



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COLLEGE OF STATEN ISLAND HIGH SCHOOL FOR INTERNATIONAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R047

PRINCIPAL: JOSEPH CANALE

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SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joseph Canale	*Principal or Designee	
Lena Douris	*UFT Chapter Leader or Designee	
Denise Taylor	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
William Quinones Victoria Manzo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Susan Sullivan	CBO Representative, if applicable	
Karolynn Mangiero	Member/Teacher	
Camille Morales	Member/Parent	
Michelle Baialardo	Member/Parent	
Lilliana Vendra	Member/Teacher	
Denise Battaglia	Member/Parent	
	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

By June 2013, College of Staten Island High School for International Studies shall have developed and administered five Common Core State Standard (CCLS) aligned units with tasks within each academic subject; these shall be: (1) developed and embedded in the curriculum (interdisciplinary when appropriate) and (2) administered to students who will engage in and will be graded according to a common rubric/assessment tool which is aligned to selected Common Core State Standards (RI.9-10.1/RI.11-12.1, RI.9-10.10/RI.11-12.10, W.9-10.1/W11-12.1, SL.9-10.1/SL.11-12.1, and L.9-10.6/L.11-12.6 and Standards for Mathematical Practice # 3 and # 4).

Comprehensive needs assessment

The 2012-2013 Citywide Expectations as outlined by the NYC Department of Education around engaging all students in eight CCLS aligned units of study culminating in performance tasks shall be implemented by College of Staten Island High School for International Studies by composing teachers into teams divided into 9th, 10th, 11th, and 12th grade and concurrent academic discipline teams. These teams will collaborate and work to strengthen student work together and implement instructional shifts by insuring that for every marking period (except Spring MP III) a Common Core State Standard-aligned unit of student with task shall be; (1) developed and embedded in the curriculum unit; (2) these units/tasks will be vetted through grade and academic teams utilizing a tuning tool; (3) the revised tasks will be administered to students who will engage in and will be graded according to a common rubric/assessment tool which is aligned to selected Common Core State Standards (RI.9-10.1/RI.11-12.1, RI.9-10.10/RI.11-12.10, W.9-10.1/W11-12.1, SL.9-10.1/SL.11-12.1, and L.9-10.6/L.11-12.6 and Standards for Mathematical Practice # 3 and # 4).

Instructional strategies/activities

- (1) Building on June 2012 and September 2012 professional development around the Citywide Expectations, the CSI High School faculty have been divided into grade teams and concurrent academic teams by virtue of the classes and grade levels taught within their teacher programs.
- (2) In the Summer of 2012 all teachers were offered paid professional development on Unit and Task Design according to the instructional shifts organized and facilitated by CFN 403. 25% of the teachers attended the training.
- (3) During June 2012 and early September 2012 substantial time was allotted for teachers to work in these teams to discuss curriculum units, instructional shifts, and collaborating on common interdisciplinary tasks.
- (4) Protocols on looking at students from the National School Reform Faculty were utilized "ATLAS Learning From Student Work Protocols."
- (5) As a supportive resource "Looking Together at Student Work 2nd Edition" was previously distributed to the entire staff as a basis for engaging in this team approach to task development and the importance of teams of teachers looking at the work of the students they teach in common.
- (6) An evaluation tool to measure rigor in tasks and units was disseminated and is used to vet the draft unit tasks.
- (7) The Common Core State Standards anchoring standards were distributed to inform this time as was in-depth information around city-wide expectations.
- (8) Previous supporting templates around task planning and development from the Asia Society and ARIS Learn were distributed to guide teachers as they examined curriculum and began discussion and collaborative planning of upcoming interdisciplinary tasks aligned to the Common Core State Standards. These documents included C-A-G-E (Collaborative- Authentic- Global- Exhibition) elements of Quality Task Design, Unit Task One Pager Template, as well as Designing Performance Task Framework from ARIS Learn.
- (9) Through the use of embedded time on Wednesday and Friday afternoons (2:20PM -3:10PM) the faculty grade teams meet regularly to review

student work (tasks), plan and develop upcoming tasks.

