



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** SCHOOL FOR INTERNATIONAL STUDIES

DEN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K497

PRINCIPAL: JILLIAN JUMAN

EMAIL: [JJUMAN@SCHOOLS.NYC.GOV](mailto:JJUMAN@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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Jillian Juman	*Principal or Designee	
Jeffery Tripp	*UFT Chapter Leader or Designee	
Allison Boston	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ahmed Alsubai Alex Alvarez Akeem Watson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Jared Keyel	CBO Representative, if applicable	
Nicola Grant	Member/CSA	
Yuderca Castillo	Member/UFT	
Carmen Sanchez	Member/UFT	
Neil Seidel	Member/UFT	
Susana Angelio	Member/Parent	
Erica Lane	Member/Parent	
Coleen Mingo	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.



**Budget and resource alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2012 - June 2013 as indicated below:

- Title I and Title I Focus funds support building capacity around CCLS aligned curriculum, lesson plans, and tasks for teachers of level 1, 2, 3 and 4 students:
  - In Fall 2012, 11 department and grade team teacher leaders met with their teams weekly to develop curriculum and lesson plans as it pertains to Danielson 1e and 3b
  - In Spring 2013, 9 department and grade team leaders will meet with their teams weekly to develop curriculum, lesson plans, tasks and assessments as it pertains to Danielson 1e and 3b.
  - Year-long, grade team leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning.
  - The ELA Department participates in a Common Core Study Group funded by Tweed to develop units of study and lesson plans aligned to the standards.
  - Professional Literature for book studies including titles such as "Making Just One Change: Teaching Students to Ask Their Own Questions" have been used to support teaching in utilizing new strategies.
- Title I Focus money is used to fund per session in order for teachers to participate at professional development opportunities outside of the instructional day to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze student data using teacher designed rubrics, and to use their analyses to inform future planning.
- Class coverage is provided for teachers for the following professional development opportunities provided by Children First Network 112 and New Teacher Center with Title I, Title III and Title I Focus funds:
  - ESL teachers (2) and classroom teachers (10) receive weekly feedback on lessons utilizing the Danielson Framework.
  - Select Math, ELA and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans.
- In addition, Title I Funds and Title I Focus Funds are used to provide coverage for all classroom teachers (4), ESL teachers (2) and Push In Special Education Teachers (2) to be provided with in house planning sessions and professional development around questioning, the common core standards, curriculum alignment and analyzing student work to drive instruction.
- Per Session Total: 13 teachers \* 310 hours = \$18,988.10

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- The school needs to use curricula that implement Common Core standards and gap analysis data.

28.4 out of 60 in the middle and 29.3 out of 55 in the high school was earned on student progress resulting in an overall score of a “C” (2011-12 Progress Report Overview, p. 1).

“Drawing on the best instructional practice currently seen in school, ensure that teaching methods to promote greater student progress are present in all classes.” (2008 –2009 School Quality Review, p.3).

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

By June 2013, all content area courses will have aligned units of study to the common core state standards resulting in a 10% increase in student progress in the middle school and credit accumulation in the high school.

### **Instructional strategies/activities**

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

- a) Department Leaders in Math, Science, History, and ELA meet with their teams weekly to develop curriculum and lesson plans as it pertains to Danielson 1e and 3b
- b) School wide intervisitations are implemented to provide opportunities for teachers to observe exemplary lessons in differentiation and discussion techniques to assist in lesson planning and developing accountable talk moves.
- c) Grade Team Leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning.
- d) The ELA Department participates in a Common Core Study Group funded by Tweed to develop units of study and lesson plans aligned to the standards.
- e) Book studies including titles such as “Making Just One Change: Teaching Students to Ask Their Own Questions” have been used to support teachers in utilizing new strategies.
- f) Co-planning takes place across disciplines to implement instructional strategies to further embed the common core into planning such as writing templates and techniques to unpack difficult tasks.
- g) Professional development is provided to a Lead Teacher on the Common Core to support the Study Group and content area teachers in implementing the Common Core into lesson plans.
- h) Select Math, ELA, and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans. All teachers in grade teams utilize a protocol entitled “Kid Talk” to examine student data and implement new strategies to engage student learning in lesson plans every week.
- i) School community will use NYS Common Core Modules across all grade levels (6-12) by classroom teachers and use NYC Curriculum across all grade levels (6-12). Each grade level will produce at least two CCLS aligned units by June 2013 through activities provided in content area PD.
- j) All teachers will attend weekly grade level meetings to create and examine lesson plans across grade level and subject. Sample lesson (Exemplar) used to incorporate rigorous lessons based on CCLS.
- k) All pedagogues participate in ongoing professional development to better understand effective questioning to promote higher order thinking.

