



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERNATIONAL HIGH SCHOOL AT UNION SQUARE

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

PRINCIPAL: GAYLEA PRICHARD-SILVERS

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SUPERINTENDENT: **MARISOL BRADBURY**

06-10-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gaylea Prichard-Silvers	*Principal or Designee, Chairperson	
Thomas Hasler	*UFT Chapter Leader, Secretary	
Maria Cruz Guzman	*PA/PTA President	
Yizhong Li	DC 37 Representative	
Suzannah Taylor	Member/Assistant Principal	
Yahosua Ben Levi	Member/Parent	
Pedro Sabino	Member/Parent	
Hui Tuan Wen	Member/Parent	
Jia Hui Xu	Student Representative	
Henry Paulino	Student Representative	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

60% of classroom teachers who rated at levels 1-3 in September 2012 in the instructional practice area of English Language and Content Integration on the INPS Classroom Rubrics will advance at least one level by June 2013 as evidenced by classroom observations.

Comprehensive needs assessment

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

Our school is a member of the Internationals Network for Public Schools and all of our students are English Language Learners. Our network has been asked to open new schools for the past several years – including ours in September 2010 – because our instructional methodology has led to graduation rates for ELL students that are higher than the city average. Since all of our students are ELLS who only have four years to graduate from high school, every teacher is a teacher of both their content area and English. We know that improving teacher effectiveness improves student performance. The DOE has requested that we use research-based rubrics to provide feedback to on their practice. Focusing our professional development efforts on the Internationals Approach to English Language and Content Integration as reflected in the Internationals Network for Public Schools Classroom rubrics, which were developed to assess the implementation of the Internationals principles will help our teachers improve their practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Principal and assistant principal meet with classroom teachers to facilitate their self-assessment on the Language and Content Integration components of the INPS Classroom Rubric.**
- **Each teacher set his/her professional goals based on the Internationals Classroom rubrics.**
- **Each classroom teacher will participate in differentiated professional development about integrating ELL instructional strategies and checks for understanding into curriculum, instruction, and assessment practices over the course of the school year. Teachers identified subgroups of students who require special consideration when developing curriculum, instruction, and assessments to meet their academic needs. Professional development will include opportunities for teachers to develop their pedagogy to meet the needs of these subgroups of students.**
- **Each classroom teacher will receive meaningful feedback from the principal and assistant principal through four formative observations (two in the fall term and two in the spring term) based on selected components of the Internationals Network for Public Schools (INPS) Classroom Rubric.**
- **Each of our three interdisciplinary instructional teams is staffed with at least one ESL teacher. During these curriculum development sessions, school leaders also share and review English proficiency data with the teachers to perform a needs analysis. These teams then look at student work and share and get feedback on English language instructional strategies they plan to implement in response to students' needs.**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- **Based on a needs assessment, the school will schedule monthly workshops for families of children who attend the school to ensure that the school provides a welcoming and supportive environment for families.**

- We will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, and introduction to ARIS, the high school academic program, technology training, and various school reports.
- All workshops, documents, and meetings, include required interpretations and translations.
- Parents are invited on class and college trips.

Budget and resources 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 x Title I _____ Title IIA x Title III _____ Grants x Other

If other is selected describe here: **ARRA RTTT Citywide Instructional Expectations**

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).

Funding

- *Title I Targeted Assistance* for professional development of all classroom teachers
- *Title III LEP* for professional development of ESL teachers
- *ARRA RTTT Citywide Instructional Expectations* for professional development of Instructional Leads who are members of our Performance Assessment Working Group
- *TL FSF* for supplies and travel to support professional development activities

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 70% of grades 9-10 students will make progress from February to June portfolio assessment periods in using evidence to support arguments in writing and discussion in Global History and Geography. Student work will be evaluated using a school-designed tiered rubric for grades 9-10 students that is based on the New York Performance Assessment Consortium graduation rubric.