(10) The school wide Grade Team Leader/Inquiry Team has actively monitored the process and has in collaboration with school leaders set out time specific scheduling for development of tasks, completion of tasks in line with school marking periods.

(11) The Grade Team Leader/Inquiry Team has also created a generic rubric for the grading of work aligned to selected Common Core State Standards (RI.9-10.1/RI.11-12.1, RI.9-10.10/RI.11-12.10, W.9-10.1/W.11-12.1, SL.9-10.1/SL.11-12.1, and L.9-10.6/L.11-12.6, Standards for Mathematical Practice # 3 and # 4). This rubric is then modified by individual grade teams as necessary depending on the tasks designed by the teams. The Grade Team Leader/Inquiry Team also has developed a template used for looking at student work aligned to the task rubric.

(12) The teams will continue this cycle of task development, rubric modification, distribution and completion of tasks (interdisciplinary whenever possible) by students, and then team collaborative examination, and identification of patterns, trends, and then augment classroom instruction to improve student performance and achievement.

(13) The principal and assistant principal will in an *ex-officio* fashion join teams each week to support teachers and get a school wide view of the effectiveness, progress, and challenges associated with this work.

(14) CFN representatives will support team efforts and attend and join teams to support their work and make recommendations and suggestions to both the teams, Grade Team Leader Team/Data Team, and the administration.

Strategies to increase parental involvement

- Inform parents of the necessity to create such tasks at PTA and family breakfasts
- Educate parents at such events of the research behind task design and college and career readiness
- Work with SLT to develop “at home” strategies to better support their child with the successful completion of such tasks

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 funding is used to support the work of our data specialist. Our data specialist spearheads much of the work of our Grade Team Leaders, compiles school wide data, and analyses patterns and trends among sub groups of students

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers’ schedules and extensive professional development opportunities embedded throughout our week (Wednesdays and Fridays, 50 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with “at risk” students to support individual student need. Through our collaborative grade team meeting on Wednesdays and Fridays, teachers are able to have rich conversations

about students and the strategies employed in order to achieve academic excellence

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

Through the enhancement and the utilization of targeted writing strategies reflective of common core standards students' non-fiction writing skills will improve to wit; 70% of 11th grade students taking the June 2013 United States History Regents will score a 3 or higher on the United States History thematic essay

Comprehensive needs assessment:

Whereas literacy proficiency, written communication skills such as application of supporting/concrete details within writing are student abilities which are a predictor and skill necessary for college and career success; and the percentage of students who earned less than a three on the thematic essay on the June 2012 Global History Regents Exam was 47% (53% earning a 3 or higher) on the June 2013 United States History Regents at least 70% of all test takers will earn a three or higher on the thematic essay.

Instructional strategies/activities:

1. On June 27, 2012 the Social Studies department engaged in an intensive analysis of the Global and United States regents exams questions, answers, and essays for the June 2012 regents.
2. From this review and analysis pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
3. Cross collaboration on the 11th grade team on interdisciplinary CCSS aligned tasks between ELA and United States History will be created that focus carefully on writing and literacy.
4. The entire 11th grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.
5. Task design, vetting, and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.
6. Targeted small group instruction based on data review of mock thematic essays and performance on US History will be conducted during professional periods
7. Mock Thematic Essays will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies
8. Interdisciplinary unit on Civil Rights (a popular thematic essay topic) will be taught concurrently in the English and United States History classes with essay tasks that will be aligned to the CCSS and thematic essay format.
9. Implementation of Jane Schaffer-type method for student drafting will be purposefully incorporated into lessons, homework, and CCSS aligned tasks.
10. A social studies licensed ICT teacher has been installed with content knowledge and access to English curriculum with collaborative planning periods embedded into program
11. US History teacher and sophomore Global History teacher have been selected to attend monthly content based Professional Development

pertaining to literacy building in History courses. Professional Development is conducted by CFN partnership and teachers were selected to strengthen the bridge between content knowledge and essay writing in the discipline.

