graduate of the first International High School at LaGuardia, assists by helping families understand the rationale for the lengthy intake process and provides Chinese translations when needed.

All ELLs, as identified on the ATS report RLER, will take the NYSESLAT during the spring testing period as required by NYS regulations. We use the entire testing window to administer the NYSESLAT school-wide since all of our students are ELLs. Every effort is made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT.

2. For parents of new enrollees, principal Gaylea Prichard-Silvers explains the three NYS ELL program options during orientation. At this time parents are afforded the opportunity to ask questions about each of the options. The intake process takes approximately one-hour or more for each new admit and his family. As most of our immigrant parents are hourly employees, they prefer to complete the registration process in one visit. If parents clearly select an ESL program after learning about the three ELL program options, we place the student in our school. If they choose otherwise, we put them in contact with schools that have dual language or bilingual programs and refer them to the enrollment office in the borough of their residence.

3. As Program Selection and HLIS forms are submitted to principal Gaylea Prichard-Silvers during the intake process, copies are made. The originals are filed in students' permanent record folders by office staff. The copy is kept in a binder in the main office. A check-list of all students is kept in the binder and student names are checked off as the Program Selection and HLIS forms are returned. Entitlement letters are created for students who score from beginner to advanced levels on the LAB-R and sent home with students.

Copies of entitlement letters are filed in students' permanent record folders.

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

5. We reported having 87 ELLs on our 2010-11 Language Allocation Policy. Of this total, 81 parents selected Freestanding ESL Program on the Program Selection form; 1 parent chose Dual Language Program; and 3 Spanish-speaking, 1 Arabic-speaking, and 1 Thai-speaking parent chose Transitional Bilingual Program.

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										63	111			174
Push-In														0
Total	0	0	0	0	0	0	0	0	0	63	111	0	0	174

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	174	Newcomers (ELLs receiving service 0-3 years)	157	Special Education	1
SIFE	49	ELLs receiving service 4-6	11	Long-Term	0

Number of ELLs by Subgroups

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. ①

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	163	44	1	11	5					17
Total	163	44	1	11	5	0	0	0	0	17

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

**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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	55			77
Chinese										16	30			46
Russian										0	1			1
Bengali										12	6			18
Urdu										1	1			2
Arabic										6	5			11
Haitian										0	0			0
French										2	7			9
Korean										0	0			0
Punjabi										0	0			0
Polish										1	2			3

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
Albanian										0	0			0
Other										5	8			13
TOTAL	0	65	115	0	0	180								

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?

1a. The instructional model at our school and all Internationals schools is collaborative. Two teams of six teachers each work together to plan instruction for a group of approximately 100 mixed level 9th/10th grade students. As our school develops, we plan to continue the instructional team model, though the precise composition of teachers, additional faculty/staff and students per team is in development.

1b. Our school uses all of these program models. Each heterogeneous group of students (mixed by proficiency levels) is block programmed and those students travel together throughout the day. Within their blocks, 9th and 10th grade students are mixed. With students coming to us from nearly 30 different countries, each with a different education system, we have found this program model to be effective in getting students to approximately the same skill and knowledge level by 11th grade. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' needs for a specific project.

2. All students are carefully programmed to be certain they have the mandated number of minutes of ESL. All ELLs classified as beginners receive a minimum of 540 minutes of ESL per week (240 minutes in Humanities/ESL class, 240 minutes in ESL through Humanities/Social Studies, 60+ minutes through Living Environment Lab with is planned in collaboration with a master ESL teacher/mentor). Those students classified as intermediates receive more than the minimum 360 minutes of ESL per week (240 minutes in Humanities/ESL class, 240 minutes in Humanities/Social Studies and the same 60+ minutes of Living Environment Lab/ESL time).

3. All students take math, science, social studies, physical education, ESL/English, visual art, and computer science every year. Although

A. Programming and Scheduling Information

the language that teachers use for addressing the whole class is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students’ needs. One to two ESL teachers are members of each instructional team. Curriculum development sessions in which ESL teachers work with content area teachers on the team to write their own curriculum integrating ESL pedagogy take place one to two times each week. International teachers write their own curriculum to suit the needs of our heterogeneous classes of ELL students and often use materials posted by other International teachers on the International knowledge base website I-SHARE.

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

4. 75% of our students have a home language of Spanish or Chinese. During our new student intake process, we conduct interviews and complete paperwork for students and families in their home languages. We do not have evaluation procedures in place for the other students with 15+ different home languages.