- l) Students in good academic standing will attend College Now courses at CUNY Technical College after school including Psychology, African Studies, Law, and Calculus
- m) Currently have 2 high school courses that have been certified as college preparatory including Journalism and Honors English and are in Round Two of the application process to certify our Advanced Art and Spanish V. Courses.
- n) In the process of certifying the US History middle school course as High School Preparatory.

**Budget and resource alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Priority/Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2012 - June 2013 as indicated below:

- Title I Focus money is used to fund per session in order for teachers to participate in professional development opportunities outside of the instructional day to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze student data using teacher designed rubrics, and to use their analyses to inform future planning.
- Title I Focus money will be used to fund per session co-planning across the disciplines to implement instructional strategies to further embed the common core into planning such as writing templates and techniques to unpack difficult tasks.
- Class coverage is provided for teachers for the following professional development opportunities provided by Children First Network 112 and New Teacher Center with Title I, Title III and Title I Focus funds:
  - ESL teachers (2) and classroom teachers (10) receive weekly feedback on lessons utilizing the Danielson Framework.
  - Select Math, ELA and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans.
- In addition, Title I Funds and Title I Focus Funds are used to provide coverage for all classroom teachers (12), ESL teachers (2) and Push In Special Education Teachers (2) to be provided with in house planning sessions and professional development around questioning, the common core standards, curriculum alignment and analyzing student work to drive instruction.
- Title I Focus money will be used to fund professional development for 1 Lead Teacher on the Common Core to support the Study Group and content area teachers in implementing the Common Core into lesson plans.
- Title I Focus money will be used to fund the after school clubs. The clubs will last for 40, 90 - 120 minutes sessions for 5 instructional teachers, 1 guidance counselor, 1 assistant principal and the principal.
- Title I Focus money and Title III money will be utilized to purchase research based programs including *Aventa and Coach test preparation books for grades 6 through 12* to be utilized during the above mentioned after school and Saturday programs. Additionally, teachers will plan together for each Saturday session to align these programs to the CCLS math and literacy task work to continue to build teacher understanding of the CCLS.
- Title III, Title I and Title I Focus Money will be used to fund a Saturday program that will service all ELL, SWD and general education students in grades 6 through 12 (477 students) for 11 sessions, 3 hours per session with approximately 18 teachers will work with in groups of at least 10 students each, including time for teachers to collect and analyze data around student performance tasks, 1 school aide and 1 assistant principal.
- Title I Focus money will be used to fund the after school credit recovery program. This program will last for 60, 90 - 120 minutes sessions for 3 instructional teachers, 1

guidance counselor, 1 assistant principal and the principal.

- Per Session Total: 26 teachers \* 548 hours = \$29,979.34

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Teachers' instructional practices are aligned to Project Based Learning and Danielson's 3b (Questioning) standards, but need to increase student achievement for the lowest third.

36% of students stated that they had participated in hands-on activities such as science experiments in one of their classes in the past two weeks (2011-2012 School Survey, page 9).

"Expand opportunities in all subjects for students to improve their investigational skills, through use of hands-on resources" (2008-2009 Quality Review, p. 3)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

Teacher teams will collaborate to develop lesson plans aligned to the common core and embedded with instructional strategies to increase student engagement through discussions, project-based learning tasks, and inquiry which will result in a 5% increase in ELA and History regent exams.

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

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

- a) Teachers engage in lunch and learn sessions to develop strategies on differentiation, integration of ELL and SPED instruction, and discussion techniques. All teachers will provide differentiated instruction and flexible groups daily based on student data.
- b) Plans for spring and summer professional development supports teacher training and development with Buck Institute for project-based learning, the Institute For Learning for Common Core aligned materials specifically the Speaking and Listening standards, and Teaching Matters to develop comprehensive lessons grounded in Depth of Knowledge.
- c) An International Baccalaureate Committee including 6 teachers and 3 parents has been established to begin the application process to become an IB Certified school that focuses on interdisciplinary project-based themes of study.
- d) Department Leaders in Math, Science, History, and ELA meet with their teams weekly to develop curriculum and lesson plans as it pertains to Danielson 1e and 3b.
- e) School wide intervisitations are implemented to provide opportunities for teachers to observe exemplary lessons in differentiation and discussion techniques to assist in lesson planning and developing accountable talk moves.
- f) Grade Team Leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning.
- g) The ELA Department participates in a Common Core Study Group funded by Tweed to develop units of study and lesson plans aligned to the standards.
- h) Book studies including titles such as "Making Just One Change: Teaching Students to Ask Their Own Questions" have been used to support teachers in utilizing new strategies.
- i) Co-planning takes place across disciplines to implement instructional strategies to further embed the common core into planning such as writing templates and techniques to unpack difficult tasks.
- j) Professional development is provided to a Lead Teacher on the Common Core to support the Study Group and content area teachers in implementing the Common Core into lesson plans.
- k) Select Math, ELA, and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans. All teachers in grade teams utilize a protocol entitled "Kid Talk" to examine student data and implement new strategies to engage student learning in

lesson plans every week.