Comprehensive needs assessment

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

In the 2011-2012 school year, approximately 100 10th graders took the Global History and Geography Regents exam. Twenty-percent passed and this was due in part to the complexity of responses required of our English Language Learner student population. The thematic and document-based question essays of the Global History Regents require students to use evidence to support their main topics. Additionally, International High Schools have a project-based instructional model that is aligned to the New York Performance Assessment Consortium. To graduate from a Consortium school, students must write a research paper in social studies that requires them to do use evidence to support their thesis. Additionally, students must present and defend their research projects in discussion with a portfolio panel of their peers, a teacher, and a visitor adult panelist.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **History teachers collaborate with teachers in the Performance Assessment Working Group to develop a tiered rubric for grades 9-10 students to be used for rating CCLS-aligned portfolio tasks that lead to graduation-level work.**
- **Global History and Geography teachers collaboratively develop Common Core-aligned units of study that incorporate opportunities for students to conduct research using informational texts and using supporting evidence in their writing and discussion.**
- **Global History and Geography teachers meet for at least one hour each week in Collaborative Content Area Prep periods to (1) assess student work and (2) plan lessons that include opportunities for students using evidence to support arguments in their writing and discussion.**
- **Global History and Geography teachers rate student work of CCLS unit tasks using Consortium social studies rubric. Teachers collect students' ratings and analyze this data to ascertain if students are making progress in the area of using supporting evidence in writing and discussion.**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- **Based on a needs assessment, the school will schedule monthly workshops for families of children who attend the school to ensure that the school provides a welcoming and supportive environment for families.**

- We will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, and introduction to ARIS, the high school academic program, technology training, and various school reports.
- All workshops, documents, and meetings, include required interpretations and translations.
- Parents are invited on class and college trips.

Budget and resources 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.

 x Tax Levy Title I Title IIA Title III Grants x Other

If other is selected describe here: **ARRA RTTT Citywide Instructional Expectations and DYO Assessment**

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).

Funding

- **DYO Assessment for teacher per session to develop CCLS tasks and to rate student work with Consortium rubrics**
- **ARRA RTTT Citywide Instructional Expectations for professional development of Instructional Leads who sit on our Performance Assessment Working Group, which will refine our portfolio assessment rubrics**
- **TL FSF for supplies to support work of Global History and Geography teachers**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, all 11th grade students demonstrate progress toward college and career readiness by participating in a 10- to 12-week unpaid internship program and seminar course that culminates in a sharing and evaluation of their learning during internship exhibitions and portfolio presentations.

Comprehensive needs assessment

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

All of our students are newly-arrived immigrants ELL students and they understandably have a limited perspective of the career options that await them after high school graduation. As a new school, this is the first year that we have 11th grade students and we believe that our students' level of English in general makes this a good time to have them engage in an internship program in our community. In addition, internship supports students' English language development by providing them with a non-school, professional setting in which to practice and expand their English.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **All Internationals high schools have internship programs in the upper grades and all have observed the impact on students' English language development and understanding of possibilities for the future.**
- **The Internship Seminar teacher on the 11th grade team coordinates the efforts of all 11th grade teachers to research and secure a variety of unpaid internship sites for our students.**
- **Each 11th grade teacher advises and oversees the internship experience of 2-15 students by doing site visits, meeting with mentors at the sites to evaluate student performance on the job, and to build relationships with the organizations that partner with our school.**
- **The 11th grade team meets twice weekly to discuss students' internship experiences and to further develop the program. Half of our 11th graders do internship in the fall term and the other half does it in the spring term. Internship students receive feedback on their work from their internship mentors on a weekly basis.**
- **The culminating project is an Internship Exhibition in which students present either a web page or artistic representation that includes their resume, organizational diagram of their internship site staff, transcript from an interview of internship mentor, glossary of career language, and a reflection essay.**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- **Based on a needs assessment, the school will schedule monthly workshops for families of children who attend the school to ensure that the school provides a welcoming and supportive environment for families.**
- **We will schedule parent workshops, including guest speakers, on topics such as: cyber-bullying, financial aid, the college application process, and introduction to ARIS, the high school academic program, technology training, and various school reports.**

- All workshops, documents, and meetings, include required interpretations and translations.
- Parents are invited on class and college trips.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

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).
- **TL FSF for per session for the Internship Seminar teacher to do site recruitment during summer and winter**
- **TL FSF for supplies to support work of 11th grade team's coordination of administrative tasks associated with running the internship program**

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 <ul style="list-style-type: none"> • Extended day tutoring sessions • Achieve Now for overage students • Regents prep sessions 	<ul style="list-style-type: none"> • Reading, interactive writing, testing strategies and best practices 	<ul style="list-style-type: none"> • Small group and one to one instruction based on student need • Small group literacy activities 	<ul style="list-style-type: none"> • Before and after school • Saturdays