5a. As our school is new this year, our SIFE program is in development. We are implementing SIFE strategies in content classes when appropriate to differentiate instruction in such a way. Informational texts are provided in content area classes that SIFE students can access. We provide small group before and afterschool tutoring support to previously identified SIFE students, and are working to identify newly enrolled SIFE students as well.

5b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers also participate in Service Learning, a project-based course in which students explore New York City with companion literacy activities focusing on developing English skills in all modalities. To address the new mandate of testing ELLs in ELA after one year, we plan to administer the ELA Regents exam in June 2012. Our ESL teachers use project-based instruction and we are a performance-based assessment school so all students regularly engage in ELA-type tasks, especially literary analysis reading and writing.

5c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding and differentiation.

In addition, ELLs receiving services for 4 to 6 years who receive interventions in listening, speaking, reading, and writing language development receive the following supports:

Listening: Listening comprehension activities in the content areas on a weekly basis

Speaking: Oral presentations in the content areas on a monthly basis; Daily practice in speaking English during group project work in collaboration with students who have different home languages

Reading: Sustained silent reading periods with reader response on a weekly basis; Informational text interpretation in all content classes on a weekly basis

Writing: Scaffolded writing activities in literature and social studies classes on a weekly basis

5d. We do not currently have long-term ELLs on our register. We will develop our support structures for long-term ELLs based on experiences in other International schools once this need arises.

6. Our ELL-SWD receive instruction as described in response #3 above and #7 below.

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

7. We have one ELL-SWD. His IEP mandates a bilingual Mandarin paraprofessional, which is being provided by central administration. His IEP also mandates SETTTS, but his mother clearly stated that she does not want him pulled out of our heterogeneous and collaborative

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during Curriculum Night, Parent Teacher Conferences and Parent Association meetings. Students who need to recover credit for particular courses are given priority for before and after school tutoring sessions in each content area; however, these sessions are open to all students

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during Curriculum Night, Parent Teacher Conferences and Parent Association meetings. Students who need to recover credit for particular courses are given priority for before and after school tutoring sessions in each content area; however, these sessions are open to all students who have need for additional academic support on a particular instructional team. The instructional team of teachers discusses and decides

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. All faculty and staff are considered ELL personnel. Currently, our interdisciplinary instructional team is the primary vehicle for professional development. Each team meets a minimum of two times per week, with agenda that include:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks
 - o Peer critiques of teacher-generated curricula

Each teacher also meets weekly with other teachers in his content area to collaboratively write curriculum, design assessments, and look at student work to inform their practice.

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

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

School staff including the principal, assistant principal, and social worker participate in Internationals Network professional development offerings as well in August and November at a minimum. Additionally, the principal meet with the other Internationals principals for monthly professional development meetings run by Internationals Network staff. The assistant principal does the same with assistant principals in the Network.
2. At this time, all of our students are in two-year course sequences as part of their mixed grade 9/10 classes
3. All professional development at our school is focused on ELL training since all of our students are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty according to the mandates of Jose P. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year, well beyond the 7.5 hours of professional development mandated by Jose P. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities.

D. Professional Development and Support for School Staff

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

1. All faculty and staff are considered ELL personnel. Currently, our interdisciplinary instructional team is the primary vehicle for professional development. Each team meets a minimum of two times per week, with agenda that include:

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

Each teacher also meets weekly with other teachers in his content area to collaboratively write curriculum, design assessments, and look at student work to inform their practice.

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

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

School staff including the principal, assistant principal, and social worker participate in Internationals Network professional development offerings as well in August and November at a minimum. Additionally, the principal meet with the other Internationals principals for monthly professional development meetings run by Internationals Network staff. The assistant principal does the same with assistant principals in the Network.

2. At this time, all of our students are in two-year course sequences as part of their mixed grade 9/10 classes

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

E. Parental Involvement

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

1. We hold family-focused events that include Curriculum Night, Parent Association meetings, and Parent Teachers Conferences. Our Parent Association is assisting this year with the planning of our Multicultural Thanksgiving Feast. We also include parents in school activities such as trips and celebrations. Interpreters are available for these events to address the language and cultural support needs of our parents who come from 30 different countries.