- l) All teachers will attend weekly grade level meetings to create and examine lesson plans across grade level and subject. Sample lesson (Exemplar) used to incorporate rigorous lessons based on CCLS.
- m) All pedagogues participate in ongoing professional development to better understand effective questioning to promote higher order thinking.

#### **Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Priority/Focus Funds

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, allow us to combine Federal and local funds such as Title I Funds, Title III, Priority/Focus Funds, and human resources to implement this action plan from Sept, 2012 - June 2013 as indicated below:

- Title I and Title I Focus funds support building capacity around CCLS aligned curriculum, lesson plans, and tasks for teachers of level 1, 2, and 4 students:
  - In Fall 2012, 11 department and grade team teacher leaders met with their teams weekly to develop curriculum and lesson plans as it pertains to Danielson 1e and 3b
  - In Spring 2013, 9 department and grade team leaders will meet with their teams weekly to develop curriculum, lesson plans, tasks and assessments as it pertains to Danielson 1e and 3b.
  - Year-long, grade team leaders in all grades perform lesson plan studies and task analysis to develop a common language around expectations for learning.
  - The ELA Department participates in a Common Core Study Group funded by Tweed to develop units of study and lesson plans aligned to the standards.
  - Professional Literature for book studies including titles such as "Making Just One Change: Teaching Students to Ask Their Own Questions" have been used to support teaching in utilizing new strategies.
- Title I Focus money is used to fund per session in order for teachers to participate at professional development opportunities outside of the instructional day to adopt rigorous CCLS aligned curricula and tasks, and to plan for implementation of the tasks, to analyze the student data using teacher designed rubrics, and to use their analyses to inform future planning.
- Title I Focus money will be used to fund per session co-planning across the disciplines to implement instructional strategies to further embed the common core into planning such as writing templates and techniques to unpack difficult tasks.
- Class coverage is provided for teachers for the following professional development opportunities provided by Children First Network 112 and New Teacher Center with Title I, Title III and Title I Focus funds:
  - ESL teachers (2) and classroom teachers (10) receive weekly feedback on lessons utilizing the Danielson Framework.
  - Select Math, ELA and History teachers participate in the CFN 112 Common Core study session to further embed the common core into lesson plans.
- In addition, Title I Funds and Title I Focus Funds are used to provide coverage for all classroom teachers (12), ESL teachers (2) and Push In Special Education Teachers (2) to be provided with in house planning sessions and professional development around questioning, the common core standards, curriculum alignment and analyzing student work to drive instruction.
- Title I Focus money will be used to fund professional development for 1 Lead Teacher on the Common Core to support the Study Group and content area teachers in implementing the Common Core into lesson plans.
- Title III, Title I and Title I Focus Money will be used to fund a Saturday program that will service all ELL, SWD and general education students in grades 6 through 12 (477

students) for 11 sessions, 3 hours per session with approximately 18 teachers will work with in groups of at least 10 students each, including time for teachers to collect and analyze data around student performance tasks, 1 school aide and 1 assistant principal.

- Title 1 Focus money will be used to fund the after school credit recovery program. This program will last for 60, 90 - 120 minutes sessions for 3 instructional teachers, 1 guidance counselor, 1 assistant principal and the principal.
- Per Session Total: 7 teachers \* 309 hours = \$12,988.10

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

### **Major Recommendation**

- There needs to be a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic barriers. **45% of students agreed: "Most students in my school treat each other with respect" (School Survey, page 10).**

**40% of students in the school's lowest third earned 10+ credits in their 1<sup>st</sup> year (2011- 2012 Progress Report, page 2).**