Strategies to increase parental involvement

- Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.
- Report card messages will reiterate to families the importance of scoring higher grades on Regents examinations (ELA in January and Mathematics in June).
- All families will be provided with resources for study aids beyond regents books such as regents prep.org
- Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to Regents scores.
- Some departments will organize workshop evenings focused on subject area regents exams
- PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.
- College Corner on the school’s website will highlight the importance of 75-80% on Regents exams.

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:

ARRA RTTT funding is used to support the work of our data specialist. Our data specialist spearheads much of the work of our Grade Team Leaders, compiles school wide data, and analyses patterns and trends among sub groups of students

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers’ schedules and extensive professional development opportunities embedded throughout our week (Wednesdays and Fridays, 50 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with “at risk” students to support individual student need. Through our collaborative grade team meeting on Wednesdays and Fridays, teachers are able to have rich conversations about students and the strategies employed in order to achieve academic excellence

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

On the January 2013 ELA Regents at least 25% of all test takers will earn an 80% or better

Comprehensive needs assessment:

Since the score of 75% on the ELA Regents is a metric which determines remediation within the City University; and the percentage of Junior students who earned a score 80% or better on the ELA Acuity Regents Predictive was 19%; our goal is that on the January 2013 ELA Regents at least 25% of all test takers will earn 80% or better.

Instructional strategies/activities

1. On June 27, 2012 the English department engaged in an intensive analysis of the ELA Regents exam, answered questions, and essays was undertaken for the January 2012 regents.
2. From this review and analysis, pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
3. Cross collaboration on the 11th grade team on interdisciplinary CCSS aligned tasks between ELA and United States History will be created that focus carefully on writing and literacy.
4. The entire 11th grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.
5. Task design and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.
6. Targeted small group instruction based on data review of mock ELA regents and performance will be conducted during professional periods/after school tutoring.
7. Mock ELA regents will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies.

Strategies to increase parental involvement

- Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.
- Report card messages will reiterate to families the importance of scoring higher grades on Regents examinations (ELA in January and Mathematics in June).
- All families will be provided with resources for study aids beyond regents books such as regents prep.org
- Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to Regents scores.
- In early January, the English Department will coordinate a "Family Information Night" specifically developed to share the individual results of the mock Regents exam, explore the components of the exam and identify strategies to support success at home.

- PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.
- College Corner on the school’s website will highlight the importance of 75-80% on Regents exams.

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 funding is used to support the work of our data specialist. Our data specialist spearheads much of the work of our Grade Team Leaders, complies school wide data, and analyses patterns and trends among sub groups of students

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers’ schedules and extensive professional development opportunities embedded throughout our week (Wednesdays and Fridays, 50 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with “at risk” students to support individual student need. Through our collaborative grade team meeting on Wednesdays and Fridays, teachers are able to have rich conversations about students and the strategies employed in order to achieve academic excellence.