2. We work closely with the Beth Israel school-based health clinic in our campus that provides health training and support directly to our Spanish-speaking ELL parents. When students and families with different home languages visit the clinic, the staff is mandated by their own regulations to provide translation services over the phone or in person. Additionally, a full-time social worker joined our staff this

E. Parental Involvement

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

1. We hold family-focused events that include Curriculum Night, Parent Association meetings, and Parent Teachers Conferences. Our Parent Association is assisting this year with the planning of our Multicultural Thanksgiving Feast. We also include parents in school activities such as trips and celebrations. Interpreters are available for these events to address the language and cultural support needs of our parents who come from 30 different countries.

2. We work closely with the Beth Israel school-based health clinic in our campus that provides health training and support directly to our Spanish-speaking ELL parents. When students and families with different home languages visit the clinic, the staff is mandated by their own regulations to provide translation services over the phone or in person. Additionally, a full-time social worker joined our staff this year and she is actively working to gather supports for our parents.

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

4. Parents participate in monthly Parent Association meetings and regular conferences with teachers, the social worker, and school administration. Our Parent Association president distributes a survey to parents to gauge their support needs and programming for Parent Association meetings will be made accordingly.

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

Native Language Usage and Supports

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

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

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accomodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during Curriculum Night, Parent Teacher Conferences and Parent Association meetings. Students who need to recover credit for particular courses are given priority for before and after school tutoring sessions in each content area; however, these sessions are open to all students

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?

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

- a. Targeted intervention programs in ELA include small group tutoring before school and weekly Sustained Silent Reading.
- b. Targeted intervention programs in Social Studies include after-school small group tutoring.
- c. Targeted intervention programs in Math include after-school small group tutoring and computer programming course.
- d. Targeted intervention programs in Science include before-school small group tutoring.

9. We have six students who have reached proficiency on the NYSESLAT are no longer officially categorized as ELLs. However, these students are still in need of language development support and their parents, when given the choice to transfer to a general education school, opted to keep their children in our school. Our instructional model, the Internationals Approach, insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs will also receive the appropriate testing accommodations, including extended time, use of bilingual dictionaries, and translated versions of the test in their native language (where available).

10. We want to emphasize our vision for Service Learning. Each member of our first class of our school is a member of a Service Learning advisory class, through which they will develop, implement and reflect on numerous Service Learning projects connecting the classroom to the real world. Keeping students in one Service Learning advisory class with one particular teacher for all four years of high school will also provide meaningful and consistent mentor/mentee relationships. Additionally, we instituted a computer science class for all students. We did this in response to last year's students' high interest in our afterschool computer programming club. Students receive extra mathematics instruction within this mathematics application class.

11. We did not cut any programs/services from last year. However, as a school that registers new immigrant students throughout the school year, we foresee budgeting challenges beginning November 1. Our budget is adjusted on October 31 based on the number of students we have on register on that date. Last year we had 87 ELL students on October 31 and we registered approximately 20 more ELL students after this date. We had to work with the limited budget for 87 ELL students to serve approximately 107 students for the remainder of the school year.

12. Since nearly 100% of our students are ELLs, all IHS at Union Square programs are "equal access." In addition to the support and intervention services listed in response #8 of this section, we offer after-school Math Team, School Magazine, Science Olympiad, History Honors Society, Knitting Club, Chess Club, ESL Explorers Club, and Art Club. While the preceding may not be "academic" in theme, all are designed to continue students' language development through activities incorporating listening, speaking, reading, and writing. Furthermore, our students are welcomed into Washington Irving High School campus after-school activities including sports teams. Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during Curriculum Night, Parent Teacher Conferences and Parent Association meetings. Students who need to recover credit for particular courses are given priority for before and after school tutoring sessions in each content area; however, these sessions are open to all students who have need for additional academic support on a particular instructional team. The instructional team of teachers discusses and decides

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All faculty and staff are considered ELL personnel. Currently, our interdisciplinary instructional team is the primary vehicle for professional development. Each team meets a minimum of two times per week, with agenda that include:

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

Each teacher also meets weekly with other teachers in his content area to collaboratively write curriculum, design assessments, and look at student work to inform their practice.

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

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

School staff including the principal, assistant principal, and social worker participate in Internationals Network professional development offerings as well in August and November at a minimum. Additionally, the principal meet with the other Internationals principals for monthly professional development meetings run by Internationals Network staff. The assistant principal does the same with assistant principals in the Network.