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

Systems to provide teachers and support staff an opportunity to collaborate and work in teams to effectively address barriers to social, emotional, and academic success will result in a more inclusive school community and impact the school's lowest third earning 10+ credits in their 1<sup>st</sup> year by 5%.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Classrooms, hallways and cafeteria will display physical signs (e.g. posters and student work) that reflect the school's values (*integrity, respect, curiosity, responsibility and kindness*).
  - b) Community Based Organizations work with the school to provide day and after school curriculum around respect for all and integrity.
  - c) Dean, social worker and guidance counselors utilize an online behavior tracker (Jupiter) and OORS to identify behavior trends to create intervention plans.
  - d) School Intervention Team (SIT) including teachers, support staff, and guidance meet bi-weekly to utilize school data such as Jupiter reports, student work, observations etc. to assess student needs and make academic and socio-emotional goals for identified students.
  - e) End of each marking period, a Values Celebration recognizes students who demonstrate the school's vision and values. This spring parents are invited to attend.
  - f) ICT partnerships within all major content areas provides support for students both academically and socially.
  - g) Grade Teams (including Teachers and Guidance Counselors) have weekly Kid Talk sessions, a protocol established to look at students in the lowest third and generate academic supports to gain student progress.
  - h) Grade Teams meet weekly to collaborate on classroom management strategies, school wide incentives, and establishing positive school culture such as establishing grading policies and consistent classroom structures to promote learning.
  - i) All middle school teachers are provided a Classroom Management training on Saturdays in the spring to develop tools to de-escalate student behavior and gain conflict management strategies.
  - j) Town Halls take place 1-2 times per month to engage students in a discussion about the school values; concentrating on one value per marking period.
  - k) Special Education and ELL team including all Special Education and ELL teachers, Support Team, and Guidance meet weekly with the IEP teacher to discuss ICT strategies, differentiation, and strategize on how best to provide services for students in need of support.
  - l) Parents and students have access to the following on-campus services to serve their physical and socio-emotional needs in addition to Guidance Counselors and our support team including (Speech Therapist, Physical Therapist, and Psychologist): Physical Medical Center, St. Vincent's Psychiatric Counseling, and a children's social worker). Off campus supports the Red Hook Mental Health Center to provide students with needed services.

**Budget and resource alignment**

- Indicate your school's Title I status: xSchool Wide Program (SWP) xTargeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2012 - June 2013 as indicated below:

- Title I focus money will be used to fund the after school clubs. The clubs will last for 40, 90 - 120 minutes sessions for 5 instructional teachers, 1 guidance counselor, 1 assistant principal and the principal.
- Title I and Title I focus money will be used to fund plans for spring and summer professional development supporting teacher training and development with Buck Institute for project-based learning, the Institute for Learning for Common Core aligned materials specifically the Speaking and Listening standards and Teaching Matters to develop comprehensive lessons grounded in Depth of Knowledge.
- Title I Focus money will be used to fund an IB Committee of 6 teachers and the principal to begin the application process and attending IB training to become a certified IB school that focuses on interdisciplinary project-based themes of study. Title I focus money will be used to fund in house professional support to all 32 teachers of students with disabilities, ELLs and general education, including CFN instructional liaisons, CFN support staff and Lead Teacher who will continue to build capacity across all staff in the summer and fall of 2013.
- Title I Focus money will be used to hire 1 NYU College Advisor to support grade 12 students and parents/guardians through the college application and financial aid process.
- Title I Focus money will be used for per session for teachers to participate in on-going professional development to support emotional and social growth of our students.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- The school needs to be welcoming to parents and families by encouraging volunteer and other opportunities to engage with staff throughout the year.

38% of Parents selected "I don't know" when asked if they agreed or disagreed with the following statement: 'Students with disabilities are included in all school activities (2011- 2012 School Survey, p.6).

The school scored 6.8 out of 10 in Communication (2011-2012 School Survey, p.1)

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

By June 2013, an increase of parent involvement in school events and academic programs will result in a collaborative school community which will increase the Communication score on the School Survey by .5 points.

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 12 through 14 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Grade Teams schedule events to incorporate parents as chaperones, judges, and audience members to build a bridge between learning at home and in school.
  - b) Parents/families utilize Jupiter Grades to collect data on academic progress, student behavior, and feedback from teachers
  - c) Communication to parents including the Parent Newsletter, The Parent Communication Bulletin Board, monthly Parent Newsletter and a variety of monthly workshops.
  - d) The hiring of a Community Assistant for the Spring Semester supports the PTA in their efforts to establish parent workshops, build partnerships with community organizations, and develop events for students in collaboration with teachers.
  - e) The DOE's translation services provide translated documents in Arabic, Hindi, French, and Chinese to engage all the families being served.
  - f) Daily attendance calls provide parents with ongoing updates on their student's attendance.
  - g) Incoming freshman and 6<sup>th</sup> graders and their parents are required to attend an Orientation in the spring to develop relationships with the existing school community to further establish the PTA and SLT.
  - h) School value and honor roll celebrations are planned to include parents in the celebration as a way to reward families for contributing to the school community in a positive way.
  - i) The PTA is provided with an office space so that they are able to collaborate with school personnel on a daily basis.
  - j) A computer room, entitled the Goal Zone, provides a resource for students and parents to work on college materials together including online applications and FAFSA forms.
  - k) Parents and students have access to the following on-campus services to serve their physical and socio-emotional needs in addition to Guidance Counselors and our support team including (Speech Therapist, Physical Therapist, and Psychologist): Physical Medical Center, St. Vincent's Psychiatric Counseling, and a children's social worker). Off campus supports include the Red Hook Mental Health Center to provide students with needed services.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Priority/Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School wide Program school, allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept, 2012 - June 2013 as indicated below:

- Title I Focus money will be used to fund Family Time workshops and meetings.
- Title I Focus money will be used to fund end of each marking period celebrations, recognizing students who demonstrate the school's vision and values. This spring parents are invited to attend.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Interactive reading and writing Homework Help Zero Period	Small group instruction One-to-one Tutoring	Before the school day During the school day
Mathematics	Homework Help Zero Period Saturday Scholars	Small Group Instruction One-to-one Tutoring	Before the school day During the school day After school weekends
Science	Homework Help Zero Period Saturday Scholars	Small Group Instruction One-to-one Tutoring	Before the school day During the school day After school Weekends
Social Studies	Homework Help Zero Period Saturday Scholars	Small Group Instruction One-to-one Tutoring	During the school day After school weekends
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provide students with educational planning. Assist with referrals. Assist student with career development. Grade 9 – Student Retreat	Group sessions One-to-one Peer Mediation	Before the school day During the school day Fall Term Overnight Trip

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### **Professional Development:**

1. October Saturday Planning Session
2. March Saturday Faculty Retreat
3. Teacher-led Staff PD's: *Focused on Differentiation and ESL Instruction*
4. Seven (7) teachers participate in the Network Lab site Program
5. One (1) teacher participates in the Network Instructional Rounds Program
6. Two (2) teachers participate in the New Teacher Center mentor program
7. Teachers go on school visits once per month to look at best practices: 442 (ICT), and Global Leaders (Planning & Classroom Management)

#### **Teacher Leadership Pipeline:**

1. Two (2) Teachers out of the 15 Citywide were chosen as Wallace Fellows at Bank Street College
2. One (1) Common Core Fellow
3. Two (2) New Teacher Center mentors
4. One (1) Teacher is applying to the Citywide LEAP Program
5. Established Department Chairs (Common Core Leads) in every department
6. Established Grade Team Leader positions in every grade
7. Implemented a Data Specialist position
8. Implemented a Special Education Liaison position
9. Implemented a Recruitment and Articulation Officer

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

School for International Studies encourages the participation of parents through an increasingly active parent volunteer program. Other avenue where parental participation is encouraged is by becoming a member of the School Leadership Team and Parent Teacher Association. All parents will be eligible to join. The Title I committee will be consulted regarding the use of Title I funds in the school during the October PTA meeting and will be involved in the development of the school's Title I Parent Involvement Policy and Parent School compact.

In order to build an effective home-school partnership, School for International Studies will provide the following:

1. PTA and SLT meetings are scheduled throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic benchmark assessments that take place. PTA meetings will take place the third Thursday of the month and SLT meetings will take place the first Thursday of the month. The schedule can be adjusted for school non-attendance days. Meetings will focus on how parents and teachers can work together to monitor a child's progress in order to improve student achievement.
2. A PTA workshop where parents can network and receive training on navigating the New York City - DOE website (ARIS, Jupiter Grades & k497.org) will be held during the Fall term of 2012-2013.
3. The Council of Student Activities will plan to hold annual events for parents/ students: Periodic Award Ceremonies and Annual Breakfast with the Principal, Field Trips, Holiday Breakfast, etc.
4. A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through k497.org, Jupiter grades, mailings and periodic student progress reports. A newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder via phone calls and our school website.
6. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
7. A Parent Involvement Form will be distributed to all students at the beginning of the school year and also available at the first parent teacher conference by the school. The school will work with the Parent Inquiry Team to compile and review responses on the opinions and concerns of parents regarding current programs and suggestions for improvement.

8. Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understood by all. Parents and members of the community are always welcome at School for International Studies.

## **School-Parent Compact**

School for International Studies and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act, participating children, agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which School for International Studies and the parents will build and develop a partnership that will help children achieve or exceed the NYS standards. This school-parent compact is in effect during school year 2012-2013.