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	<ol style="list-style-type: none"> 1. Saturday Tutoring Academy 2. Tutoring 3. Targeted writing sessions 4. Targeted Reading sessions 	<ol style="list-style-type: none"> 1. Small group/Individual 2. Small group/individual 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1. After school, Saturdays (commencing 3/13) 2. Afterschool, during lunch periods 3. During school day/advisory period 4. During school day/advisory period
Mathematics	<ol style="list-style-type: none"> 1. Saturday Tutoring Academy 2. Tutoring 	<ol style="list-style-type: none"> 1. Small group/Individual 2. Small group/individual 	<ol style="list-style-type: none"> 1. After school, Saturdays (commencing 3/13) 2. Afterschool, during lunch periods
Science	<ol style="list-style-type: none"> 1. Saturday Tutoring Academy 2. Tutoring 	<ol style="list-style-type: none"> 1. Small group/Individual 2. Small group/individual 	<ol style="list-style-type: none"> 1. After school, Saturdays (commencing 3/13) 2. Afterschool, during lunch periods
Social Studies	<ol style="list-style-type: none"> 1. Saturday Tutoring Academy 2. Tutoring 	<ol style="list-style-type: none"> 1. Small group/Individual 2. Small group/individual 	<ol style="list-style-type: none"> 1. After school, Saturdays (commencing 3/13) 2. Afterschool, during lunch periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk/ IEP Mandated counseling	Small group/individual	3-5 days per week during school hours

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.

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and our partner organization, Asia Society. Through our intricate hiring process, our community has ensured that teachers' beliefs align with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Furthermore, on a weekly basis, the administration disseminates a weekly bulletin/newsletter for faculty. Each newsletter has a "pedagogical lens" for the week along with research based strategies which are aligned to this focus. Throughout the week, administrators and fellow teachers engage in "instructional rounds" of inter-visitations to classrooms with the identified lens in mind. All teachers receive feedback from these visits, which denote promising practices and next steps.

Lastly, teacher growth and progression towards the standard of "highly qualified" is measured by professional growth set forth by pedagogues at the beginning of every school year. Goals are monitored by administration through weekly snapshots and formal/informal observations. Teachers self-monitor their growth by engaging in a self-evaluation mid-year and at the end of the school year (Self-evaluation can be found on ARIS portal)

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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:

- Provide one-on-one and small group tutoring sessions during the lunch period
- Implement after-school tutoring, PM School and Saturday School to accumulate credits and increase regents scores
- Implement the curriculum that relates to the state standards and CCLS (Common Core Learning Standards)
- Provide daily support services for students such as social worker, guidance counselors and school psychologist
- Support post-secondary enrollment with the installment and support of a full time College Counselor
- Implement Academic Intervention Services (AIS) for at-risk students
- Provide high quality professional development for all teachers
- Provide students with supplies, materials, textbooks and library books needed to successfully implement the curriculum related to the state and common core standards.
- Empower students and families by updating our electronic grade book, Engrade, on a weekly basis
- Provide families with comprehensive strategies to support their child at Parent Teacher Conferences and Student Led Conferences (6 times per school year)
- Respecting cultural, racial and ethnic differences
- 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 strategies to help their child at home
- Conducting Student Led Conferences every semester where student generated goals and next steps will be discussed and monitored by the student's advisor
- Upgrading our online grading system, Engrade, to include electronic progress reports and text messages to families when students fail to hand in assignments.
- 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;
- Parent Coordinator will disseminate a weekly Parent Newsletter via email, 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 programs through monthly School Leadership meetings
- Committing to return inquiries and/or all communication initiated by parents/families within 48 hours
- Providing families with individually mailed progress reports (mid marking period) so that proper interventions can occur to best support the child
- 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 School-Parent Compact is 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 during open school week
- Planning activities for parents during the school year, as seen through activities such as Simulated School Night, Student Led Conferences, Freshman/Sophomore/Junior/Senior breakfasts and Parent Teacher Conferences.

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 such as calling the school and providing a doctor's note for the absence
- Ensure that my child comes to school rested and prepared with basic materials such as an ID card, writing utensils, pencils, pens and notebooks.
- Check and assist my child in completing homework and CCLS tasks, when necessary;
- Monitor and set limits and to the amount of time my child watches television, plays video games engages in social media outlets (i.e. facebook and twitter);
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Attend monthly PTA meetings and other events supported by the school
- Encourage my child to follow school rules as outlined in the Family Handbook distributed at the beginning of the school year.
- Understand that my child is not allowed to bring cell phones and electronic devices into school therefore if I need to contact my child I will call the main office