2. At this time, all of our students are in two-year course sequences as part of their mixed grade 9/10 classes

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

D. Professional Development and Support for School Staff

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

1. All faculty and staff are considered ELL personnel. Currently, our interdisciplinary instructional team is the primary vehicle for professional development. Each team meets a minimum of two times per week, with agenda that include:

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

Each teacher also meets weekly with other teachers in his content area to collaboratively write curriculum, design assessments, and look at student work to inform their practice.

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

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

School staff including the principal, assistant principal, and social worker participate in Internationals Network professional development offerings as well in August and November at a minimum. Additionally, the principal meet with the other Internationals principals for monthly professional development meetings run by Internationals Network staff. The assistant principal does the same with assistant principals in the Network.

2. At this time, all of our students are in two-year course sequences as part of their mixed grade 9/10 classes

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

E. Parental Involvement

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

1. We hold family-focused events that include Curriculum Night, Parent Association meetings, and Parent Teachers Conferences. Our Parent Association is assisting this year with the planning of our Multicultural Thanksgiving Feast. We also include parents in school activities such as trips and celebrations. Interpreters are available for these events to address the language and cultural support needs of our parents who come from 30 different countries.

2. We work closely with the Beth Israel school-based health clinic in our campus that provides health training and support directly to our Spanish-speaking ELL parents. When students and families with different home languages visit the clinic, the staff is mandated by their own regulations to provide translation services over the phone or in person. Additionally, a full-time social worker joined our staff this

E. Parental Involvement

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

1. We hold family-focused events that include Curriculum Night, Parent Association meetings, and Parent Teachers Conferences. Our Parent Association is assisting this year with the planning of our Multicultural Thanksgiving Feast. We also include parents in school activities such as trips and celebrations. Interpreters are available for these events to address the language and cultural support needs of our parents who come from 30 different countries.

2. We work closely with the Beth Israel school-based health clinic in our campus that provides health training and support directly to our Spanish-speaking ELL parents. When students and families with different home languages visit the clinic, the staff is mandated by their own regulations to provide translation services over the phone or in person. Additionally, a full-time social worker joined our staff this year and she is actively working to gather supports for our parents.

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

4. Parents participate in monthly Parent Association meetings and regular conferences with teachers, the social worker, and school administration. Our Parent Association president distributes a survey to parents to gauge their support needs and programming for Parent Association meetings will be made accordingly.

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)										36	49			85
Intermediate(I)										14	50			64
Advanced (A)										9	10			19
Total	0	0	0	0	0	0	0	0	0	59	109	0	0	168

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	20		
	I										17	53		

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										8	9		
	P										4	2		
READING/ WRITING	B										19	29		
	I										10	46		
	A										4	9		
	P										2	0		

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Integrated Algebra	25	18	11	
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

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

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

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

1. Teachers are gathering data in the context of content classes and through our New York State Performance Standards Consortium portfolio assessments in February and June of each school year. We are just beginning to analyze this data.

2. Since we have data only for some of our students from last year, our data is not sufficient to identify patterns and trends. Our LAB-R and NYSESLAT data does reveal that there are a small number of beginning and intermediate level ELLs however

Additional Information

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

Part VI: LAP Assurances

School Name: <u>International HS at Union Sq</u>		School DBN: <u>02M438</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gaylea Prichard-Silvers	Principal		10/25/11
Anthony Frosina	Assistant Principal		10/25/11
None	Parent Coordinator		
Rachel Balsam	ESL Teacher		10/25/11

School Name: International HS at Union Sq

School DBN: 02M438

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
None-ELL parents	Parent		
Song Iy Diana Han/ESL	Teacher/Subject Area		10/25/11
None	Teacher/Subject Area		
None	Coach		
None	Coach		
None	Guidance Counselor		
Cyndi Kerr	Network Leader		
Hilary Kopple	Other <u>Social Worker</u>		10/25/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M438 **School Name:** International HS at Union Square

Cluster: Rello-Anselmi **Network:** 106

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.

As our students are all recent immigrant English Language Learners, almost all of their parents are also new immigrants. As a result, we assume that all parents require translation and interpretation services for communication with school staff. We had families complete the Preferred Language questionnaire to learn in which language they would like written and oral communication from the school. We also complete the Home Language Information Survey and in-person interviews to collect preferred language data from our families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our survey results are shown below and demonstrate that most of our families require oral and written communication in languages other than English. These results were shared with both staff and the families of our students in a Google Doc that can be accessed by all staff.