<p>Mathematics</p> <ul style="list-style-type: none"> Extended day tutoring sessions Regents prep sessions 	<ul style="list-style-type: none"> Math literacy, reading, interactive writing 	<ul style="list-style-type: none"> Small group and one to one math instruction based on student need 	<ul style="list-style-type: none"> Before and after school Saturdays
<p>Science</p> <ul style="list-style-type: none"> Extended day tutoring sessions Regents prep sessions 	<ul style="list-style-type: none"> Science literacy, reading, interactive writing, speaking and experiential science activities 	<ul style="list-style-type: none"> Small group and one to one science instruction based on student need 	<ul style="list-style-type: none"> Before and after school Saturdays
<p>Social Studies</p> <ul style="list-style-type: none"> Extended day tutoring sessions Achieve Now for overage students Regents prep sessions 	<ul style="list-style-type: none"> Reading, interactive writing, testing strategies and best practices 	<ul style="list-style-type: none"> Small group and one to one social studies instruction based on student need Small group literacy activities 	<ul style="list-style-type: none"> Before and after school Saturdays
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> Counseling 	<ul style="list-style-type: none"> Individual and small group (bereavement and anger management) 	<ul style="list-style-type: none"> During the school day

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.

Our instructional staff is instrumental in our hiring process. We ask our teachers to recruit candidates for vacancies that are in their content area. Teaching teams conduct informal interviews of candidates and invite them to observe their classes. Then our personnel committee, which is comprised of the principal, two teachers, and social worker, conduct formal interviews and receive input from the teacher team.

All students at our school are English Language Learners, so it is important that our teacher teams include individuals with ESL licenses. These teachers become highly qualified by taking courses toward a license in the subject area that they teach. Our Title I HQT funding is set aside to reimburse these teachers for the course work that they complete toward this additional license.



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PARENT INVOLVEMENT POLICY (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and

strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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



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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	180	Total Number of ELLs	174	ELLs as share of total student population (%)	96.67%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										63	111			174
Push-In														0
Total	0	0	0	0	0	0	0	0	0	63	111	0	0	174

B. ELL Years of Service and Programs

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

Number of ELLs by Subgroups

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	163	44	1	11	5					174
Total	163	44	1	11	5	0	0	0	0	174

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0	0			0
Other										5	8			13
TOTAL	0	65	115	0	0	180								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

7. We have one ELL-SWD. His IEP mandates a bilingual Mandarin paraprofessional, which is being provided by central administration. His IEP also mandates SETTS, but his mother clearly stated that she does not want him pulled out of our heterogeneous and collaborative classrooms. We have made arrangements with a special education teacher in our campus to provide SETTS support before our school day begins.

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

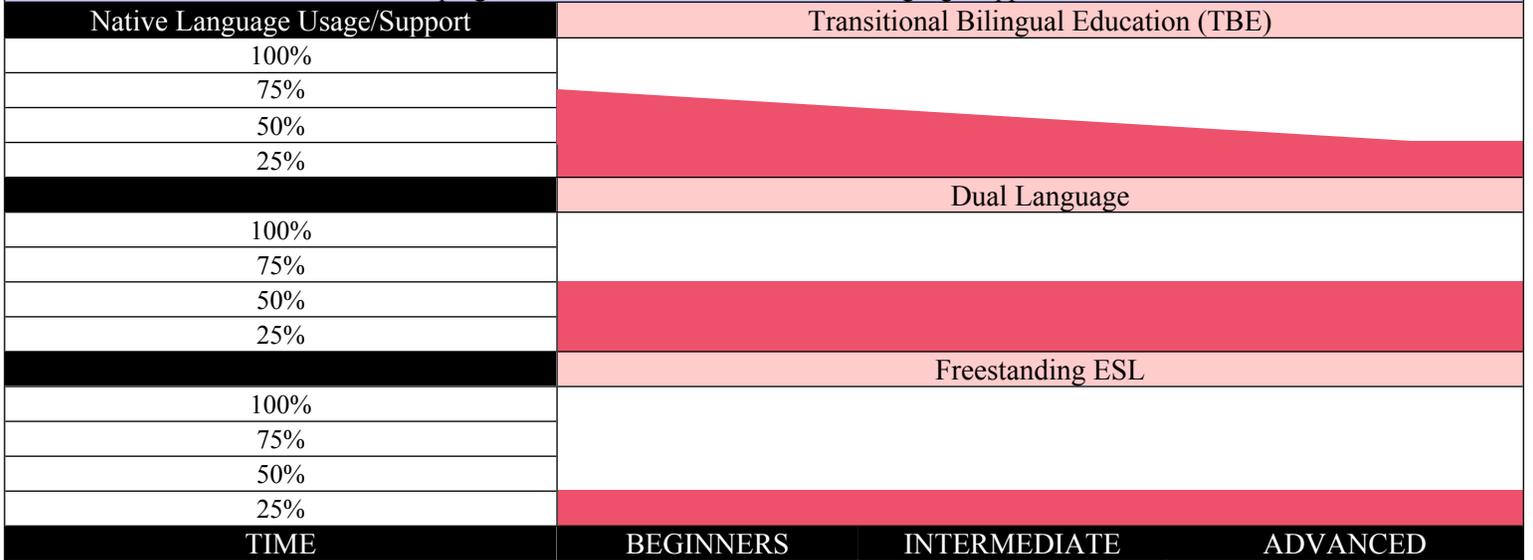
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