- Monitor my child's academic progress by checking assignments on Engrade, responding proactively to progress reports and encouraging them to attend tutoring when receiving alerts from the school
- 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, consent forms for trips and notices when requested;
- Visit the school website, csihighschool.org, regularly to keep abreast of upcoming events and important notifications
- Actively read the weekly newsletter emailed by the Parent Coordinator to stay involved in school events/news
- Inform the school and/or parent coordinator when contact information changes
- 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;
- 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;
- Commit to the CSIHS academic policy on honesty when completing assignments/exams
- Follow the school rules and be responsible for my actions;
- Ask questions when I am unsure of material covered in my classes
- Attend tutoring when I need help
- Treat every member of the CSIHS community with respect; this includes during verbal, written and online communications along with the property of others
- Demonstrate respect for the community in which I learn by using receptacles and not engaging in vandalism
- Check my Engrade account regularly to monitor my own progress. When there are disparities I will set an appointment with my teachers to maturely discuss my concerns.
- Attend and prepare for two Student Led Conferences every school year
- Bring home notifications, surveys and all home contact information to ensure my family is kept aware of my progress.
- Try to resolve disagreements or conflicts peacefully, through the help of my counselors, advisor, assistant principal and/or principal.
- 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 31R047 School Name: CSI HS for International Studies

Cluster: 4 Network: 403

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.

At the beginning of every school year, we send out the language preference survey which asks parents to identify a language in which they would like to receive written and oral communication from the school. We also analyze blue cards which are distributed at Freshman orientation. Based on that data, we secure translators (either from our school community or from translation and interpretation unit) for events that involve such parents. Written communication from the school and/or parent coordinator provide options for varied languages as indicated on this survey. These surveys are kept on file and families that indicate languages other than English are documented.

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.

Teachers are made aware of family need via ARIS and emails from administrators. Documentation of families that chose communication other than English is kept on file and distributed to the school community. Current data indicates that three families request oral communication in Spanish, one requested oral communication in Mandarin.

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.

We currently have 12 staff members that are bi-/tri-lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. Although requests for translated services in written form has not been made, in-house staff members are available to make such translations if need be. If requests are made that we can not accommodate inhouse (9 languages spoken by staff members), we will reach out to NYC DOE Translation and Interpretation Unit

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 currently have 12 staff members that are bi-/tri-lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. For those parents who request oral commincation in Spanish or Mandarin, we utilize in house translators (3 teachers on our staff speak Spanish, 1 speaks Mandarin) for PTC, school events in which these parents will be present. When coverage is needed for such translation, or a commitment afterschool, we compensate teachers using prep coverage and Title III translation funding (\$1130)

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>.

lease see above, questions #2 and #3 in Part B

Section VII-

- A. Parents whose survey indicates a language other than English, are mailed home the Bill of Rights and Responsibilities of Parents
- B. Translation Services signs are posted in main entrance (security desk), main office entrance, and by Parent Coordinator's office
- D. Our school does not have more than 10% of parents who speak a language other than English, however, we are in the process of purchasing a website through EChalk which has a tranlations options

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 31R047 **School Name:** CSI HS for International Studies

Cluster: 4 **Network:** 403

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.

At the beginning of every school year, we send out the language preference survey which asks parents to identify a language in which they would like to receive written and oral communication from the school. We also analyze blue cards which are distributed at Freshman orientation. Based on that data, we secure translators (either from our school community or from translation and interpretation unit) for events that involve such parents. Written communication from the school and/or parent coordinator provide options for varied languages as indicated on this survey. These surveys are kept on file and families that indicate languages other than English are documented.

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.

Teachers are made aware of family need via ARIS and emails from administrators. Documentation of families that chose communication other than English is kept on file and distributed to the school community. Current data indicates that three families request oral communication in Spanish, one requested oral communication in Mandarin.

Part B: Strategies and Activities

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