## **School Responsibilities**

1. Provide a rigorous curriculum that is aligned with the Common Core Content Standards and is free from instructional barriers. It is our responsibility to support an effective learning environment that enables the participating children to meet and exceed the NYS student academic achievement standards as follows:
  - a. The school will provide high quality curriculum and instruction by hiring highly qualified teachers that meet NCLB Title 1 requirements.
  - b. The school will then, in a collaborative fashion, put together an academic program that meets or exceeds all mandated time requirements for the four core academic classes.
  - c. Curriculum and instruction will be rigorous, well aligned with the Common Core Learning Standards, and designed by staff in a collaborative fashion and with the guidance of in house professional development and regional resources, to ensure that instruction is differentiated to meet the varied skill levels of the students. Students identified as at risk will receive academic intervention for 37.5 minutes 3 times a week. Students with high academic standing will be offered the opportunity to take college courses at CUNY Technical College after school and on weekends.
2. Provide parents with quarterly reports on their child's progress. Specifically, we shall furnish the following types of reports:
  - a. The school will provide parents with Jupiter Grades that can be viewed online to track their children's ongoing progress through graduation as well as receiving report cards 6 times a year.
  - b. In addition, parent teacher conferences will be held twice per year during assigned dates, as set forth in the NYC DOE school calendar.
  - c. Individual classroom teachers will contact parents if a student is struggling and consult with guidance for suitable interventions to promote student success.
3. School for International Studies teachers are available to parents on an as needed basis by phone or for in school conferences by appointment.
4. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely manner.
  - a. This is accomplished through parental involvement in the SLT and PTA. The PTA Inquiry Team will hold meetings to revisit and revise the school parent compact and discuss what progress is being made and whether the compact has to be modified to best encourage parent involvement and student support. A calendar will be created and shared with all members of the School for International Studies community.
5. Hold a meeting in the fall to inform parents of this school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. School for International Studies will convene the meeting at a convenient time for parents, and will offer a flexible number of

additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. This school will invite all parents, and will encourage them to attend.

6. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

7. Upon request, school-based inquiry teams will provide pertinent non-confidential information about school data and how it is used to best serve our student population.

8. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Our school will respond to any such suggestions as soon as is practicably possible.

9. A Senior Handbook will be disseminated during the October PTA conference to ensure all students and parents are aware of the requirements for graduation and the student behavior expectations in order to be able to participate in all senior activities.

10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

11. Provide weekly professional development and instructional assessment tools to promote the continued educational advancement of all instructional staff.

12. Disseminate School Safety information with designation of meeting and locations in case of an emergency.

### **Parent Responsibilities**

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

1. Monitoring attendance.
2. Making sure that instructional assignments are completed in a timely fashion.
3. Monitoring the amount and type of recreation that your child engages in order to create a balanced academic work schedule.
4. Attending or chaperoning field trips in the 6th through 12th grades designed to introduce students to post-secondary institutions.
5. Participating, as appropriate, in decisions relating to my child's education.
6. Promoting positive use of my child's extracurricular time; ensuring adequate study time, encouraging participation in after school events.
7. Staying informed about my child's education, academic progress, and behavior in the school building by accessing Snap Grades and attending PTA meetings and parent teacher conferences.
8. Communicating with school by promptly reading all notices from school or the school district either received by my child or by mail/email, and by responding, when appropriate.
9. Notifying the school regarding any pertinent changes in my child's well being that may affect my child's performance in school.
10. Notifying the school about change of guardianship and contact updates: address, phone number
11. Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy and compact.

12. Serving, to the extent possible, on policy or school advisory groups that may include the School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, this school's Support Team or Parent Inquiry Team.

### **Student Responsibilities**

We, as students, will share the responsibility to steadily improve our academic achievement and achieve the State's highest standards for success. Specifically, we will:

1. Be in school every day and on time.
2. Do my homework every day and ask for help from teachers, parents or peers when necessary.
3. Read at least 30 minutes every day outside of school time.
4. Give our parents all notices and information received by me from my school.
5. Engage in extra-curricular activities, such as clubs, sports, or student government.
6. Promote a positive tone within the school building through my words and actions.
7. Not engage in physically destructive acts such as graffiti writing or destroying school property.
8. Attend all after school and Saturday Scholars sessions offered by the school if applicable. Participate in services provided by the school or Community Based Organizations to receive academic tutoring and/or test preparation.
9. Follow school rules and DOE discipline codes.
10. Promote a safe and effective learning environment for all students.
11. Participate in afterschool peer tutoring /mediation program.
12. Respect all members of the School for International Studies community, including fellow students, teachers, staff, parents, etc.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

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

### D. School Demographics

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for

## Part II: ELL Identification Process

(NYSESLAT).