- 25% of our student body is Chinese-speaking. These families prefer both oral and written communication in Chinese.
- 42% of our student body is Spanish-speaking. These families prefer both oral and written communication in Spanish.
- 12% of our student body is Bangala-speaking. These families prefer oral communication in Bangala and written communication in English.
- 8% of our student body is French-speaking West African. These families prefer oral communication in French and written communication in English.
- 5% of our student body is Arabic-speaking. These families prefer oral communication in English and written communication in Arabic.
- 8% of our student body has home languages other than English and those listed above. These families prefer both oral and written communication in English.

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.

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their home language. As a result, we use the NYCDOE's internal translation unit to provide translations of school correspondence when we have adequate time before we need to share the documents with families. When we do not have adequate time, bilingual school staff members translate documents into Chinese and Spanish.

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.

We have hired many bilingual and multilingual staff members to assist in interpreting for parents when they come to school for the following events. The languages our staff can provide oral interpretation for include chinese, french, german, japanese, korean, and spanish.

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

We also use the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing.

When neither of the above services is available, we hire graduates of other International high schools as interpreters.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

See above strategies, all of which meet Chancellor's Regulations A-663.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: International HS at Union Sq	DBN: 02M438
Cluster Leader: Rello-Anselmi	Network Leader: Cyndi Kerr
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *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): <input checked="" type="radio"/> Before school <input type="radio"/> *After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> *9 <input type="radio"/> *10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>7</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: <u>4</u>

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:

Teachers offer academic and recreational afterschool clubs to ELL students to engage them in the school community and to develop their English language skills. All students in the following clubs are ELLs. All instruction is provided in English with a focus on vocabulary development and conversational English skill development. The language modalities that are primarily emphasized in each club are noted in parentheses.

-Student Government (listening, speaking, reading, writing) - Tuesdays

-School Magazine (reading, writing) - Fridays

-Knitting (listening, speaking) - Fridays

-Math Team (reading, writing) - Tuesdays

-History Honors Society (listening, reading, writing) - Mondays

-Science Olympiad (listening, speaking, reading, writing) - Tuesdays

All clubs meet weekly from 3:10-4:10 p.m. All clubs use teacher-designed materials with the exception of Math Team, which uses materials from The Math League organization and Science Olympiad, which uses materials from the national Science Olympiad, Inc. organization.

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:

Our primary form of professional development for Title III program teachers is teacher-to-teacher training and support. The opportunities our teachers are provided include:

1. Weekly one-hour professional development meetings, which include the following topics:

o Differentiation of instruction for teaching all levels of ELLs

o Incorporating language development strategies in content areas

o Analysis of student work in order to improve instruction/design interventions

o Analysis of student assessments (formative assessment, progress reports, report cards, etc.)

o Scaffolding instruction

o Peer critiques of teacher-generated curricula

2. Peer observations and feedback – teachers will observe each other teach and provide low-inference

Part C: Professional Development

feedback to expand awareness of their pedagogy

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

4. International High Schools Intervisitations - To promote more intra-network dialogue, and sharing of best practices and curriculum, IHS teachers from across the network will visit our sister IHSs across the city and learn from them.

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:

Family members are invited to participate in events aimed at giving them learning experiences similar to those of their children such as Curriculum Night for Families and the annual Multicultural Thanksgiving Feast. Parents are notified of family activities by translated announcements backpacked home with students and on a monthly calendar for families that advertizes upcoming school events.

Part E: Budget

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

Allocation Amount: \$11,895

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 	<u>\$5,638</u>	<u>Per session for three ESL teachers who provide direct instruction to ELLs in afterschool clubs noted in Part B. Instruction takes place one hour each week.</u> <u>1 hr/wk x 25 wks for 3 ESL teachers = 75 hours x \$49.89 = \$3,741.75</u> <u>Per session for three ESL teachers who participate in weekly</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,895

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>professional development team meetings</u> <u>0.5 hr overtime/wk x 25 wks for 3 ESL teachers = 38 hours x \$49.89 = \$1,895.82</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$2,500</u>	<u>Contract fee with Internationals Network for Public Schools to provide 1/2 day professional development for teachers about implementing collaborative ESL strategies in extra-curricular activities.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,757</u>	<u>-ELL-friendly English books</u> <u>-Native language books and magazines</u> <u>-Bilingual dictionaries</u> <u>-Materials for clubs</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,895</u>	