Notices of these opportunities are shared with students during their daily advisory periods. Notices are shared with parents during Curriculum Night, Parent Teacher Conferences and Parent Association meetings. Students who need to recover credit for particular courses are given priority for before and after school tutoring sessions in each content area; however, these sessions are open to all students who have need for additional academic support on a particular instructional team. The instructional team of teachers discusses and decides which tutoring sessions students should be programmed for.

13. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- Classroom libraries including English and native language books
- Technology: iMovie, Garageband (digital voice recording), iPhoto (digital cameras)
- Internationals Network for Public Schools New Teacher Toolkits and I-SHARE knowledge base website

14. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our school possesses libraries with reading materials in these native languages: Bangala, French, Spanish and Chinese. We plan to continue expanding our NL classroom libraries.

15. Yes. All of the required services for high school-aged ELLs are available to our students. For older students, our social worker and advisory teachers assist them in getting paid internships and volunteer assignments so they may begin to engage in the English speaking community in a professional manner.

We use an array of resources in our school including teacher-made materials, trade books at different reading levels, and a variety of non-text hands-on materials. We will continue to expand and develop our resources as we grow over the next few years. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

16. We held a pre-school orientation for students coming to us from NYC middle schools and for newly-arrived immigrants who registered with us over the summer. The event was run in manner similar to our aforementioned Curriculum Night. Students and families were divided into strands that traveled together to their teachers classrooms where they participated in 30 minute group lessons that incorporated ESL strategies into all content areas. When students are admitted during the course of the school year, they are welcomed into our school community in the advisory group that meets daily. They are also placed in class with students who are most likely to be supportive to their particular needs and this decision is made by the instructional team of teachers.

17. As a new school, we do not currently offer language electives. We are investigating the efficacy of using Rosetta Stone to develop students' native languages and introduce them to foreign languages.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										36	49			85
Intermediate(I)										14	50			64
Advanced (A)										9	10			19
Total	0	0	0	0	0	0	0	0	0	59	109	0	0	168

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

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

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

3. Analysis of the data from these tests will affect instruction in that we will explore ways to most effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so. This will take place primarily through weekly curriculum development sessions on instructional teams.

4a. We do not give tests in languages other than English.

4b. School leadership shares results of the ELL Periodic Assessments with teachers so they are aware of the reading levels, in particular, of their students and they choose informational texts for their lessons accordingly.

4c. The ELL Periodic Assessments are confirming the reading, listening, speaking, and writing levels that our teachers are aware of based on their daily interactions with students.