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

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

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

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

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

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

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

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

### A. ELL Programs

# Part III: ELL Demographics

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

Transitional bilingual education program	Yes	No	If yes, indicate language(s):
Dual language program	Yes	No	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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							7	14	8	12	19	9	7	76
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	7	14	8	12	19	9	7	76

## B. ELL Years of Service and Programs

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

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						

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		
ESL	56	0	4	12	0	4	8	0	5	76
Total	56	0	4	12	0	4	8	0	5	76

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 5

Asian: 0

Hispanic/Latino: 26

Native American: 0

White (Non-Hispanic/Latino): 41

Other: 3

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	8	1	5	4	2	4	26
Chinese														0
Russian														0
Bengali									1	1		1		3
Urdu														0
Arabic							5	5	6	5	12	4	3	39
Haitian											3	2		5
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>19</b>	<b>9</b>	<b>7</b>	<b>76</b>

### A. Programming and Scheduling Information

## 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?

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### A. Professional Development and Support for School Staff

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

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

ELL subgroups if necessary)?

### A. Parental Involvement

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

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

### A. Schools with Dual Language Programs

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

1. Parent involvement is encouraged through:
  - Weekly phone messages in English and Spanish highlighting upcoming events
  - Daily attendance calls when students are absent from school
  - Saturday morning family support center
  - Parent accounts on the website which give parents access to students' online class pages
  - PTA and SLT opportunities for leadership
  - Content workshops by the parent coordinator to inform parents of Title 1 benefits, introduce parents to the uses for the s4is website, participate in family math night, science night with the Brooklyn Botanic Garden, family trips to the NY Hall of Science and more
  - Family Learning Workshop for 6th grade families through our CFY partnership

Written materials are translated into Arabic and Spanish and translators are made available as needed.
2. The Arab American Family Support Center has been involved in our ELL parent outreach efforts, and are currently piloting an onsite afterschool tutoring program that is proposed to expand to include simultaneous ESL classes for Arabic speaking parents.
3. Survey, discussion, and online discussion board
4. Parents have multiple and sometimes conflicting needs. We attempt to address them in the following ways:
  - All parent involvement activities are directly related to instruction. In this way they support the needs of the parents in being effective partners in their child's education.
  - PTA meeting schedule is determined by the parent body so that parent schedules are the sole determining factor
  - Parent coordinator workshops are held in the evening to accommodate working parents and generally include food so that parents don't have to worry about cooking or providing dinner.
  - Siblings are welcome at all parent meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	9	6	5	4	2	1	29
Intermediate(I)							2	1	2	5	13	7	6	36
Advanced (A)							3	4	0	2	2	0	0	11
Total	0	0	0	0	0	0	7	14	8	12	19	9	7	76

### NYSESLAT Modality Analysis

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

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

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

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

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

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

Foreign Language	2		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Our school uses DRA, TCRWP and periodic assessments to assess and monitor the literacy skills of our ELLs. What was noticed across all proficiency levels was evidence of students struggling in the areas of reading and writing. In order to address these areas, the school will use a standardized method of introducing and reinforcing both academic vocabulary and sentence structure in all content areas. Also techniques in identifying text features and structures in reading informational text, thus practices will further improve students writing skills. Our goal is to help students increase their abilities in reading by at least two levels by the end of the school-year, as measured by the DRA and TCRWP. The ELL Periodic Assessments are being used by the educators to drive instruction, namely to help address the specific needs of individual students, whereby enabling their confidence to perform in core subject area classes.

1.

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	

### Additional Information

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

Paste additional information here

# Part VI: LAP Assurances

	(based on percentiles)				(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								

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: International Studies	DBN: 15K497
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

## 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: School for International Studies has designed its ESL supplemental instruction for the 2012-2013 school year by looking at the needs of our ESL population in both middle and high school. After a close analysis of the performance of our ELLs on the 4 modalities of the 2012 NYSESLAT along with teacher conference notes and observations and expectations for the Regents, we identified the areas where ELLs need to increase skills achievement in English language development and literacy as being: reading and writing. Advanced, high-intermediate high-school ELLs are invited, After School Program running in 2 cycles. Data shows us that students are struggling with reading and producing grade level, high-complexity rigorous material.

The theme Global Citizens of our after-school program concentrates on developing global citizens by promoting global and cultural awareness, financial responsibility through high-interest reading materials, discussions of current events and issues through questions and questioning techniques.

Cycle I is scheduled for 7 weeks, between January 29th - March 20st. Instruction is offered from 3:00-5:00 on every Tuesday and Wednesday.

Cycle II is schedule for 7 weeks between April 9th-May 22nd. Classes start at 3:00 until 5:00 Tuesday and Thursday.

Newcomers, beginners and low-intermediate students are scheduled to attend our Inside the USA, after School program that is also offered in two cycles. The aim of this program is to build and strengthen their academic language while exposing students to the American culture through real-life situations.

Cycle I is scheduled for every Thursday starting January 31st- March 14th 3:00-5:00 for 7 weeks

Cycle II scheduled for 7weeks on Thursdays between April 11th- May 23rd. Classes start at 3:00 pm- 5:00 pm. There are 7weeksX 2hours

High-school ELLs are offered a 6 session ESL Global History Saturday Scholars. The aim of this program is to strengthen academic language in social studies by focusing on developing reading and writing strategies. It will start April 4th though June 15th. Students will meet every Saturday from 8:30-12:00. This class will be team-taught by an ESL and a ELA teacher.

Our middle school ELLs are invited to attend two programs. The Middle School Beginner After-School ESL class will focus on English literature through reading and writing. Students will read paired readings focusing on vocabulary development, spelling, writing, speaking, and listening skills. The students will work on skills so they can become more independent readers and writers. This program will run in two

## Part B: Direct Instruction Supplemental Program Information

cycles.

Cycle I is scheduled for 7 weeks. January 29th -March 19th. Newcomer and beginner students will meet every Tuesday from 3:00-5:00. Cycle II runs between April 9th-May 21st for 7 weeks

Intermediate and advanced students will be offered Enrichment after-school program every Wednesday from 3:00-5:00pm. The Middle School Intermediate -Advanced After-School ESL Class will be a journalism class. Students will read the news and research about real-world issues while learning technology. The purpose is for students to create their own student magazine. It runs in two cycles.

Cycle I Wednesday January 30th- March 13th.3:00-5:00 for 7 weeks. 7 weeks X 2 hours

Cycle II Wednesday April 3rd- May15th. 3:00-5:00 for 7 weeksX

Saturday scholars for middle school ESL students will be offered between March 9th- April 20th. A 6-week program targeting building reading and writing strategies in the content area. 6 weeks

X 3 ½ hours

All classes will be taught by ESL certified teachers in English. On Saturdays, and ELA teacher will team teach with the ESL teacher.

The Title III program will be supported by the use of computers and NYSELAT preparation materials from Attanasio, as well as other materials including fiction and informational texts.

## 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:

Both ESL teachers will lead the LAP Team. the team will meet regularly to design professional development in the areas of: Grammar, Vocabulary and Syntax- Learning tolearn in English. Focus: Learning to Learn in a Second Language theory by Pauline Givens

Materials: Learning to learn in a Second Language by Pauline Givens. A book study group will include ESL, ELA and Social Studies teachers; to include ESL strategies such as; Think-Pair-Share,graphic organizers , also used will be vocabulary builders as displayed in the Frayer Model. this year's book will

### Part C: Professional Development

scaffold last years progress made through the methods introduced by the ESL region specialist and studies achieved by the book choice titled; Classroom Instruction that Works with English Language Learners by Hill and Flynn. Study group dates and times are as follows Oct 3, Nov, Dec, Jan, Febr, March 12, April 9, May 7, 3:15-4:30.

All teachers (four subject area teachers- Social Studies, ELA, ESL) will be given the opportunity to participate in off-site professional development workshops.

The ESL teacher and the network ELL support specialist provide monthly meetings for the staff.

he ESL teacher and the Network Support Specialists will provide opportunity to address the following topics during monthly meetings. The sessions will take place on the third Tuesday of each month from 3:15 to 4: 30 p.m.

September: Looking at Student Work to PPlan Instruction

October: Differentiated Instruction & ESL Instruction

November: Meeting the New York State Common Core Standards ( Writing Tasks)

December: ESL/ICT

January: Differentiated Instruction

February: Focus: Introduction to Language Acquisition (BICKS & CULP)

March: Good Student Use of Word-to-Word Glossaries and Dictionaries & Native Language Dictionaries

April: Meeting the New York State Common Comon Core Standards

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

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

### Part D: Parental Engagement Activities

**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: Title III parent engagement activities will include a workshop series supportive of ELLs and families for ELL parents:

Challenges and opportunities for ELLs approaching graduation, Thurs, March 14, 6-7 PM and Fri, March 15, day time , 1-2 PM

Supporting ELL students in preparing for state assessments, February 26, 6-7 PM

Technology Resources for ELL parents via Google Docs. in New York City, April 9, 6-7 PM

These workshops will be provided by guidance counselors, ESL teachers, ITC specialist.

Parents will be notified by letters and phone. Translators will be provided.

**Part E: Budget**

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	