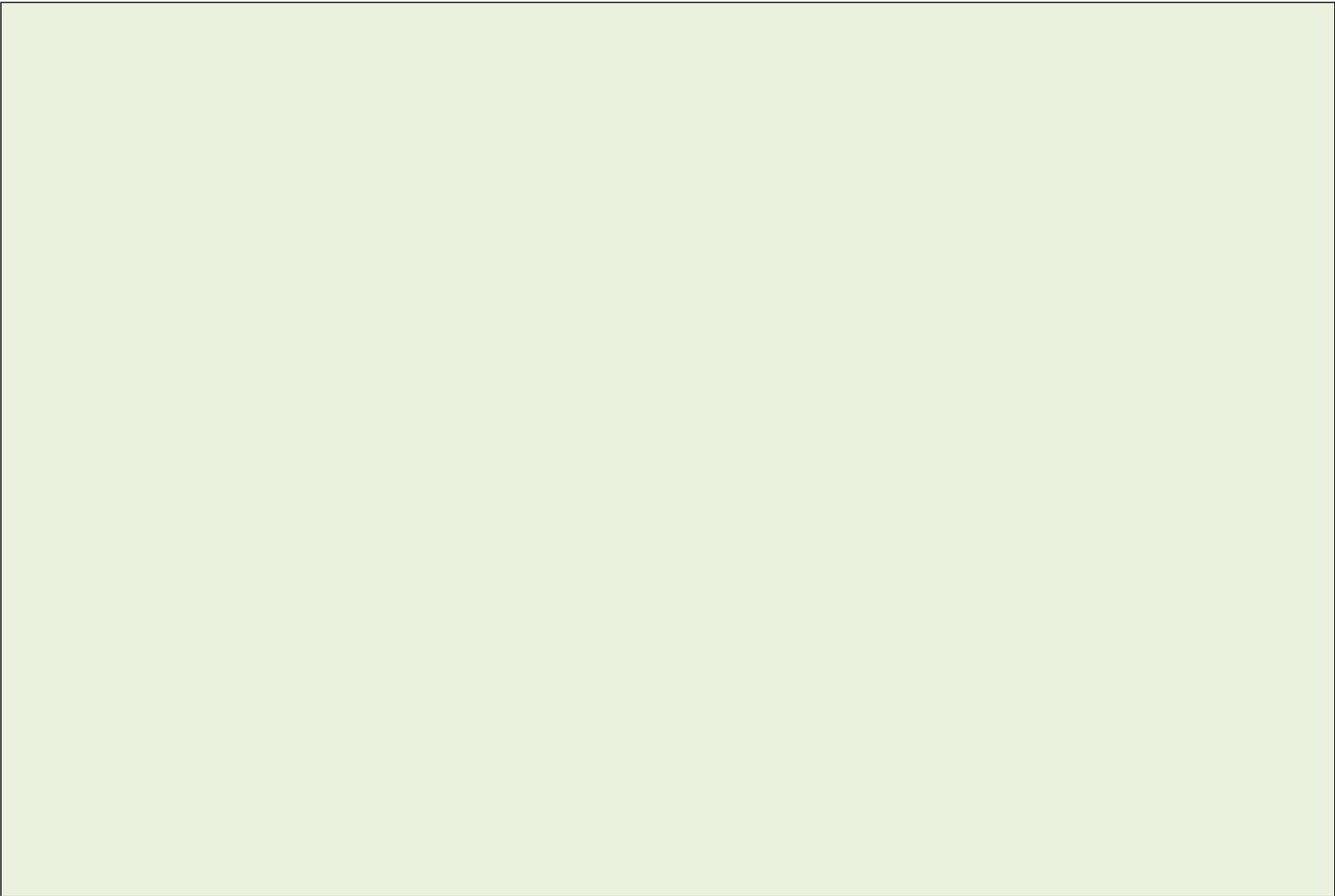
5. Not applicable

6. As a new school, we have very limited data to analyze to evaluate the success of our program. The data we plan to use includes:

- Graduation rate - not yet available
- Credit accumulation - available from 2010-11 = 88.2% of 9th graders earned 10 credits or more; 94% of students in school's lowest third earned 10 credits or more
- Regents pass rate - not yet available
- Attendance rates - available from 2010-11 = 94%
- Learning Environment Survey - available from 2010-11= received "Above Average" scores for all measures

Additional Information

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



Part VI: LAP Assurances

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

School Name: **International HS at Union Sq**

School DBN: **02M438**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
None	Coach		
None	Coach		
None	Guidance Counselor		
Cyndi Kerr	Network Leader		
Hilary Kopple	Other <u>Social Worker</u>		10/25/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: International HS at Union Sq	DBN: 02M438
Cluster Leader: Doug Knecht	Network Leader: Cyndi Kerr
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: 244
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 4
of content area teachers: 5

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:

Two hundred forty-four students of our total student population (94%) are English Language Learners and receive Title III services. Teachers offer classes to ELL students to support their language development and achievement. Instruction in all classes is provided in English with the exception of the French Heritage Language class. The focus of all other classes is on vocabulary development and conversational English skill development. All instructional materials are teacher produced using ELL friendly English and native language books. Our classes are an important part of our students' school day as they extend the amount of time and practice our students get with their new language. The language modalities that are primarily emphasized in each class are noted in parentheses. The license area of each class teacher is also noted.

1. Student Government - Introduction to the Democratic Process (listening, speaking, reading, writing)

- 3:10-4:10 every Tuesday school is in session from October 2012 through June 2013

- Taught in English by one ESL teacher and one science teacher

- Materials include bilingual dictionaries and ELL-friendly English books

- Open to all students in grades 9-11; current participation includes students who are native Spanish, Chinese, Urdu, Bengali, Portuguese, Haitian-Creole and French speakers and at beginning- to advanced-levels of English proficiency

2. School Magazine - Creative and Persuasive Writing (reading, writing)

- 3:10-4:10 every Friday school is in session from October 2012 through June 2013

- Taught in English by one ESL teacher

- Materials include native language books and bilingual dictionaries

- Open to all students in grades 9-11; current participation includes students who are native Spanish, French, Thai, Tagalog, Chinese, Urdu, Polish, German, and Bengali speakers and at beginning- to advanced-levels of English proficiency

3. French Heritage Language Class - (listening, speaking, reading, writing). The rationale for offering this course is to develop literacy in francophone students' native language that will build their capacity to develop their language in English as well.

- 3:10-4:10 every Monday and Thursday school is in session from October 2012 through June 2013

- Taught in French and English by one French teacher

- Materials include French language books and bilingual dictionaries

- Open to all students in grades 9-11 whose native countries are francophone and whom are at beginning- to advanced-levels of English proficiency

4. Global History and Geography Regents Prep - (reading, writing, listening, speaking)

- 3:10-4:10 every Tuesday and Thursday school is in session from October 2012 to June 2013

- taught by two ESL/social studies teachers

- materials will be Regents based/past Regents exam questions in English, Spanish, Chinese, and Arabic with glossaries provided in all languages

- Open to 11th graders at beginning- to advanced-levels of English proficiency who did not pass the Global History and Geography Regents exam last school year.

5. Saturday Regents Prep - (reading, writing, listening, speaking)

Part B: Direct Instruction Supplemental Program Information

- 8:30 a.m. - 12:30 p.m. for three Saturdays in the Fall term (11/10/2012, 12/15/2012, 1/12/2013) and three Saturdays in the Spring term (TBD)
- co-taught by two ESL and history teachers; two biology teachers; and two math teachers
- materials will be Regents based/past Regents exam questions in English, Spanish, Chinese, and Arabic with glossaries provided in these languages
- Open to students in grades 9-11 at beginning- to advanced-levels of English proficiency who did not pass Global History and Geography, Living Environment, and Integrated Algebra Regents exam last school year.

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:

1. Our primary form of professional development for Title III program teachers is teacher-to-teacher training and support. Professional development in an International High School centers on the interdisciplinary teacher team and activities and workshops that happen at the school level. Our teachers engage in weekly one-hour professional development meetings of interdisciplinary teacher teams. We have three interdisciplinary teacher teams. Team 1 consists of one ESL teacher, one science teacher, one math teacher, one social studies teacher, and one visual art teacher. Team 2 consists of one ESL teacher, one science teacher, one health teacher, one math teacher, and one social studies/ESL teacher. Team 3 consists of one ESL/social studies teacher, one English teacher, one math teacher, one computer science/internship teacher, and one science teacher. The teams meet on a routine basis every Wednesday that school is in session from September 2012 to June 2013. The meetings take place from 3:10-4:20. The period from 3:10-3:50 is contractual teacher time; the period from 3:50-4:20 is per session time. Three of four ESL teachers who participate in this professional development will be compensated for their per session work with Title III funds.

The learning that ESL teachers acquire and share during these meetings and use during instruction in their classes is listed below. Professional development materials are provided by teachers and coaches in schools in the Internationals Network for Public Schools.

- o Differentiation of instruction for teaching all levels of ELLs
- o Incorporating language development strategies in content areas
- o Analysis of student work in order to improve instruction/design interventions
- o Analysis of student assessments (formative assessment, progress reports, report cards, etc.)
- o Scaffolding instruction
- o Peer critiques of teacher-generated curricula

2. West Ed Quality Teaching for English Learners (QTEL) training will provide training for three math teachers on Tuesday 11/13/2012, Wednesday 11/28/2012, and Wednesday 2/6/2013. The workshops will run from 8:00 a.m - 3:00 p.m. for each session. Topics covered will include language acquisition and math-specific language development strategies that will aid students in successfully completing tasks

Part C: Professional Development

aligned to the Common Core Learning Standards.

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:

The project-based and heterogeneous grouping focus of the Internationals Approach is new to our parents and families who are often familiar with only rote instruction from their native countries. Therefore, we invite Internationals family members to participate in three events aimed at giving them learning experiences similar to those of their children.

1. The first of these events is Curriculum Night for Families during which parents engage in group instruction in English as their children do during their classes. Our teachers provide the instruction. This event is held from 6:00-8:00 p.m. in October 2012.

2. The second event is Student Performance on Portfolios during which parents will view recordings of students presenting their end-of-term portfolios and have the opportunity to ask questions about the process and how students should best prepare for portfolios. This event is held from 6:00-8:00 in January 2013.

3. The third event is Transition to 11th grade. This event will be held from 6:00-7:00 p.m. in late May 2013. Parents will be introduced to the expectations of 11th grade and will receive an introduction to Internship as part of the principles of the International Network for Public Schools and the increased academic expectations of their children.

Supplies and materials used at all parent events will include printed IHS-Union Square folders, pens, copy paper, staples and paperclips. Translators provide native language interpretation for families as they learn how their children are progressing toward meeting graduation requirements.

All parent events are created by school staff with advice received from staff at more well-established Internationals high schools. Parents are notified of family activities by translated announcements backpacked home with students and on a monthly calendar for families that advertizes upcoming school events. School staff run the events with the assistance of Internationals alumni since our families speak approximately 20 different home languages and outside providers are not typically equipped to provide the parent engagement support we desire.

Part E: Budget

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

Allocation Amount: \$22800

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$18,572.26</u>	<p><u>PART B - AFTERSCHOOL: Per session for two ESL teachers, one science teacher, one French teacher, and two ESL/social studies teachers who provide direct instruction to ELLs in classes noted in afternoon classes.</u></p> <p><u>-Instruction takes place one hour each week for five of these teachers. 1 hr/wk x 27 wks for 5 teachers = 135 hours x \$50.06 = \$6,758.10.</u></p> <p><u>-Instruction takes place for two hours each week for one of these teachers. 2 hr/wk x 27 wks for 1 teacher = 54 hours x \$50.06 = \$2,703.24.</u></p> <p><u>PART B - SATURDAY ACADEMY: Per session for six teachers (two ESL, four content) to provide direct instruction to ELLs in Saturday classes noted in Part B.</u></p> <p><u>-Instruction takes place five hours each week for six sessions. 4 hr/session x 6 sessions x 6 teachers = 144 hours x \$50.06 = \$7,208.64.</u></p> <p><u>PART C - PROFESSIONAL DEVELOPMENT: Per session for three ESL teachers who participate in weekly professional development team meetings. 0.5 hr/wk x 25 wks for 3 ESL teachers = 38 hours x \$50.06 = \$1,902.28</u></p> <p><u>See Part C for learning acquired by teachers from this professional development activity.</u></p> <p><u>NOTE: 12 teacher positions are listed in Part B: Direct Instruction. Some teachers hold multiple positions.</u></p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	<u>\$3,000.00</u>	<p><u>PART C - PROFESSIONAL DEVELOPMENT: Per participant fee for Math QTEL training provided by West Ed for three full-day sessions.</u></p>

Part E: Budget

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

Allocation Amount: \$22800

contracts.		<u>\$1000 registration fee/teacher x 3 teachers = \$3,000.00</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>Bilingual Word to Word Dictionaries for Afterschool and Saturday direct instruction classes to be available for any student who wishes to participate with these home languages; published by Bilingual Dictionaries, Inc = \$352.74:</u> <u>-Spanish/English</u> <u>-Chinese/English</u> <u>-Russian/English</u> <u>-French/English</u> <u>-Arabic/English</u> <u>IHS-US folders for parent events printed by Vista Print:</u> <u>Item #: 156-001, 500 count for \$730 plus \$5 uploaded logo = \$735</u> <u>Paper, pens, staples, paperclips for parent events from Staples = \$100</u> <u>Paper, translation for Native Language Regents Glossaries = \$40</u>
Educational Software (Object Code 199)	<u>\$0</u>	
Travel	<u>\$0</u>	
Other	<u>\$0</u>	
TOTAL	<u>\$22,800.00</u>	